

# **Working Together**

**Summer 2010**

**The Children and Young People's Service Executive Director's  
Report to School Governors and Headteachers**

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## PLEASE NOTE THAT:

- You should take your copy of "Working Together" to your school's governing body meeting.
- The Summer Terms 5 and 6 model agenda is available to download as a word document from the Governor Services homepage: - <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolGovernors.htm>
- Details of the current governor training programme are included in a separate booklet - Training and Support for Governors Summer and Autumn 2010.

## Executive Director's Report – Summer 2010

Dear Colleagues,

Welcome to the Summer 2010 edition of Working Together and I trust you are all refreshed after the Easter break and have all travelled home safely.

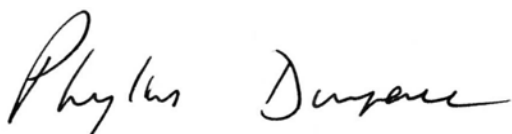
At this year's annual Headteachers' Conference I reflected on events affecting Lambeth and its schools and children over the last twenty years. We have certainly been through many changes together. Every news bulletin and newspaper highlights issues about children, young people, their families and those of us who support them. The result is that we are working in a dynamic, politically charged environment. My experience in Lambeth tells me that all of you are prepared for this challenge. However, we do need to support one another through these times and think of innovative solutions to the equitable provision of our services. We have seen sustained improvement across all our services for children and young people but this trajectory will be challenged by reductions in funding for schools and local authorities.

I should like to focus on two key themes currently on our horizon; one is the economy, the other is change. Both issues will be on our agenda for some time with significant impact.

We are all aware of the current economic recession and the pressure on public services and the need to do more with fewer resources. We need to sustain the level of services we currently provide and maintain improvement. In the current financial climate, this means thinking very differently about what and how we provide services. In Lambeth we are in a good position to do this as our partnerships are strong and have developed over many years. We shall need to take tough decisions on our priorities and the solutions which best protect our most vulnerable children and young people. We have made great strides in developing targeted and preventative services and we should aim to sustain and develop them in the longer term so that there is ultimately less demand for specialist services.

We need to accept change as a constant in all aspects of our lives. However, it is something to be managed. Large organisations, particularly in the public sector, cannot rely on individuals but on effective systems and practice. Regardless of the outcome of the local and national elections, public services will experience changes in direction and funding. By working together we can mitigate the effects of public sector funding reductions. It will continue to be essential to involve our children, young people, young carers and their families in these changes. We must continue to listen to them about what works and what doesn't.

As I am sure you are aware, this will be my last Working Together document and I want to take this opportunity to thank you for your hard work and commitment to children and their families. I have enormous respect for you all in giving up your time and using your skills so willingly to help our schools. I know you will continue to build on our strong foundations and achievements. I shall miss you all. It has been a privilege to work with you and I wish you well for the future and for Lambeth and its sustained success.



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

# **PART A – FOR ACTION**

## Action Summary

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

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

<ul style="list-style-type: none"> <li>• make arrangements to consider key issues raised by the research reports on Raising the Achievement of White Working Class Pupils and draw up action plans to narrow achievement gaps.</li> </ul>	<p><b>Page 9</b></p>
<ul style="list-style-type: none"> <li>• make arrangements for governor representation at one of the free briefing sessions on Think Family and Think Father on either Tuesday 15 June or Wednesday 20 October 2010 - see section 6 for details.</li> </ul>	<p><b>Page 11</b></p>
<ul style="list-style-type: none"> <li>• review its policies and procedures to improve attendance and reduce persistent absence.</li> </ul>	<p><b>Page 14</b></p>
<ul style="list-style-type: none"> <li>• make arrangements to consider the LA's proposed dates for 2011/12 and submit any comments by Friday 16 July 2010.</li> </ul>	<p><b>Page 17</b></p>
<ul style="list-style-type: none"> <li>• ensure that the school is complying with the requirements of the Lambeth Sustainability Action Plan, specifically Action 2.3: Reduce carbon emissions from schools.</li> <li>• send information about best practice in the school to the Sustainability Unit for use in case studies.</li> <li>• consider whether to participate in a network of sustainability champions - whether governors or school staff - to begin to look at carbon reduction and driving energy efficiency in schools.</li> </ul>	<p><b>Page 19</b></p>
<ul style="list-style-type: none"> <li>• ensure that the school is complying with the requirements of the new statutory Carbon Reduction Energy Efficiency Scheme.</li> </ul>	<p><b>Page 21</b></p>
<ul style="list-style-type: none"> <li>• consider whether to adopt the ContactPoint system and, if agreed, arrange for completion and return of the Mandate Letter as affirmation of interest.</li> </ul>	<p><b>Page 23</b></p>

# Governance Matters – Summer 2010

For additional information please contact:

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

## 1. School Governing Body Model Agenda – Summer 2010

As usual, a model agenda for your governing body meeting(s) can be downloaded as a word document from the School Governors section on the Lambeth website: go to [www.lambeth.gov.uk](http://www.lambeth.gov.uk) and click on “Education and Learning” under “Services”. Click on the “Schools and Colleges” link on the left-hand side and then click on “School Governors” - the link to the model agenda appears at the bottom of the page. The model agenda includes those items which governing bodies should consider during Summer Terms 5 and 6, as well as other optional items and relevant advice and guidance.

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

## 2. Report from the Ministerial Working Group on School Governance

The report from the Ministerial Working Group on School Governance – “The 21st Century School: Implications and Challenges for Governing Bodies – has now been published and can be downloaded here:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00351-2010&>.

The main recommendations are:

- changes to powers of delegation to allow school leadership teams to undertake governors’ duties;
- relaxation of the stakeholder proportions in the constitutional models;
- to include a section on the school self evaluation form so governing bodies can evaluate their effectiveness;
- induction training and toolkit for governors on new ways of working, covering more delegation and skills audits;
- new national training programme for chairs of governing bodies;
- clarification of the roles of headteachers and governing bodies in the Terms of Reference regulations;
- School Governors’ One-Stop Shop (SGOSS) to work with Business In The Community (BITC) to match governor vacancies to employee governors – development of governor pools where governor volunteers can be recruited and trained prior to placement;
- more scrutiny of governance arrangements and strategies for self improvement of governors in new school arrangements;
- governing bodies to have a trained clerk.

## 3. Local Authority (LA) Governor Appointments and Reappointments

**Appointments** - the open recruitment policy for the appointment of LA governors is continuing to work well. 25 governors have been recruited since September 2009 with governors from 10 schools taking part as members of appointment panels, for which we are very grateful. There are now 184 LA governor posts on the governing bodies of Lambeth schools and management committees and in April 2010 there were four vacant places. However, it is now LA policy that LA governor

appointments cannot be confirmed until satisfactory CRB checks are completed. Unfortunately this has meant a considerable delay between recruitment and confirmation of appointment - there are currently twenty LA governors provisionally allocated to schools awaiting CRB clearance.

LA governor application forms are available to download from the School Governors page on the Lambeth website – <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/GovernorRecruitmentApplicationForm0505.htm> - or on request from Governor Services. **We want to increase the number of appointments from black and minority ethnic communities, currently under-represented, so please encourage people you know to apply!**

If your governing body has a vacancy for a LA governor and there are any particular skills or attributes you are looking for in a new governor, please let David Jones know. We cannot promise somebody who will “tick all the boxes” you are looking for and, as our first priority must be to fill any vacancies within six weeks, we will not leave a vacancy unfilled if there is a suitable applicant.

**Please let us know if a Local Authority governor resigns from your governing body so that we can appoint a replacement as quickly as possible. Likewise, would you please let us know if a Local Authority governor has a poor attendance record or simply stops coming to meetings.**

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

**Reappointments** - school governors serve for a period of up to four years and all existing LA governors who were appointed or reappointed on 1 September 2006 will reach the end of their terms of office on 31 August 2010. In line with LA policy that all new appointments and reappointments of LA governors will only be confirmed after satisfactory CRB clearance has been received, Governor Services has written to these governors to ask them to let us know as soon as possible whether or not they wish to be reappointed from 1 September 2010. CRB Application Forms will be sent to those who wish to continue and these should be completed and returned as soon as possible to minimise delays in the checking process.

**LA governors who will reach the end of their terms of office after 31 August 2010 will be sent similar letters, however, from 1 November 2010 all new and reappointed governors must be registered with the Independent Safeguarding Authority (ISA). It will be a criminal offence to participate in “regulated activity” without being ISA registered.**

See section 4 for an update on the introduction of the new Vetting and Barring Scheme.

#### **4. Independent Safeguarding Authority (ISA) Vetting and Barring Scheme (VBS) Update**

The new Vetting and Barring Scheme, which came into effect in October 2009, is being implemented in phases. From July 2010, anyone who is taking up a new role working with children or vulnerable adults in regulated activity, paid or voluntary, **may** register with the Independent Safeguarding Authority (ISA). New workers and volunteers **must** register by November 2010, from which time all regulated activity providers (RAPs) will have a legal duty to check that workers or volunteers taking up new roles are ISA registered. All those who currently work with children and vulnerable adults must also register in phases up to 2015.

Full guidance on the new Vetting and Barring Scheme has now been published and can be downloaded here: <http://www.isa-gov.org.uk/Default.aspx?page=402>. The new guidance, which supersedes the interim guidance published in October 2009, includes information about the scope of the Scheme; barring arrangements; responsibilities and duties for both employers and volunteer organisers and the duties of employees/volunteers; timescales for the phased implementation of the Scheme; and an explanation of the transitional arrangements during the phased implementation. It also covers those areas where the Scheme does not apply.

There will be further 'sector specific' guidance documents, showing how the Scheme will be applied in different areas of work and volunteering activities.

#### **5. Safer Recruitment Training - Reminder**

From 1 January 2010 the School Staffing (England) Regulations 2009 require governing bodies to ensure that:

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

has completed safer recruitment training approved by the Secretary of State. The online training, now provided by the Children's Workforce Development Council (CWDC), is much simpler to access and does not require enrolment via the school. Visit the CWDC website for more information and to take the course: <http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment/safer-recruitment-e-learning>.

## **6. Local Government Ombudsman to launch a new Schools Complaints Service**

From April 2010, the Local Government Ombudsman (LGO) will deliver a new complaints handling service for parents and pupils with concerns about schools. The first phase will be a pilot involving schools in four local authority areas with a view to inclusion of a further group of local authorities from September 2010, before the full service is rolled out nationally from September 2011.

The LGO already considers complaints about a wide range of education matters but until recently the LGO did not have authority to consider complaints about internal school matters. The Apprenticeships, Skills, Children and Learning Act 2009 extended the LGO's jurisdiction to include such matters.

The new service seeks to provide a route for redress for those with complaints about school matters who have been unable to resolve their concerns through local resolution. In almost all cases the complaints must first be considered at school level before the Ombudsman will get involved.

## **7. Personal, Social, Health and Economic Education (PSHEE)**

Access to good quality PSHEE is central to successful development as confident individuals, to high achievement and to a fulfilling life for our children and young people. PSHEE is on the curriculum of most Lambeth schools, taught either as a timetabled lesson through the year, which is the preferred model, or as a focus day or week during the year. The Healthy Schools programme is a schools' accreditation based on the principles of PSHEE and in Lambeth our PSHEE and Healthy Schools programmes are integrated. Ofsted has recognised the importance of wellbeing and personal development to a happier life and these strands now run through the new inspection framework.

PSHEE also provides all schools with an opportunity to focus on delivery of the skills identified in the framework for Social and Emotional Aspects of Learning (SEAL) and secondary students with enterprise and financial capability. In addition to the existing PSHEE practitioners, we are incorporating an external provider into the core team to improve the co-ordination of support to schools. For many years, Health Education Links Service have operated as a PSHE provider to some Lambeth schools but they will now have a wider remit to support all Lambeth schools in working towards the new national Enhanced Healthy Schools accreditation.

A full briefing to explain the new Healthy Schools/PSHEE programmes and the changes to the deployment of our practitioners in more detail will be included in Working Together Autumn 2010.

## **8. Gypsy, Roma and Traveller Achievement**

The National Strategies have launched a new pack called "Moving Forward Together: Raising Gypsy, Roma and Traveller Achievement" – including new guidance materials to raise the achievement of Gypsy, Roma and traveller pupils, one of the lowest attaining minority ethnic groups in our schools. The materials include case studies and quotes from practitioners, pupils and parents, many from the National Strategies Programme schools and settings, as well as an overview of the communities, histories and key issues, including ascription and identity; the legal framework; teaching and learning; and engagement with parents, carers and the wider community.

Copies of the materials and further information can be found here: <http://nationalstrategies.standards.dcsf.gov.uk/node/248709>.

## **9. Further Sources of Information**

- There is a new blog for governors called Supergovernor, with free advice for governors on everything from school policies to how to balance work and governing - [www.supergovernor.co.uk](http://www.supergovernor.co.uk).

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

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

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

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

Alternatively you could contact Governorline – 08000 722181 or [www.governorline.info](http://www.governorline.info) – an independent source of advice, information and support for school governors but **please be aware that if you give only a partial account of the issue you wish to discuss then the likelihood is that the advice you receive will be wrong.**

Other useful websites are as follows:

- The National Governors' Association (NGA), established following the merger of the National Governors' Council (NGC) and National Association of School Governors (NASG): [www.nga.org.uk](http://www.nga.org.uk). The NGA produces a regular electronic newsletter.
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - [www.governors.fsnet.co.uk](http://www.governors.fsnet.co.uk).
- Times Educational Supplement (TES), the governors' section of the TES – [www.tes.co.uk/governors](http://www.tes.co.uk/governors).
- [www.ukgovernors.org.uk/](http://www.ukgovernors.org.uk/) which has been set up as an alternative to the discussion boards/forums on Governornet, but is purely for discussions and does not have any downloadable content or background materials.
- 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).
- Teachers' TV - the governors' area of the website - [www.teachers.tv/governors](http://www.teachers.tv/governors) - which is free to use includes expert advice, their 'best of the web' reviews, their poll of school governors and links to programmes. It includes additional material online, including detailed lists of related websites, downloadable supporting documents, a library of complete high-quality presentations addressing CPD issues.

# Raising the Achievement of White Working Class Pupils

For additional information please contact:

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**The purpose of this paper is to inform governors and headteachers about the findings of the research reports into raising the achievement of white working pupils in Lambeth schools.**

**RECOMMENDATION: that the governing body makes arrangements to consider key issues raised by the research reports and draws up action plans to narrow achievement gaps.**

## 1. Introduction

This briefing paper summarises the key findings of three research reports into raising the achievement of white working pupils in Lambeth schools including:

- **Raising the Achievement of White Working Class Pupils: Barriers and School Strategies (Executive Summary)**
- **Raising the Achievement of White Working Class Pupils: School Strategies**
- **Raising the Achievement of White Working Class Pupils: Barriers to Learning.**

This groundbreaking study into raising the achievement of white working class pupils in schools was commissioned by the Council against a background of growing local and national concern surrounding educational performance of the white working class. The aim of this research project was to study the experiences of white working class pupils in schools, specifically looking into the academic achievements of white working class pupils and identified reasons for underachievement to develop strategies to raise academic success. The research draws on detailed statistical analysis as well as evidence from parent and community focus groups, as well as thirteen schools from across the borough that were used as case studies.

## 2. Key Findings

The main findings of the research suggest that:

- The worryingly low achievement levels of many white working class pupils has been masked by the middle class success in the English school system and government statistics that fail to distinguish the white British ethnic group by social background.
- One of the biggest groups of underachievers is the white working class. Pupils from advantaged, professional backgrounds are three times more likely to achieve five A\*-C grades at GCSE than their class peers.
- White British pupils are the ethnic group most polarised by the impact of socio-economic disadvantage. While poverty makes little difference to the achievements at school of some ethnic groups, it makes a huge difference to White British children on free school meals – see table below).

The study also identified a number of barriers to learning. One of the main reasons for pupil underachievement is low parental aspirations regarding education and social deprivation. The root causes of underachievement have also been identified within factors such as low literacy levels, feelings of marginalisation within the community, low levels of parental education and a lack of targeted support to raise achievement. However, despite underperformance at a national level, the research has found that white working class pupils in a number of the case study schools in Lambeth are bucking the trend. The study identifies a number of strategies to overcome some of the barriers to achievement which face white working class children in schools, such as successful leadership that recruits an effective diverse workforce, parental engagement, rigorous monitoring systems which track individual pupil performance against expectations, personally tailored support and flexible intervention programmes. What is particularly special about the case study schools is that

they tend to employ a range of strategies and targeted support to challenge poverty and underachievement through extensive use of teachers, teaching assistants and learning mentors.

**Table: GCSE Performance by free school meals and ethnic background in England 2008 (5+ A\*- C percentage)**

<b>Ethnic Background</b>	<b>Non FSM</b>	<b>FSM</b>	<b>GAP</b>
Chinese	85%	79%	6
Bangladeshi	65%	59%	6
Pakistani	61%	52%	9
Black Caribbean	57%	43%	14
Black African	65%	50%	15
Indian	80%	64%	16
White and Black Caribbean	60%	40%	20
White and Black African	69%	46%	23
White British	67%	35%	33

### 3. Key Issues for Governors and Headteachers

The low attainment and poor progress of White British working class pupils is a key concern. Despite much academic debate and concern the needs of white working class pupils have not been addressed and have been overlooked by local and national policy makers. The main obstacle to raising achievement is the failure of central government to recognise that this group have particular needs that are not being met by the school system. Through discussions a picture of a community that is isolated, that does not have the resilience to cope with inner city life anymore emerges.

The study argues that white working class pupils as a group lacked direct, targeted support in school to tackle generational low aspiration and to break the cycle of poverty and disadvantage in white working class communities. White working class people interviewed feel no one is listening or speaking for them. The government needs to recognise that the underachievement of White British working class pupils is not only a problem facing educational services but a daunting and profoundly serious challenge. There is a need for additional funding to support targeted initiatives to raise aspiration and achievement of white working class pupils. The study also argues that schools and teachers are at the forefront of raising educational aspirations and achievement. The recommendations for schools with ethnically diverse populations emerging from this study are:

- To use performance data to identify underachieving groups and to audit the achievement of white working class pupils. In the light of this audit all schools should develop targeted intervention strategies including the use of learning mentors, teaching assistants and family support workers etc.
- Audit the curriculum to reflect the diversity of the school community and of all pupils. In the light of the audit all schools should map provision across years and subjects and ensure the coverage is coherent and address the needs of white working class.
- Use creative and flexible strategies to engage white working class parents to make them feel valued and to enable them to support their children's education.

### 4. Recommendations for Action:

We strongly believe addressing issues of race and social class are very important for community cohesion and to challenge extremist groups in Lambeth and nationally. It is recommended that the governing body considers key issues raised in the reports in the context of your school and draw up action plans for raising the achievement of white working class pupils. Governing bodies may wish to consider setting up a working group for this purpose.

### 5. Further information

The reports can be found on the Research and Statistics webpage ([www.lambeth.gov.uk/rsu](http://www.lambeth.gov.uk/rsu)) here: <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/ResearchandStatisticsUnit/Documents/ResearchReports.htm>.

If you have opened this document electronically you can click on the links below:

- [White working class achievement: Barriers to learning in schools](#)
- [Raising achievement of white working class pupils: School Strategies](#)
- [Raising achievement of white working class pupils: Executive summary](#)

For copies of the reports please contact Lambeth Research and Statistics Unit, International House, Canterbury Crescent, SW9 7QE on 020 7926 9664 or email [fdemie@lambeth.gov.uk](mailto:fdemie@lambeth.gov.uk).

# Family and Parenting Support for Schools

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the support available to them in engaging with mothers and fathers as part of the community cohesion agenda, and to profile the new Family and Parenting Support Strategy which maps and signposts a continuum of services for families in schools and across the borough.

**RECOMMENDATION:** that the governing body makes arrangements for governor representation at one of the free briefing sessions on Think Family and Think Father on either Tuesday 15 June or Wednesday 20 October 2010 - see section 6 for details.

## 1. Introduction

Parents and family are the bedrock for children's progress in achieving the five Every Child Matters outcomes. Their input in every area of ECM is crucial to success. It is schools that bear the burden of pressure for attainment, but it is now very clear, with a decade of significant research behind us, that engaging parents in the partnership is vital. All services will need to **Think Family** - looking beyond the individual child to consider the involvement, potential contribution, and, at times, the risks and problems associated with **all** of the adults who might have an influence on a family, even when they are not in the same house, or immediate family. A child will attend school less regularly if they have a parent with drug dependencies; their attainment is affected by their mothers' and fathers' attitudes to learning. This is most evident from the very basics: a child will have a big gap to close if they arrive at school unable to communicate in sentences, but the influence extends through to secondary – not necessarily in helping with maths homework, but in talk, interest and encouragement.

It can be said, rightly, that schools have enough on their plates. The Family and Parenting Support team's job is to support schools to engage with families, provide the professionals to deliver the support needed, and provide clear signposting information.

**NB. "Parents" includes mothers and fathers, non-resident parents and anyone who provides care to a child or young person on a daily basis.**

## 2. Family and Parenting Support Strategy: Think Family

In 2008 Lambeth developed a Family and Parenting Support Strategy in response to a clear need for a co-ordinated look at the support by a huge range of services, extending from housing and financial advice to support around parenting skills. The integration of family and parenting support aims to:

- Embed shared values, culture and principles
- Ensure services are available wherever families live within the borough
- Establish a continuum of support services
- Identify gaps and duplication of services and realign services accordingly

Schools are in the frontline of contact with families, and, alongside other frontline services such as housing, mental health teams and the prison service, provide invaluable opportunities for identifying families at risk of poor outcomes and intervening effectively much earlier than would be otherwise possible.

### 3. **Family Learning: Helping Parents Support their Child's Learning**

Research has shown that “in the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools.” The scale of impact is evident across all social classes and all ethnic groups. It is “at home, good parenting” that has an **impact on increasing attendance, aspiration and achievement** by developing skills (eg. literacy), attitudes (eg. persistence, resilience) and values (eg. importance of learning). (Desforges). **There are significant gains to be made when parents are given the information they need to support their children to do well.** Family Learning aims to do just this. It is an annual grant to support schools and Children's Centres deliver programmes from 2 to 60 hours that:

- Support parents develop an understanding of their children's' development and learning
- Understand their own importance in raising their children's achievement, and teaches them strategies to do so
- Develop their own skills and aspirations

In addressing inequality, the first aim may be to engage with parents who are not currently working in partnership with the school, and the grant gives flexibility to initiate engagement with innovative and creative short workshops and programmes to build a relationship with parents. Courses can therefore include pampering sessions, sports, arts, photography and film and move on to support with financial literacy, maths and helping your child or teenager with homework. Many of the programmes are successfully designed to address a fundamental barrier to parenting involvement in their child's learning: raising parents' awareness of their own importance, whatever their skills. As one dad put it, “This gives all those dads out there who are unilliterate, like me, a chance to do something. I feel privileged that I've been allowed to take part.”

### 4. **Parenting Support: Helping Parents with Parenting Skills**

Without intervention, unhelpful parenting practices tend to get passed from one generation to the next and we see the effects in both schools and our community. It is essential for Lambeth to provide parenting support that is seen as **an entitlement and not a judgement**. Lambeth's Parenting Commissioner is now rolling out two evidence-based programmes, **Strengthening Families, Strengthening Communities (SFSC)**, and the **Positive Parenting Programme (PPP)**. Just under 60 multi-agency practitioners have been trained to deliver in any setting where need dictates and there is capacity for childcare. Schools may choose to host a programme, or awareness raising event, or simply to refer parents to courses running in the area. The two main programmes are thirteen and nine weeks long respectively, but others are also available: support for young people at risk of leaving home, drug and substance misuse, and shortly available will be Stepping Stones, a programme for parents of children with disability, including autism and ADHD. A parenting expert will be placed in each TAC locality, and ideally referrals will be made using a CAF. However, parents can also self-refer. Leaflets about the referral process and the programmes themselves are available from the [parenting@lambeth.gov.uk](mailto:parenting@lambeth.gov.uk) and will be sent out to schools.

Schools can contact the Family and Parenting Support team for further information, to request to host a parenting programme or to refer a parent – see contact details in further information below.

### 5. **Think Father - Dispelling the Myth of the Invisible Parent**

Fathers are an essential part of the partnership with parents, whether they are resident with their child or not. Active fathers have a profound effect on their child's achievement, and it is essential that schools systematically engage with fathers as well as mothers. The Family and Parenting Support team will run workshops on engaging fathers over the year, and toolkits and audits are available to schools. A current project is working with Lambeth fathers to support them to become Community Ambassadors, and they have produced a film - available to all schools - on fathers' experiences in being excluded by professionals and tips for services for becoming more dad-friendly. Contact Abigail Norton for a copy or support in this area.

### 6. **Free Briefings for Governors**

There are free briefings for governors on family and parenting support on either:

- **Tuesday 15 June 2010, 6.30pm – 8.30pm, Room 8, Lambeth Town Hall**
- or
- **Wednesday 20 October 2010, 6.30pm – 8.30pm, Room 125, Lambeth Town Hall**

If you would like to attend, please contact Joan Badoo on 020 7926 9668 or email [governor@lambeth.gov.uk](mailto:governor@lambeth.gov.uk).

## 7. Further Sources of Information

Copies of the Family and Parenting Support Strategy, information on parenting programmes and referral forms for parenting programmes are available from Abigail Norton – contact details above.

Information on family learning programmes and funding is available from Jenny Williams, Interim Family Learning Manager, [jjwilliams@lambeth.gov.uk](mailto:jjwilliams@lambeth.gov.uk).

- Building a 21<sup>st</sup> Century Schools System – Your child, Your schools, Our Future: Government White Paper: <http://www.dcsf.gov.uk/21stcenturyschoolssystem/>.
- The Impact of Parental Involvement on Children’s Education – summary of some of the research evidence:  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00924-2008&>
- The Impact of Parental Involvement on Pupil Achievement, DfES Research Report 433 - Desforges, D, and Abouchar, A (2003): [http://www.teachernet.gov.uk/\\_doc/11194/rr-impact%20of%20parental%20involvement.pdf](http://www.teachernet.gov.uk/_doc/11194/rr-impact%20of%20parental%20involvement.pdf)
- Improving Children’s Behaviour and Attendance through the use of Parenting Programmes: An Examination of Good Practice, DfES Research Report 585 - Hallam et al (2004): <http://www.dcsf.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14006&resultspage=1>
- How Primary and Secondary Schools Help Parents and Carers to Improve Their Child’s Learning: Guidance for Schools:  
<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01115-2009&>.

# Improving Attendance and Reducing Persistent Absence

For additional information please contact:

Adrian Eaves

Attendance Team Manager

020 7926 7665

aeaves@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with information to ensure a strategic whole school approach to tackling attendance

**RECOMMENDATION: that the governing body reviews its policies and procedures to improve attendance and reduce persistent absence.**

## 1. Introduction

Pupils who attend school on a regular basis and are offered access to high-quality teaching and learning opportunities will usually leave school with qualifications and access to greater employment opportunities. The links between attendance and achievement are strong, and high levels of attendance at school should be a right of each pupil.

Poor school attendance impacts on the life chances of children and young people not only during their time of compulsory education but also in relation to their adult life and their contribution to society. For example, pupils with poor school attendance are also likely to become involved in anti-social behaviour or crime and are much more likely to become NEET (not in Employment, Education or Training) post-16.

## 2. Definitions

Every half-day absence from school has to be classified by the school - not by the parent(s)/carer(s) - as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required, preferably in writing.

**Authorised absences** are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

**Unauthorised absences** are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings and includes:

- Parents/carers keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive at school too late to get a mark
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time which have not been agreed.

A pupil becomes a '**persistent absentee**' when they miss 20% or more schooling across the school year **for whatever reason**. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and cooperation to tackle this.

## 2. Promoting Attendance in Schools

Resources to promote attendance in schools can be found at <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/Attendance.htm>.

The Attendance Toolkit and the other resources which can be found on the website provide all the materials necessary to improve attendance. The anecdotal evidence thus far is that the Attendance Intervention Model (AIM) is securing improved attendance in schools that have successfully adopted

this approach. The resources and leaflets provide schools with the flexibility to adapt or adopt practices to suit their context and needs.

Education Welfare Officer (EWO) time can be purchased through the LA to progress the case work for persistently absent children and to identify the appropriate support for them. This involves home visits, court warning letters, court panel meetings and providing a witness in court. These are all functions that schools must fulfil if they do not purchase an EWO's time. Failure to do this will mean that the LA does not have the appropriate evidence or required timely intervention to prosecute a parent for neglecting to ensure their children attend school.

### **3. Monitoring and Evaluating the School's Attendance**

Governors can monitor and evaluate their school's attendance by checking:

- There is well-developed and regular pupil consultation on a wide range of issues including Learning and Teaching (L&T), attendance and well-being.
- All pupils know their attendance and strive to achieve 100% attendance and punctuality.
- Pupils are actively involved in developing and writing the school's Attendance Policy and in promoting attendance.
- Oral and written evidence that pupils enjoy school and feel safe.
- Parents always contact the school using first day contact systems.
- Parents are involved in reviewing the Attendance Policy and practice.
- Parents are always contacted before attendance levels fall to less than 90%.
- Support systems are in place to engage hard-to-reach parents.
- There is a range of opportunities for parent(s)/carer(s) to engage with the school community including the hard-to-reach parents, e.g. via community events.
- A full range of parent responsibility measures are used and the impact of these is known.
- Family Social and Emotional Aspects of Learning (SEAL) is well established and supports positive learning and attendance.
- Evidence of a positive and proactive relationship with the local community.
- System established with local businesses to prevent non-attendees using their premises.
- There is a clear understanding of the links between attainment and attendance.
- Attendance and attainment data is used to support and track pupils progress.
- Overall attendance targets are met and plans for improvement/sustainability are in place and regularly reviewed.
- The percentage of pupils with persistent absence is falling and better than the national/authority data.
- Effective pupil tracking is in place to identify any pupil whose attendance begins to slip.
- Reasons for absence are analysed termly and actions are taken as a result of this.
- Accurate, verifiable data.
- Pupils consistently feed back that they like school.
- Clear profile of absence, vulnerable groups identified, action is taken as a result of the findings.
- Overall absence targets are discussed and agreed with governors and submitted to the LA on time. Governors receive regular progress reports.
- Attendance is a priority for school improvement.
- Evaluation of teaching and learning is used to support intervention for persistently absent pupils.
- There is an escalation of interventions which are used systematically and the impact of these interventions is known to the school.
- Registration practice is efficient and effective and promotes a rapid response to absent pupils.
- Priority is given to regular training and continuing professional development. The school makes sure it knows the whereabouts of all pupils every day.
- There is a 'team around the child' approach to support vulnerable pupils.
- SEAL is at the enhancing/establishing stage as a whole-school approach and is integrated into all aspects of teaching and learning.
- Small group SEAL is used to support vulnerable pupils.
- The quality of teaching and learning promotes positive attendance.
- The school participates in high-profile and well publicised incentives to promote positive attendance within a school partnership and knows the impact these have on attendance.
- Peer support schemes are well established in all years.
- Transition and transfer arrangements are highly developed.
- The school's work reflects the LA's attendance strategy. Input from Children's Services, health and other partners meets the needs of the school to support pupils with complex and challenging difficulties.
- The headteacher provides strong and determined leadership to improve attendance.

- There is clear distributed leadership of attendance across the school particularly involving middle leaders and other adults.
- The school attendance leader is a senior manager supported by the management team of the school who model expected practice to improve attendance.
- Governors play a key role in improving attendance.
- The school offers an appropriate balance of support and challenge to parents. Where necessary the school works with the local authority to support legal interventions to promote the pupils' right to regular education.
- Attendance practice promotes a positive ethos and climate for learning.

# School Term and Holiday Dates 2011/12

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

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

**The purpose of this paper is to invite comments from governing bodies and headteachers on the recommended school term and holiday dates for the year 2011/12.**

**RECOMMENDATION: that governing body considers the LA's proposed dates for 2011/12 and submits any comments by Friday 16 July 2010.**

## 1. Context

Local authorities have responsibility for determining the dates when school terms and holidays are to begin and end for all community and community special schools, including nursery schools and voluntary-controlled schools. Although dates for voluntary aided, foundation and foundation special schools are determined by individual governing bodies, it is usual for them to follow the community school pattern.

## 2. Recommended School Term and Holiday Dates for 2011/12

To celebrate the Queen's Diamond Jubilee the government has proposed to introduce an additional public holiday in June 2012 only. Therefore there will be a temporary reduction in the number of sessions children are required to attend school from 190 days to 189 days in the 2011/12 academic year. The additional public holiday will fall directly after the Whitsun holiday. This means that the summer half term will fall a week later than usual and will start on Monday 4 June 2012. 2012 is also a leap year so there is an additional day in the calendar too.

Exams in 2012 will be timetabled on the assumption that half-term will be in the week commencing 4 June so exams will be held in the last week of May 2012.

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

**Any comments should be sent to David Jones, Governor Support Officer, 6<sup>th</sup> Floor, International House, Canterbury Crescent, SW9 7QE by Friday 16 July 2010.**

## 4. Professional Training Days (INSET) – 2011/12

From the 194 pupil days set out in the table below, headteachers will need to designate, in consultation with staff, five non-teaching staff development days (INSET), which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions.

Our view is that the allocation of dates should be left to headteachers. However our strong recommendation is that at least one whole day should be allocated for staff development prior to the beginning of Autumn Term One. It would be for headteachers to determine, in consultation with their staff, whether it would be appropriate for one or more days to be allocated more flexibly as twilight sessions.

**PROPOSED SCHOOL TERM AND HOLIDAY DATES 2011/12**

<b>TERM</b>	<b>START DATE</b>	<b>FINISH DATE</b>	<b>NUMBER OF DAYS</b>
<b>Autumn Term One</b>	<b>Monday 5 September 2011</b>	<b>Friday 21 October 2011</b>	<b>35</b>
Holiday	Monday 24 October 2011	Friday 28 October 2011	
<b>Autumn Term Two</b>	<b>Monday 31 October 2011</b>	<b>Friday 16 December 2011</b>	<b>35</b>
Holiday	Monday 19 December 2011	Monday 2 January 2012	
<b>Spring Term Three</b>	<b>Tuesday 3 January 2012</b>	<b>Friday 10 February 2012</b>	<b>29</b>
Holiday	Monday 13 February 2012	Friday 17 February 2012	
<b>Spring Term Four</b>	<b>Monday 20 February 2012</b>	<b>Friday 30 March 2012</b>	<b>30</b>
Holiday	Monday 2 April 2012	Friday 13 April 2012	
<b>Summer Term Five</b>	<b>Monday 16 April 2012</b>	<b>Friday 1 June 2012</b>	<b>34</b>
Holiday	Monday 4 June 2012	Friday 8 June 2012	
<b>Summer Term Six</b>	<b>Monday 11 June 2012</b>	<b>Monday 23 July 2012</b>	<b>31</b>

**Total number of days = 194**

**Bank and public holidays:**

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

# Lambeth's Sustainability Action Plan 2010-2013

For additional information please contact:

Fiona Booth

Head of Sustainability

020 7926 6257

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

The purpose of this paper is to highlight the recent approval by Cabinet of the Lambeth Sustainability Action Plan 2010-2013 and for the governing body to note the actions attributed to schools.

**RECOMMENDATIONS:** that the governing body

- ensures that the school is complying with the requirements of the Lambeth Sustainability Action Plan, specifically Action 2.3: Reduce carbon emissions from schools.
- will send information about best practice in the school to the Sustainability Unit for use in case studies.
- considers participation in a network of sustainability champions - whether governors or school staff - to begin to look at carbon reduction and driving energy efficiency in schools.

## 1. Context

'Respect for the environment' is a key corporate priority for Lambeth. The Council remains ambitious for the environment and is resolved to play a leading role in the fight to tackle climate change through the reduction of carbon emissions. Underpinning this determination in 2007 the Council's Cabinet set a corporate target of reducing Lambeth's carbon emissions by 20% (on a 2004/05 baseline) by 2012.

In order to achieve this target officers have developed the Lambeth Sustainability Action Plan 2010-13. This was approved by Cabinet on 8 February 2010.

This Council-wide action plan builds on existing programmes and best practice and provides the Council with a route map to reduce carbon emissions caused by the Council; prepare for introduction of the Carbon Reduction Commitment (CRC) Energy Efficiency Scheme; reduce carbon emissions emitted in the borough and raise awareness across the Council and its services. The target of a 20% reduction in energy use in Lambeth schools has been adopted and a Sustainable Schools Working Group has been established in the Children and Young People's Service to begin to explore opportunities for carbon reduction and energy efficiency in schools.

## 2. Vision and Objectives

Guiding the focus of the action plan the Council has identified a sustainability vision and four key outcomes that will help us to realise this vision. In addition, each outcome is underpinned by a series of SMART (Specific; Measurable; Achievable; Realistic; Time-based) which explain how the Council will deliver the outcomes within the action plan. Both the vision of this action plan and its outcomes are consistent with our corporate vision, priorities and outcomes contained within the Corporate Plan 2009-12. It is also consistent with the focus of Lambeth First – as set out in the Sustainable Community Strategy and Local Area Agreement.

## 3. Vision of Sustainability by 2013:

The vision, outcomes and actions are as follows.

*"Lambeth Council is performing at the highest level against all national indicators of sustainability and demonstrates strong community leadership and best practice in tackling climate change. Carbon emissions, energy and resource usage of the council is reduced and environmental sustainability is at the core of service delivery."*

**Outcome 1:** All of Lambeth Council's services are delivered in the most sustainable way possible

- Embed sustainability and carbon reduction at the core of service delivery.
- Proactive engagement of staff in helping to realise our carbon reduction targets and to positively promote our message.
- Lambeth Council ensures it purchases goods and services which are sustainable.

**Outcome 2:** All Council buildings have reduced their carbon emissions and have become examples of best practice

- Implement existing recommendations from the Carbon Trust surveys.
- Reduce the carbon emitted by Council-owned buildings.
- Reduce carbon emissions from schools.
- Reduce emissions from housing and promote sustainability through planning.

**Outcome 3:** Lambeth Council is leading the way in reducing the boroughs overall carbon emissions

- Develop decentralised energy systems in Lambeth.
- Reduce the amount of waste created in Lambeth and recycle more.
- Reduce emissions from Council transport.

**Outcome 4:** Lambeth's community and businesses have the capacity, networks and support they need to help reduce their own carbon footprint

- Supporting community action.
- Support business in Lambeth to be sustainable and green.

#### 4. Further Sources of Information

The Lambeth Sustainability Action Plan can be found here:

<http://www.lambeth.gov.uk/moderngov/ieListDocuments.aspx?CId=225&MID=6705#A110346> at point 7 under "additional documents."

# Carbon Reduction Commitment (CRC) Energy Efficiency Scheme

For additional information please contact:

Vivienne Thomson

Carbon Reduction Officer

020 7926 1965

[Vthomson2@lambeth.gov.uk](mailto:Vthomson2@lambeth.gov.uk)

**The purpose of this paper is to inform governors and headteachers about schools' new legal duty to comply with the requirements of the new Carbon Reduction Commitment (CRC) Energy Efficiency Scheme and to set out how the Council proposes to manage this scheme.**

**RECOMMENDATION: that the governing body ensures that the school is complying with the requirements of the new statutory Carbon Reduction Energy Efficiency Scheme.**

## 1. Introduction

The Carbon Reduction Commitment (CRC) Energy Efficiency Scheme (formerly known as the Carbon Reduction Commitment) is the UK's mandatory climate change and energy saving scheme, due to start in April 2010. It is central to the UK's strategy for improving energy efficiency and reducing carbon dioxide (CO<sub>2</sub>) emissions, as set out in the Climate Change Act 2008, and has been designed to raise awareness in large organisations, especially at senior level, and encourage changes in behaviour and infrastructure.

The Carbon Reduction Commitment (CRC) Energy Efficiency Scheme will establish a carbon trading scheme for large users of energy, including local authorities. All participants, including local authorities, will have to purchase allowances for their energy-related emissions based upon a fixed rate per tonne, and will be reimbursed according to their relative position in a national league table based on the extent to which emissions have been reduced. Organisations that reduce their emissions by more than average may gain money through the recycling process and those that reduce by less than average may lose money.

**Approximately 30% of Lambeth's carbon emissions arise from our schools and schools account for nearly 50% of the Council's emissions under the CRC, therefore it is particularly important for the Council to work with schools to reduce their carbon footprint and avoid financial penalties under the CRC.** Schools are legally obliged to provide accurate data on energy use to the LA and there are penalties for misreporting. Lambeth is working with the Schools Forum on a scheme whereby the Forum may provide part-funding, through the Dedicated Schools Grant (DSG), for the installation of Automated Meter Reading (AMR) devices which will help with the provision of accurate data.

The Council has approved £25,000 from the Council's corporate transformation fund to ensure every school in the borough is visited to validate the number of meters in each school, their location and suitability for attaching AMR.

## 2. Specific Issues for Schools in relation to the CRC:

- Emissions from state-funded schools are included in the CRC scheme through their local authority (LA).
- During the scheme, schools are legally required to give the LA data about their energy (gas and electricity) usage at least once a year. For PFI schools where the PFI Company is the counterparty to the energy contract, the energy used will be attributed to the PFI Company.
- Schools will not be required to contribute to the initial tonnage cost but may benefit from the allowances 'recycled' back to the LA. However schools **will** be charged for their contribution to any penalty that is incurred by the LA for not meeting its target and to the additional penalty (£40/tonne CO<sub>2</sub>) for misreporting data attributable to schools. **Officers from Lambeth Children and Young People's Service and Corporate Finance are currently considering**

**how penalties and bonuses will be attributed. All relevant departments are aware that this calculation could potentially prove complex and so particular attention will be paid to this issue in order that a fair and representative outcome is achieved. Further advice on implementation will be issued to schools in due course.**

### **3. Automated Meter Reading**

Lambeth Council recommends that schools invest in AMR for all their meters. The advantages to schools are the following:

- accurate data can be provided to the LA avoiding misreporting penalties and meaning that schools will only pay for energy they have actually used (no more estimated billing);
- energy use can be used as a curriculum resource as well as being a subject discussed by school council or eco teams, developing a whole school approach to energy saving;
- the first step in managing escalating energy costs is measuring accurately and with AMR year on year.

The approximate cost of installing AMR is £500 per meter. **A proposal has been accepted in principle (subject to the results of the meter audit) by the Schools Forum to fund part of the cost of AMR installation for schools through retained DSG, with individual schools funding the rest.** After the audit of all schools the Council will provide more accurate information for each school on the likely costs.

### **4. Lambeth CRC Schools Working Group**

An officer-led Lambeth CRC Schools Working Group has been set up to discuss school-related CRC issues, such as:

- The practical implementation and co-ordination of CRC in schools.
- Determining how the AMR roll out will be financed in schools.
- How to deal with the financial aspects of schools contributing towards penalties or receiving recycling payments.

This group reports to the Corporate CRC Steering Group and the Corporate Sustainability Board. Schools will continue to be consulted through Schools Service Management Committee and Schools Forum.

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

In addition to AMR, schools can access free display meters which are being offered through DCFS. Schools will be given instructions on how the meter should be used and guidance on how it can support teaching and learning and raise awareness, with access to resources, activity packs etc.

These meters will not be connected to the fiscal meter and so will be for visual purposes only.

Details of how to obtain your free Display meter can be found at :  
[http://www.partnershipsforschools.org.uk/media/press/pr\\_2010-01-28-Free\\_Energy\\_Display\\_Meters.jsp](http://www.partnershipsforschools.org.uk/media/press/pr_2010-01-28-Free_Energy_Display_Meters.jsp).

# ContactPoint Update – Developments, Accreditation and Training

For additional information please contact:

To be confirmed

ContactPoint Project Manager

020 7926 6450

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

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

**RECOMMENDATION:** that the governing body considers whether to adopt the ContactPoint system and, if agreed, arranges for completion and return of the Mandate Letter as affirmation of interest.

## 1. Introduction

ContactPoint is a key element of the Every Child Matters agenda and aims to safeguard the well-being and welfare of the 11 million children and young people in England by facilitating integrated working and effective information-sharing. In a recent Department for Children, Schools and Families (DCSF) survey, two-thirds of respondents mentioned the current difficulties in determining whether a child or a young person is registered with a school or a GP. The survey also showed a growing frontline commitment to using ContactPoint as this key information can now be available in minutes to authorised users.

The importance of ContactPoint in helping to safeguard the well being of children and young people was recently recognised by Ofsted by including ContactPoint in its inspection framework for Looked After Children and local safeguarding arrangements, calling for ContactPoint to be well established to support effective partnership working. Schools and other partners will play a vital role in making best use of ContactPoint in the provision of preventative services and safeguarding to improve the outcomes for children and young people of the borough and ensure that those most vulnerable do not slip through the net.

## 2. Local Progress

Lambeth has made significant strides, rolling out the system in time for its full deployment for April 2010 and continues to support a wide range of partners, including schools, in gaining organisational and technical accreditation required to access the system. Schools will need to meet organisation accreditation standards before nominated school staff can attend ContactPoint training. This is complemented by the roll out of initial practitioner training and is due to be made available to accredited organisations from June 2010.

## 3. Organisational Accreditation of Schools

Five primary and two secondary schools have been approached to begin the process of organisational and technical accreditation required to access ContactPoint training. The ContactPoint project team is currently developing streamlined guidance with model policies to support schools to adapt and adopt accreditation criteria.

## 4. What schools need to have in place to achieve accreditation and access ContactPoint

Before schools can send users on training to ContactPoint, they must have a number of policies and processes in place, including secure IT infrastructure and robust HR procedures, to gain accreditation.

The DCSF have now aligned the criteria of National eCAF and ContactPoint to simplify and reduce workload for organisation accreditation. By getting accredited for ContactPoint you lay the foundations for using further central government information sharing tools. Please contact your local ContactPoint team on 020 7926 0101 or [Contactpoint@lambeth.gov.uk](mailto:Contactpoint@lambeth.gov.uk) to access support in getting

your school organisationally accredited for ContactPoint. Each school is encouraged to initiate this process by signing and returning a Mandate Letter confirming acceptance of the duty to comply with the accreditation standards.

## 5. Training Roll Out

ContactPoint practitioner training will provide staff nominated by schools with a comprehensive overview of the system benefits and functionalities and will provide delegates with hands-on guidance to making best use of its features. A brief assessment will be performed at the conclusion of the training prior to the issue of system login details and security tokens. Access to this training is dependent on your school fully complying with the organisation accreditation standards and designated staff being CAF-trained or having booked to attend CAF training in the near future. .

An initial phase of piloted training was successfully rolled out in March 2010 and provided practitioners with access to the system which is now making a positive contribution to the discharge of their daily duties. 55 practitioners have received full ContactPoint practitioner training including Educational Psychologists, Family Support Workers and Social Workers. Half-day training will be provided to accredited partner organisations from June 2010 with sessions available on a weekly basis.

## 6. Shielding

In limited circumstances certain children and young people may be at increased risk of significant harm if information relating to them is made available on ContactPoint.

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

## 7. Further Information

- ContactPoint Practitioner's Toolkit:  
<http://www.lambeth.gov.uk/Services/EducationLearning/ContactPoint/ContactPointPractitionersToolkit.htm>
- ContactPoint Mandate Letter:  
<http://www.lambeth.gov.uk/Services/EducationLearning/ContactPoint/ContactPointPartnerOrganisationalAccreditationMandateLetter.htm>
- ContactPoint Shielding Policy:  
<http://www.lambeth.gov.uk/Services/EducationLearning/ContactPoint/ContactPointShieldingPolicy.htm>
- ContactPoint on Every Child Matters website:  
<http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/contactpoint/contactpoint/>
- eCAF on Every Child Matters website  
<http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/ecaf/ecaf/>

# **PART B – FOR INFORMATION**

# Reception Class Places

For additional information please contact:

Tom Walker

BSF Planning Manager

020 7926 0095

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

**The purpose of this paper is to inform governors and headteachers about the primary school expansion programme, highlighting the projects which will be taken forward with the current confirmed funding.**

## 1. Introduction

In recent years, as applications to Lambeth primary schools for reception class have greatly exceeded the numbers of places available, the Council has had to add temporary forms of entry at several of its schools.

Various types of data have now been analysed in different ways to give the Council much more certainty about the accuracy of its data. All projections suggest that this is not a blip and that applications to Lambeth primary schools will continue to rise over the next 5-10 years and, without investment in new school places, will greatly exceed the existing number of places available.

Up to this point, the Council has been able to provide places for as many pupils as possible within a reasonable distance from home by providing additional temporary classrooms. However, due to the constraints of available sites, we are now reaching the limit of the amount of additional temporary classes that we can add in the areas of the borough in greatest need of additional places.

On 30 November 2009, Lambeth were advised by the Department for Children, Schools and Families (DCSF) that they were being awarded an additional £9m in "Basic Needs Safety Valve" funding. This funding will be joined together with the funding already received to progress the first phase of the primary school expansion plans which include a new primary school in Norwood, the rebuilding of Fenstanton Primary School linked to the New Academy, the conversion of the Woodfield Centre and the old Norwood Park School and the expansion of five other primary schools. This confirmation of additional funding will allow Lambeth to commit now to most projects. There remains a funding gap, however, meaning that there are projects in this phase to which we will not be able to commit to now.

## 2. Programme

The schools which will now receive investment, delivering against the strategy agreed in February 2009, are shown in the table below with the years in which the additional permanent reception places are provided shown, along with the estimated completion date for the projects.

PROJECT	Town Centre	Additional permanent places	Additional reception places	Estimated project completion
Temporary Classrooms			2009-2011	-
Jessop	Brixton	210 (1FE)	2007	2011
Kingswood (Norwood Park)	Norwood	420 (2FE)	2010	2010
Henry Cavendish (Woodfield)	Streatham	420 (2FE)	2010	2012
Stockwell	Brixton	210 (1FE)	2011	2012
Vauxhall	North Lambeth	210 (1FE)	2011	2011
New Provision in Norwood	Norwood	420 (2FE)	2011	2013
Fenstanton	Brixton	N/A	N/A (6FE secondary provision 2014)	2014

In addition to this programme, as agreed by Cabinet in December 2009, the Livity school, for primary pupils with complex needs, will be rebuilt at the Adare Centre site in Streatham Hill, an additional

£12.4m investment in primary phase provision. Cabinet also agreed that the existing site would be retained for educational provision in line with the agreed strategy of February 2009.

New primary school provision in Norwood has become a much higher priority due to the increase in demand in the area, and as agreed by Cabinet in December 2009 the provision of a new primary school in Norwood has been moved from phase 2 to phase 1 of the expansion of primary schools strategy. This project will now be allocated construction funding subject to a resolution of a suitable site and its purchase.

For some years now, applications to Julian's primary school have far exceeded their admissions number, and there is clearly great need for new places at this popular school. Recognising the success and popularity of Julian's, the Council has proposed that this new school becomes part of Julian's, and the school's governing body have agreed to this, in principle, subject to formal consultation and statutory process.

The Council is keen to build upon the strength and successes of Julian's in developing the educational philosophy and practice that is offered at the new school site. We believe that this will also offer great potential for the future development of the existing Julian's site including improved teaching and learning for pupils through improved collaboration and sharing of good practice between staff across both sites and opportunities to share resources, particularly for arts, music and sport thus enhancing opportunities for pupils at both sites.

Following a 4 week period of formal statutory consultation under The Education and Inspections Act 2006 and The School Organisation and Governance (Amendments) (England) Regulations 2007, the governing body of Henry Cavendish Primary School decided on 11 January to proceed with the proposal to expand the school by 2FE using the Woodfield Centre, which hereafter will be known as Henry Cavendish Streatham.

### **3. Temporary Classrooms**

Whilst the permanent expansions are being planned and underway, local schools have been enormously flexible working alongside the Council to add additional capacity to take additional pupils. Due to the constraints on sites, and the fact that some schools have taken additional bulge classes, September 2010 is likely to be the last time that we can do this to that extent.

In September 2010, we will be providing temporary classes at Hill Mead, Herbert Morrison, Julian's and Immanuel and St Andrew.

### **4. Further Sources of Information**

February 2010 Cabinet Paper:

<http://www.lambeth.gov.uk/moderngov/mgConvert2PDF.aspx?ID=20180>

December 2009 Cabinet Paper:

<http://www.lambeth.gov.uk/moderngov/mgConvert2PDF.aspx?ID=19281>

February 2009 Cabinet Paper:

<http://www.lambeth.gov.uk/moderngov/mgConvert2PDF.aspx?ID=12777>

# Improving Relationships between Schools and Children's Social Care

For additional information please contact:

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**The purpose of this paper is to update governors and headteachers on the various initiatives which have been introduced to improve relationships between schools and Children's Social Care.**

## **1. Context**

Over the last two years Lambeth Children and Young People's Service as a whole, and the Social Care division in particular, have been working hard to improve relationships with schools. Activity has centred around 5 main initiatives:

- Visits to schools by senior Social Care managers
- Support to schools in their safeguarding duties
- Early Intervention Social Workers linked with secondary schools
- Linking mainstream social workers with schools
- Updating the social care threshold document

## **2. Visits to Schools by Senior Social Care Managers**

This project has been running for a little under a year. Every school is linked to one of the senior Social Care managers who offers an annual visit to discuss any liaison issues with the school. Many schools have taken this up, but as a whole the project has not moved forward quite as quickly as we had hoped. This is because of the recent departure of two of the four senior managers. They have now been replaced and the scheme has recently been relaunched. A summary of the key issues which have arisen from the visits was recently circulated to all schools. It is up to the schools how they use these visits - some have involved governors.

## **3. Support to Schools in their Safeguarding Duties**

The Social Care division has recently appointed two new Education Safeguarding Officers to assist schools in meeting their Safeguarding responsibilities. They started in January 2010 and have been liaising with schools to assist. Among a range of issues they have been advising schools about completing the Safeguarding self assessment audits.

## **4. Early Intervention Social workers (EISWs)**

A common concern from schools has been how to deal with pupils with substantial additional needs who do not meet the criteria for a Social Care service. We have now appointed a number of Early Intervention social workers who will be working closely with schools as part of the Team Around the Child arrangements. Each secondary school should by now be linked with an EISW. Progress of the scheme is monitored by the Team Around the School meetings.

## **5. Linking Mainstream Social Workers with Schools**

Schools regularly tell us that they find it difficult relating to lots of different social workers. They would find it so much easier if there was one social worker who was the allocated worker for all or as many as possible of the cases within the school. We have recently started a pilot project whereby social workers in our Family Support and Child Protection teams are linked with two primary schools and two secondary schools to see whether this model would be workable. The pilot will be reviewed formally in three months time.

## **6. Updating the Social Care Threshold Document**

It is an important part of any child protection system that everybody understands how to recognise cases of concern and what kind of cases should be referred to Social Care. Following on from some work carried out by the London Safeguarding Children Board we have updated our threshold document so that it is cleared and it is compatible with threshold documents in use elsewhere in London. We are currently consulting on the document - many schools have already been involved in the debate - and we will shortly be sending schools a copy of the proposed final document which, it is hoped, will be implemented in July. It is very important that schools are familiar with this document and know how to refer children who need a Social Care service.

## **7. Further Information**

Further information is available from Mike Benaim – contact details above.

Once finalised the Social Care thresholds document will be on the Lambeth Safeguarding Children's Board website - <http://www.lambethscb.org.uk/home>.

# Early Years Update

For additional information please contact:

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**The purpose of this paper is to provide governors and headteachers with an overview and update on the wide range of strategic developments that have taken place within Early Years over the past five years since the launch of Brightstart – Lambeth's Childcare Strategy - and the progress achieved in supporting Lambeth children and families. The scope and range of these developments are reflected in the extent by which government has focussed attention in this area through increased legal duties for local authorities and the level of funding provided.**

## 1. Introduction

An unprecedented amount of development and investment in early years provision has been made over the past five years which has facilitated a transformation of early years services. Following the publication of the government's National Childcare Strategy in 1998 new legislation and guidance have been introduced alongside greatly increased funding to address the historical divisions within the early years sector; to ensure that the needs of children and families are better met and to improve quality of provision across the board.

The Childcare Act 2006 - the primary piece of legislation for early years provision - places a statutory duty on local authorities to provide sufficient childcare services and to improve the well being of young children in their area as well as to ensure that early childhood services are provided in an integrated and accessible way. **The Act sets out the Early Years Outcomes Duty (EYOD) which requires local authorities to improve outcomes for all young children in their area and reduce inequalities**, through the provision of accessible and integrated early childhood services, health services and Jobcentre Plus have a reciprocal duty to work with local authorities.

The introduction of the **Early Years Foundation Stage (EYFS)** curriculum for children from birth to five in September 2008 created a standard framework for all early years providers to work to, with its strong focus on learning through play. The key measure for the success of early years services is the **Early Years Foundation Stage profile**. This shows how well services are meeting the needs of the lowest achieving groups, with the aim of narrowing the gap between this group and their peers. This has been led through the continued roll out of the children's centres programme across the borough with their central focus on offering family support and a range of child poverty initiatives.

The new **Apprenticeships, Skills, Children and Learning Act**, which came into force in January 2010, includes clauses which give Sure Start Children's Centres a statutory legal basis to ensure that children's centres are an established part of the infrastructure of support available to young children and their parents. The act introduces an **inspection framework for children's centres** which will measure progress of children's centres in respect of how well they respond to the needs of the local community, **the leadership and management of the centre**, and how effectively the outcomes for children are measured.

## 2. Early Years, Childcare and Play - Universal Provision

Since 2005 the children's centre programme has been rolled out across the borough, with £23 million worth of capital investment, to develop new buildings and £ 3.2 million on commissioned services over three years. With the phase 3 children's centre development there are now 30 children's centres across the borough serving Lambeth's children and families. **Twenty centres are based in primary schools, with five located in nursery schools and the remaining five provided by the voluntary sector.** Children's centres are funded through a DCSF grant which goes directly to the centres to employ managerial staff as well as outreach and admin support.

Children's centres play a key role in the provision of a one stop shop for advice, guidance and support for families with children under five and expectant parents. The development of a network of

centres, working closely with health and Jobcentre Plus, means that parents and carers can access support and advice locally. In some centres baby clinics are delivered as part of the core offer, which mean that new parents have an opportunity to take part in other childcare centre activities, decreasing isolation and providing opportunities to take part in training.

### 3. **Childcare Sufficiency**

Local authorities have become the strategic leader in facilitating the childcare market and have a duty to ensure there is sufficient childcare to meet the needs of parents. Childcare under the Act is defined as children requiring supervision under 14 and up to 17 for children with SEN for parents in work or training. **The early years and childcare sector covers non statutory provision and includes nursery classes in primary schools, children's centres and Private Voluntary and Independent (PVI) providers of early education and childcare, including childminders.**

Whilst only the PVI sector, including childminders and those children's centres with early years provision cater for children 0 to 3, there is an increased diversity of providers for children aged 3 and 4 with the nursery classes and schools in the maintained sector providing for the majority of children in this age group. This sector continues to expand and change with the opening of new provision in the PVI sector in order to manage need. **A new planning process has been put in place to assess the need for additional nursery class provision.** Whilst the local authority cannot prevent the development of new provision in the PVI sector there are financial and other support mechanisms used by Lambeth, as part of its Childcare Sufficiency duty, to stimulate new provision in areas of unmet need.

### 4. **Extension of the 15 Hours Free Early Years Entitlement for 3 and 4 Year Olds**

As a Wave 2 Pathway authority Lambeth introduced the extension of the free, flexible, early years entitlement for all 3 and 4 year olds from September 2008. By April 2010 every child will be entitled to 15 hours free early learning offered flexibly. In Lambeth all 110 PVI providers are offering this, catering for 1,916 3 and 4 year olds.

**Of the 49 schools that have nursery classes 32 are currently offering 15 hours. Another 8 schools currently offer only full-time nursery places but will not be making any changes until September 2010, when the new full-time nursery places allocation comes into effect. Of the 5 nursery schools, 3 are offering 15 hours and the other two have yet to confirm. In 2009 95% of all 3 and 4 year olds in Lambeth took up their free entitlement, an increase by 2% from the following year.**

### 5. **Ensuring quality provision**

There needs to be both sufficient and good quality provision so that parents can choose the right type of provision to meet their needs and are confident that their child benefits from a good quality early years experience. The EYFS is being successfully implemented across the whole sector. **All five nursery schools have been judged as outstanding by Ofsted. Out of 40 primary schools inspected between April 2008 and August 2009, 6 were judged as outstanding, 26 as good and 8 as satisfactory.** In the PVI sector, as of May 2009, 43% were judged good or better compared to 39.3% in August 2008. 42% of childminders were judged as good or better compared to 36.6% in August 2008.

A high quality, skilled workforce is a key requirement in ensuring quality. The Graduate Leader Fund (GLF) supports the PVI workforce to acquire higher qualifications and graduate status. In Lambeth this has included increased levels of funding for 49 early years settings in the 20% most disadvantaged areas. This is to enable settings to recruit, develop or train a graduate leader, with the aim of having an Early Years Professional (EYP) in every full daycare setting by 2015. There are currently 24 EYPs in 19 PVI settings. **There is a qualified teacher in the majority of Lambeth's children's centres.**

### 6. **Vulnerable Children**

There is funding support to enable more vulnerable children to access childcare from 0 up to 14 years, providing funding for children within the PVI sector both for under 5s and out of school care. Referrals are made via a Common Assessment Framework (CAF) and the multi-disciplinary team. Funding covers childcare fees at settings plus one to one support and transport if needed.

**Full-time nursery class places will, from September 2010, be allocated on the basis of family need. An agreement has been made with each school on their full-time place allocation, based on a deprivation formula, and the use of borough-wide criteria for the allocation of**

**places, which will be published for parents. The criteria for the allocation of full time places include looked after children and those with an allocated social worker, children recommended by the TAC Locality or Disability Panel and where the Headteacher is concerned about the home circumstances of a child.**

Lambeth is participating in the 2 year old early learning pilot which funds childcare for 247 vulnerable 2 year olds, not currently accessing early learning, in quality provision. The offer is to provide family support to those families wishing to access this. Children's centres play a key role in identifying the families through their outreach service, offering family support as well as early learning in those centres that have under 3s provision. The nursery schools are also participating in this scheme.

## **7. Child Poverty**

The Lambeth approach to tackling child poverty is through mainstreaming services and providing specific support where needed. Pilot projects currently running have helped to foster strong working partnerships with Jobcentre Plus, and Her Majesty's Revenue and Customs (HMRC) and are delivered by children's centres across the borough. The projects have a focus on supporting and enabling parents to return to work through advice and training and the take-up of child care and tax credits. The Pilots include:

- Work Focused Services, delivered by Jobcentre Plus advisers based in three Children's Centres, aims to increase the take up of New Deal for Lone Parents and in-work credit payments. The pilot offers training for parents seeking employment and one to one support to first time entrants to the job market. The aim of the pilot is to reduce child poverty by supporting parents into paid employment by offering skills based training and supporting parents on their journey into training or work.
- Child Development Grants offers financial incentives to parents who are not accessing children's centre services to encourage them to do so. The grant offers a financial incentive for up to 1200 families in year 1 – till March 2010 – and 1700 families in year 2 – April 2010-March 2011 – who engage with some consistent early learning and parenting support at a children's centre.

## **8. Children Aged 0 to 5 with Learning Difficulties and Disabilities**

The Early Years Alliance (EYA) offers a range of services to children with Learning Difficulties and Disabilities (LDD). The team provide an early intervention and support service to families whose children have a disability or early identified learning difficulty. The Alliance consists of three teams: the Inclusion Outreach team, Autism Outreach and Home Support. Through direct intervention with children, their families and provision, the EYA supports families and early year's settings to meet the needs of children with LDD, and offer a range of support services to parents. The EYA currently runs a number of parent and child groups aimed at children with SEN/ disabilities which are delivered at children's centres.

In 2007 the Disability Team Around the Child (DTAC) was established which has led to the creation of a single entry point to access services for families with children with Learning Difficulties and Disabilities (LDD). This has allowed for greater coordination of services for families in terms of care pathways and intervention packages. DTAC also supports the coordination between the intervention agencies operating in CYPS (the Early Years Alliance) and Lambeth Community Health outreach services and oversees the transition of children with LDD into provision beyond early years.

## **9. Communicating the Offer**

Improving the communication of what is on offer has been a key development in the implementation of duties under the Childcare Act. Parents and carers can find out about the range of provision and support on offer by contacting The Families Information Service (FIS), which provides confidential, reliable and impartial information and advice for families about services for children and young people aged 0-19 and up to 25 with disabilities. The FIS provides information and guidance on childcare and education; help with childcare costs; parenting, health and family support; training or working in childcare; services for disabled children or children with special educational needs and services and activities for children and young people. The FIS team delivers this by phone, face to face, and at outreach and brokerage sessions around the borough, Monday to Friday between 9.00am – 5.00pm. The FIS can be contacted on tel. 0845 601 5317, email: [fis@lambeth.gov.uk](mailto:fis@lambeth.gov.uk) or via the Young Lambeth website: [www.younglambeth.org](http://www.younglambeth.org).

The Young Lambeth website has been developed to provide a reliable source of information to children and young people, parents and carers, and professionals. Young Lambeth offers a searchable data base of what is on offer across the borough.

## 10. Improving Outcomes for Children and Families

**The Early Years Foundation Stage Profile results for 2009 saw a continued improvement for children in Lambeth - 45.4% of children achieved a good level of development against 41.9% in 2008. This compares with the national percentage of 52% in 2009 and 49% in 2008.**

From 2006 to 2008 Lambeth reduced the gap between the average of the lowest 20% and the rest from 44.2% to 35.9%. Whilst this was a considerable improvement it did not meet the 2008 target which was to reduce it to 33.3%. In 2009 the gap between the median and the average of the lowest 20% increased by 0.1% to 36% and the LA failed to meet the target which was to reduce the gap to 31.8%.

The Lambeth Early Years Outcome Duty Action Plan identifies ways to raise the attainment of all children across the Early Years Foundation Stage and is also specifically focussed on narrowing the inequality gap.

## 11. Starting school – Single Point of Entry

The National Primary Review conducted by Sir Jim Rose was charged with looking at ways of best supporting younger, summer born children who received less early education due to their birth date. Whilst the review recognised that this issue causes real division amongst parents and teachers the review came out strongly in support of a single point of entry. Research shows that summer born children tend to be a little behind their older peers regardless of the compulsory school age (comparing other European countries' experience). **The Rose review therefore recommended that it was preferable for all children to start in the September following their fourth birthday, so as to maximise the early years experience for all children.** The DCSF has now supported this recommendation whilst stressing that there should still be room for parental choice – allowing for deferred entry - if a parent feels their child is not ready for school.

In Lambeth formal consultation on moving to a single point of entry was carried out as part of the consultation on schools admission for 2011 required by the Schools Admission Code, ending on 1 March 2010. Whilst schools have been consulted regularly and have been overwhelmingly in favour of a single point of entry, parents' views had not been sought since 2007 so, alongside the formal consultation, an additional parental consultation was conducted in February 2010 using a postal questionnaire and invitation to focus groups across the borough.

**Responses to the consultation have now been considered by the Admissions Forum and it has been agreed that there will be a single September point of entry to reception classes in the borough from September 2011.** Parents may defer their child's admission with good reason, but this must be discussed with the school's Headteacher **after** an offer has been made. The Headteacher, in consultation with Lambeth LA, will decide whether the child can start later than September.

# Lambeth Extended Services Cluster Development Update

For additional information please contact:

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**The purpose of this paper is to update governors and headteachers on the development of Extended Services Clusters.**

**Sustainable extended services (ES) are those that can be provided on an ongoing basis and that continue to meet needs for as long as the demand for them exists. Few schools, if any, can provide access to the full ES core offer without working closely with others - by coordinating effort and pooling resources, schools within a cluster can increase the chances of their offer being provided on a sustainable basis.**

## 1. Overview

The DCSF guidance on the sustainability of Extended Services encourages Local Authorities to support schools to develop clusters in order to help embed and sustain services. The Extended Services team facilitated three locality based consultation events aimed at headteachers to begin discussions on the move towards developing Extended Services Clusters across the borough.

Cluster development is part of the DCSF framework to embed and sustain extended services. The findings of various pilots working with schools nationally have shown:

- national evidence of success and a strong push from DCSF to encourage cluster development;
- that funding distribution is simplified and allows more locally needs-lead service delivery;
- greater capacity at local level to develop and embed extended services;
- more strategically led extended services, especially around childcare and holiday provision

## 2. Consultation Event Content and Representation

The consultation events covered both national and local context as well as reviewing funding implications and service delivery issues. Although there was quite a lot of detail to review, the sessions were flexible and catered for as much school feedback as possible to ensure we could capture what the emerging issues were.

Out of 84 schools invited, 41 schools were represented (49%) across all three cluster consultation events, a mix of nursery, primary, special and secondary schools.

## 3. Feedback

Overall, feedback on the proposal to move towards cluster working was very positive, however, there were many questions and complexities that will need to be worked through at a local level.

The feedback from the events has been used to develop our offer of support and has informed our strategy for the next steps of this project. At each event groups of delegates were asked to discuss both the challenges of working in clusters and the benefits, these discussions were robust and produced some exciting prospective working arrangements.

## 4. Next Steps

We are now working with schools to develop the clusters following the consultation feedback and are hopeful of agreeing the clusters by April 2010.

A professional support package of induction and specific specialist training has been developed in partnership with the Training and Development Agency for Schools (TDA).

## 5. Further Sources of Information

For further information on Extended Services and a link to the new Cluster Sustainability tool kit please use the following link:

<http://www.tda.gov.uk/remodelling/extendedschools/howtodeliveres/sustainability.aspx>.

# Calculation of Part-Time Teachers' Pay

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about changes to the calculation of part-time teachers' pay.

## 1. Introduction

All contractual arrangements entered into must comply with The Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000; the Part Time Workers (Prevention of Less Favourable Treatment) (Amendment) Regulations 2002 and the Disability Discrimination Act 1995 - in particular the requirement for reasonable adjustments to be made taking account of the individual's specific needs - and the Sex Discrimination Act 1975.

Part-time teachers must be paid the percentage of the appropriate full-time equivalent salary. This calculation is specifically for establishing the proportion of remuneration **and** working time for part-time teachers and is to be used as the benchmark to determine a part-time teacher's pay and working time against the remuneration and working time of the teacher if he/she were employed in the same post on a full-time basis within the same establishment.

The same percentage must be applied to any allowances awarded to a part-time teacher.

## 2. Implementation

**Each school** will need to calculate the proportion of time a part-time teacher works against the school's timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding break times, registration and assemblies. The STTW of a full-time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part-time teacher at the school.

## 3. Example of a School Day for a full time teacher:

Morning Session	9.00am – 12.15pm (including Registration & Assembly)
Morning break	15 mins
AM hours worked	3
Afternoon Session	1.15pm – 3.30pm
Afternoon break	15 mins
PM hours worked	2
Total Hours worked in day	5
STTW	25 per week

### Example Using the FT hours shown:

Part-time classroom teacher (mainscale, post threshold, unqualified and excellent) employed for mornings only working 9.00am to 12.15pm every day.

Percentage of the STTW = 15 hours per week/25 hours FT = 60%.

A part-time teacher on M5 (full-time salary rate of £33,103) working at 60% of full-time would be entitled to a part-time salary of £19861.80.

## 4. Directed time

The same percentage is used to calculate the 'directed time' hours, so 60% of the 1265 directed time hours of a full-time teacher amounts to 759 hours directed time for the part-time teacher. A

straightforward deduction of the 'directed time' hours required for the STTW across the school year (585 hours, or 15 hours per week multiplied by 39 weeks) provides the remaining available 'directed time' for the part-time teacher in the school year (759-585=174 hours).

If this new calculation results in an amendment in hours for part-time teachers Schools will need to inform payroll providers of the new hours, the full time teachers' STTW and percentage payable.

Schools Human Resources will be contacting all headteachers in a separate Circular to inform them of the changes.

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

To assist schools in calculating the working time and pay of part-time teachers in line with these changes there is a helpful part-time pay calculator available:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12828>.

# **PART C – STANDARD UPDATES**

**SCHOOL TERM AND HOLIDAY DATES 2009/10**

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

**Total number of days = 195**

**Bank and public holidays**

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

The school term and holiday dates for all community schools, including nursery schools and community special schools and voluntary controlled schools in the borough for 2009/10 are as above. It is usual practice for voluntary aided, foundation and foundation special schools, who can determine their own dates, to follow the community school pattern. The regulations governing school term and holiday dates stipulate that schools must be open to pupils for not less than 190 school days in any school year. Headteachers will need to designate, in consultation with staff, five Professional Development Days (INSET), which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions.

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

**SCHOOL TERM AND HOLIDAY DATES 2010/11**

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

**Total number of days = 195**

**Bank and public holidays**

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

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

The school term and holiday dates for all community schools, including nursery schools and community special schools and voluntary controlled schools in the borough for 2010/11 are as above. It is usual practice for voluntary aided, foundation and foundation special schools, who can determine their own dates, to follow the community school pattern. The regulations governing school term and holiday dates stipulate that schools must be open to pupils for not less than 190 school days in any school year. Headteachers will need to designate, in consultation with staff, five Professional Development Days (INSET), which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions.

It is our view that headteachers should decide which dates should be INSET days. However, our strong recommendation is that at least one whole day should be allocated for professional development prior to the beginning of Term One. It would be for headteachers to determine, in consultation with their staff, whether it would be appropriate for one or more days to be allocated as twilight sessions. We will be asking headteachers to complete and return a form to Governor Services, once they have finalised the professional training dates for their school for the academic year 2010/11. It would be appreciated if the form could be returned to David Jones in Governor Services by **Friday 2 April 2010** - the information provided by schools is made available to parents and the public.

**LAMBETH GOVERNOR SERVICES**  
**GOVERNOR SUPPORT OFFICER ALLOCATIONS – SUMMER 2010**

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

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