

WORKING TOGETHER

SPRING 2007

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

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PLEASE NOTE THAT:

- You should take your copy of 'Working Together' to your school's governing body meeting.
- The Spring Terms 3 and 4 model agenda is available to download as a word document from the Governor Services homepage: - <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolGovernors.htm>
- The Spring 2007 and Summer 2007 Governor Training Programme is sent out in a separate booklet.

Executive Director's Report – Spring 2007

Dear Colleague

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

School Performance

Over forty short-notice inspections have now taken place in Lambeth schools and there are still no schools causing OFSTED concern. All those involved are to be congratulated on such positive results. Not only that, but 25% of the schools inspected have received an overall grade of "outstanding" and eight – five primary and three nursery schools – were included in Her Majesty's Chief Inspector of Schools' 2005/06 list of "outstanding providers". No authority in Greater London has more schools listed than Lambeth.

We are extremely pleased with this achievement and look forward to continuing the work of raising standards of achievement and improving the quality of provision for all children and young people in Lambeth so that 2006-07 proves to be just as successful.

Annual Performance Assessment (APA)

The Annual Performance Assessment (APA) is the formal inspection process by Ofsted and the Commission for Social Care Inspection (CSCI) that assesses the standard of the Children and Young People's Service on an annual basis. The 2006 report found that the contribution of social care services to maintaining and improving outcomes for children and young people has strengthened and is good, with Education and Social Care Services now both graded 3.

A great deal of progress has been made with the integration of services; collaborative planning is embedded and clearly driven by Every Child Matters objectives; and good progress has been made in the majority of areas for improvement from last year's APA, although some key challenges remain. Overall, our capacity to improve is regarded as excellent (grade 4).

Team Around the Child (TAC)

Together with our partners in other agencies, we are developing 'The Team Around the Child' model, bringing professionals together with the family to address an individual child or young person's needs. The aim is to reduce duplication and support a common service delivery approach. The team will work together to plan co-ordinated support from agencies to address problems in a holistic way. The breadth of skills and knowledge on call will enable a whole range of underlying issues, often at the root of the child or young person's problems, to be tackled.

The TAC model is an exciting, new way of working that will bring together parents and practitioners, regardless of agency boundaries, into a small, individualised team to support each particular child who has been identified as vulnerable or as having complex needs. The TAC will operate as a supportive team, rather than as just a group of practitioners and parents. In this way there is direct benefit to parents, who will have new opportunities to

discuss their child and family with key practitioners all in one place and to practitioners who might otherwise feel isolated and unsupported in their work with the child and family.

Integrated Children's System (ICS)

Well ahead of the national deadline of January 2007, in October we successfully implemented the Integrated Children's System, a comprehensive package for use by social workers when assessing the needs of children and their families and for the planning and review of services. There is a full briefing on the ICS on page 39.

Safeguarding Children and Safer Recruitment in Education

In November 2006 the DfES published new statutory guidance, 'Safeguarding Children and Safer Recruitment in Education', setting out in detail the responsibilities of schools and other educational establishments for safeguarding and promoting the welfare of children; recruitment and selection processes; recruitment and vetting checks and dealing with allegations of abuse against teachers and other staff. All schools should review their policies and procedures to ensure they conform to the guidance – there is a full briefing on page 11.

School Journeys and Educational Visits

We have included a briefing on page 14 to remind governing bodies and headteachers about their responsibilities for school journeys and educational visits. In particular, all schools should have a fully-trained Educational Visits Co-ordinator appointed.

School Finance

There are two papers on school finance. One sets out a number of changes made by the Secretary of State to Local Authority schemes for financing schools; in particular regarding school balances (see page 18). The other provides information about the new Financial Management Standard in Schools (FMSiS), which the DfES expects all secondary schools to have met by March 2007 and which will be extended to all primary and special schools (see page 21).

We have had good reason to celebrate our achievements in 2006 and look forward to continuing success in 2007.

Wishing you all the best,



Phyllis Dunipace
Executive Director
Children and Young People's Service

PART A – FOR ACTION

Action Summary

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

- ensure that any governor who will be undertaking the performance review of the Headteacher as an appointed governor undergoes appropriate training **(see page 6)**.
- ensure that any governor who is likely to take part in a governing body review of the Headteacher's decision to exclude a child has read the current guidance and has received appropriate training **(see page 7)**.
- ensure that the school has a child protection policy and procedures in place that are in accordance with local authority guidance; and that the policy is available on request.
- ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- ensure that the Headteacher and one governor have been trained using the online safer recruitment training package developed by the National College for School Leadership
- ensure that the school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority.
- ensure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues.
- ensure that the Headteacher and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively.
- ensure that policies and procedures are reviewed annually **(see page 11)**.
- review current policies and practices relating to school journeys and educational visits to ensure they comply with good practice guidance published by the Department for Education and Skills (DfES).
- ensure that the school has a trained Educational Visits Co-ordinator appointed.
- ensure that any school journey involving an overnight stay is approved by the governing body in advance, after being satisfied that all appropriate risk assessments etc have been carried out **(see page 14)**.
- review the level of school balances being carried forward to ensure they are not excessive and do not exceed the Authority's recommended level of 8% of the annual budget share for nursery, primary and special schools and 5% for secondary schools.
- ensure school balances are retained in line with the School Plan and that there is a clear time plan for their reduction if they are above the Authority's recommended level.
- ensure that the LA's school financial procedures are adopted and reflected in the school's internal procedures and a scheme of delegation is in place identifying the financial authority delegated to the Headteacher, Chair of Governors and any other member of the schools management team and governing body, for signing cheques, placing orders, disposal of assets, writing off assets etc **(see page 18)**.
- confirm that arrangements are being made for a self-assessment of their schools' procedures and processes to ensure they meet the Standard.
- if necessary, approve an action plan to ensure compliance with the Standard **(see page 21)**.
- consider the LA's recommended school term and holiday dates for 2008/09 and, if appropriate, submit comments **(see page 24)**.

Governance Matters – Spring 2007

For additional information please contact:

Pat Petch	Head of Governor Services	020 7926 9881 ppetch@lambeth.gov.uk
Peter Compton	Governor Support Officer	020 7926 9636 pcompton@lambeth.gov.uk
David Jones	Governor Support Officer	020 7926 9669 djones@lambeth.gov.uk

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

RECOMMENDATIONS: that the governing body

- ensures that any governor who will be undertaking the performance review of the Headteacher as an appointed governor undergoes appropriate training (see section 2).
- ensures that any governor who is likely to take part in a governing body review of the Headteacher's decision to exclude a child has read the current guidance and has received appropriate training (see section 4).

1. School Governing Body Model Agenda – Spring 2007

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

If you open or download "Working Together" from the website you can click on the links in it to go direct to the relevant web pages or background documents.

Alternatively, we can email you an electronic copy of "Working Together" on request.

We have recently uploaded revised model terms of reference for committees, which include monitoring of the school's Self Evaluation Form and the introduction of the Financial Management Standard in Schools (FMSiS – see full briefing on page 21).

We will be making further changes to the website in 2007, making it a comprehensive resource for governors and headteachers on all matters relating to school governance.

2. Performance Management

As reported in Autumn 06 Working Together, important changes to performance management in schools will take effect as a result of the new regulations and guidance now been published by the DfES. **A model policy incorporating the changes to the regulations has not yet been produced, but we will provide further information and advice to governing bodies on implementation as soon as it is available. Full implementation of the new arrangements will not be required until Autumn 2007 so governing bodies should proceed as usual during the 2006/07 academic year.**

The governing body continues to be responsible for the headteacher's performance review and must appoint an external adviser to provide advice. Where the Local Authority has appointed a School Improvement Partner (SIP) for the school, the SIP will take on this advisory role. SIPs have not yet been appointed to primary schools. Primary school governing bodies may either contact CEA or some other provider to appoint a paid adviser or use the free service that is available this year from Lambeth. Please contact Judith Hare, Education Adviser Team Leader, on 020 7926 9836 or jhare@lambeth.gov.uk if you would like further information.

It is important that governing bodies ensure that any governor who will be undertaking the performance review of the Headteacher as an appointed governor undergoes appropriate training, which will cover a range of issues including work-life balance and pay. You will also find it very useful to attend if you are considering becoming an appointed governor in future.

Training courses for governors on "Performance Management – Changes to the Law" will be held on Wednesday 17 January 2007 from 10.00am – 12.00 and on Monday 12 February 2007 from 6.30pm – 8.30pm. Further details and a booking form are included in the Spring 2007 and Summer 2007 Governor Training Programme.

3. School Improvement Partners (SIPs)

If you would like to know more about the role of SIPs, the latest edition of 'School Improvement Partner's Brief', which explains the role of SIPs and what is expected of them, is now available: <http://www.teachernet.gov.uk/docbank/index.cfm?id=8508>. All secondary schools now have SIPs and all primaries will have them by April 2008.

4. Exclusion from School

All governors, headteachers and clerks should be well informed about the latest law and guidance on exclusion. The full 2006 guidance is available here: <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/>, together with training materials for clerks and chairs and advice on data collection. Included in the guidance is advice on the separate roles of the Headteacher and the governing body and model letters are provided for use in a range of circumstances.

The guidance states that "headteachers should carefully follow the procedures set out in law and statutory guidance", but our experience is that this is not always the case. We have come across a number of examples of schools using letters, procedures and documentation that is out of date and potentially unlawful. This could have serious consequences if taken to independent appeal.

The guidance also states that "it is very important that governors who are called upon to review exclusions receive training to equip them to discharge their duties properly". It is important to note that the stage where governors review the headteacher's decision to exclude a child permanently is an integral part of the process and is not an "appeal". **Any governor who is likely to take part in such a review should ensure they read the guidance and receive appropriate training.**

Training courses for governors and headteachers on the "Law and Guidance on Exclusion from School" will be held on Thursday 1 February 2007 from 6.30pm – 8.30pm and on Wednesday 20 June 2007 from 10.00am – 12.00. Further details and a booking form are included in the Spring 2007 and Summer 2007 Governor Training Programme. Governors and headteachers are welcome to attend together.

There is also an expectation that, rather than a minute taker, a clerk trained in exclusion law and guidance will be present at governing body review meetings. We are hoping to organise training for school staff and governing body clerks who are likely to clerk review

meetings. Please ring 020 7926 9668 or email governor@lambeth.gov.uk if you are interested.

5. DfES Records/School Details

The DfES has a database, Edubase, of school details, which it uses for all official mailings and electronic communications. Schools can update their own details via the Edubase Schools Interface (<http://schools.edubase.gov.uk>) using their data collection or School to School (S2S) username and password.

The site also allows schools to change details for the Headteacher and chair, as well as updating the school's email and website addresses. **The website address is used in the ParentsCentre site to help parents find and choose a school so it should be kept up-to-date at all times.**

6. Election of Parent Governor Representatives

As reported in Autumn 2006 Working Together, there are places for two Parent Governor Representatives (PGRs) on the Council's Children and Young People's Service Scrutiny Sub-Committee. PGRs are elected for a period of two years and are entitled to vote at meetings of the Committee on any question which relates to any educational function which is the responsibility of the Council's Executive.

The election process is now underway. Governor Services has provided parent governors, chairs and headteachers with a briefing paper and with the co-operation of those headteachers who provided the required information, have drawn up lists of parent governors who are entitled either to stand for election, or who are only entitled to vote. A letter and nomination form has been sent to parent governors entitled to stand for election, with a request that the forms are returned by Friday 19 January 2007.

If more than two nominations are received a ballot will be held. Ballot papers should be issued by Monday 29 January 2007, with the deadline for receipt of ballot forms/Election Day being Friday 2 March 2007. The result should be announced on Monday 5 March 2007. The elected PGRs should be appointed in good time to attend the next meeting of the Council's Scrutiny Sub-Committee on Thursday 3 May 2007.

7. Online School Profile

The Education Act 2005 abolished the annual governors' meeting for parents and the governors' annual report to parents, and substituted a requirement to publish an online school profile once each academic year.

The school profile template has been changed in response to feedback received during the first year of its completion. It is now available for schools to complete. Support will be available via telephone and email – contact the school profile support team on 0845 600 9506 or school.profile@dfes.gsi.gov.uk. The DfES strongly advise that anyone intending to draft text for their profile reads this guidance before they begin - detailed guidance and frequently asked questions are available here:

<http://www.teachernet.gov.uk/management/newrelationship/schoolprofile/>.

8. eAdmissions Update

You may recall that there was a full briefing on the introduction of the Lambeth eAdmissions scheme in the Autumn 2006 edition of Working Together. All London local authorities (LAs) are now operating eAdmissions systems and all parents who needed to apply for a secondary school place for September 2007 were able to do so online. From the 1 September 2006 all Lambeth residents could apply online for a secondary school place and from the 1 November 2006 applications for a reception class place in September 2007 or January 2008 could also be made online.

The Government set all LAs a target of 7% for online applications for primary and secondary school places combined. To achieve this target Lambeth needed at least 350 online applications, however, the target was exceeded by secondary applications alone, with over 480 electronic Common Application Forms (CAFs) submitted. At the time of publication over 100 primary applications have also been received which means that the target has been exceeded by 5% already.

Please see www.lambeth.gov.uk/eadmissions for further information.

9. Local Authority (LA) Governor Appointments

The LA Governor Appointment Panel met eight times during the 2005/06 academic year. More than forty new governors have been recruited and currently there are just two vacancies for LA governors that have remained unfilled for six weeks or more. There are now nine people in the “pool” awaiting vacancies in suitable schools. The panel is due to meet eight times this year and it is expected that a low level of vacancies will be maintained throughout the year.

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

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

10. Further Sources of Information

Further sources of information and guidance are identified above, where possible. All DfES guidance and documentation should be available from DfES Publications, tel. 0845 6022260, fax 0845 6033360, or email: dfes@prolog.uk.com, and can usually be downloaded either from the DfES website: <http://www.dfes.gov.uk/>; the DfES' governors website: www.governornet.co.uk; or the DfES' teachers website: <http://www.teachernet.gov.uk/>.

Governornet has a wealth of useful materials for governors, including detailed information about roles and responsibilities; training and recruitment; pupils, parents and the curriculum; staffing and personnel; school finance and property; and an up-to-date online version of the “Guide to the Law for School Governors”. There is a discussion board, a list of current DfES 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. Nowadays the DfES does not send out paper copies of any document as a matter of course – all important documents are published on Governornet, often before they become widely available. Hard copies are now often only available on request.

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

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

Alternatively you could contact Governorline – 08000 722181 or www.governorline.info – an independent source advice, information and support for school governors.

Other useful websites are as follows:

- The National Governors' Association (NGA), established following the merger of the National Governors' Council (NGC) and National Association of School Governors (NASG): www.nga.org.uk.
- 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.
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - www.governors.fsnet.co.uk.
- Times Educational Supplement (TES), the governors' section of the TES – www.tes.co.uk/governors.
- www.ukgovernors.org.uk, which has been set up as an alternative to the discussion boards/forums on Governornet, but is purely for discussions and does not have any downloadable content or background materials.

Safeguarding Children and Safer Recruitment in Education

For additional information please contact:

Claire Cobbold Head of Schools Human Resources

020 7926 9757

ccobbold@lambeth.gov.uk

Graham Griffin Safeguarding Children Manager

020 7926 9590

ggriffin@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the latest statutory guidance from the Department for Education and Skills (DfES) – ‘Safeguarding Children and Safer Recruitment in Education’ – which sets out in detail the responsibilities of schools and governing bodies.

RECOMMENDATIONS: that the governing body ensures that

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance; and that the policy is available on request.
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- the Headteacher and one governor have been trained using the online safer recruitment training package developed by the National College for School Leadership
- the school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority.
- that a senior member of the school’s leadership team is designated to take lead responsibility for dealing with child protection issues.
- that the Headteacher and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively.
- policies and procedures are reviewed annually.

1. Introduction

In November 2006 the DfES published statutory guidance setting out in detail the responsibilities of schools and other educational establishments in the following areas:

- the duties for safeguarding and promoting the welfare of children in education;
- recruitment and selection processes;
- recruitment and vetting checks;
- dealing with allegations of abuse against teachers and other staff.

Copies of the full guidance have been sent to all schools direct.

The new guidance replaces a number of previous documents, including some published relatively recently. **This briefing only highlights the main areas covered so anybody with responsibility for implementing safe recruitment practices is urged to read the guidance in full – see further information below.** Also included are links to further and more detailed advice and guidance, including good practice examples and model policies.

The detailed guidance is particularly useful in bringing together a number of key documents in one place and also in addressing overseas recruitment and issues related to volunteers and contractors. However, there is little advice on maintaining and updating checks for existing staff or on how to deal with the management of suspicion.

2. Safeguarding Children in Education

Local authorities, schools and other educational establishments must have arrangements in place for safeguarding and promoting the welfare of children. **Governing bodies are accountable for ensuring that there are effective policies and procedures in place and monitoring the school's compliance with them.** The governing body and individual governors have no role in dealing with individual cases or any right to know the details of such cases, except when exercising their disciplinary functions.

Safeguarding covers much more than the protection of individual children: it also includes issues such as pupil health and safety; strategies to address bullying; meeting the medical needs of children; first aid; school security; drugs and substance misuse strategies.

Where there is a statutory requirement, policies and procedures need to be in place that comply with any guidance issued by the Secretary of State. Local authorities, governing bodies and proprietors of independent schools (**including academies and city technology colleges**) need to be able to show that they have considered whether children in their area have any specific safeguarding needs in addition to those covered by the guidance, and that they have policies and procedures in place to meet those needs. Proprietors of independent schools have similar responsibilities to those of governing bodies of maintained schools.

The responsibility for making sure that arrangements are in place lies with local authorities, governing bodies and proprietors of independent schools. The legislation does not place duties on headteachers or other members of staff and it does not make them liable for any failure to have arrangements in place. However, headteachers and other staff are responsible for carrying out their duties in compliance with the arrangements.

Extended Schools and Before and After School Activities - the governing body controls the use of school premises during and outside school hours. Where the governing body provides those services or activities under the supervision or management of school staff, the school's arrangements for child protection apply. Where the services or activities have an external provider, the governing body should seek assurance that there are appropriate policies and procedures in place.

Headteachers' Responsibilities - headteachers are responsible for ensuring that arrangements are in place to implement procedures, providing time and resources to the designated member of staff for child protection, encouraging staff and volunteers to raise concerns and ensuring those concerns are addressed effectively.

3. Recruitment and Selection

The guidance provides advice about practice that should be followed in order to establish recruitment and selection procedures and other human resources management processes that will help to identify, deter and reject those who might be unsuitable or unsafe working with children. It details a range of best practice and aims to assist in the review and improvement of safeguards. The measures apply to everyone who works in an education setting where there are children under 18 years. It gives additional guidance in respect of contractors and volunteers.

The guidance accompanies and supports the National College for School Leadership's safer recruitment online training, which focuses on the good practice that should be

adopted when selecting and recruiting adults to work with children in schools to ensure that interviews reflect the importance of safeguarding children. **All headteachers and one governor from each school must undertake safer recruitment online training using the National College for School Leadership's (NSCL) Learning Gateway.** The latest information we have received from the NCSL (December 2006) indicates that there are still only 7 governors and 23 headteachers from Lambeth who have so far registered. Of these, only 4 governors and 18 headteachers have successfully completed the training.

A range of advice and guidance options are provided. It recommends a safeguarding approach to every stage of recruitment starting with advertisements that state the commitment to safeguarding, moving on to the process of obtaining, collating, analysing and evaluating information about applicants. The guidance stresses the importance of continued child protection awareness rather than total reliance on CRB checks, list 99 and PoCA lists (Proceeds of Crime Act 2002) in view of the fact that many people unsuited to working with children have not been convicted of an offence and will not appear on lists.

The guidance states that employers should have an explicit written recruitment and selection policy statement and procedures that comply with national and local guidance and it discusses each stage of the recruitment process. It is important to note that clear guidance is given in respect of overseas candidates.

4. Recruitment and Vetting Checks

The guidance details the recruitment and vetting checks that need to be made on all people who wish to work with children and young people within education services. It reiterates the principle that safeguarding children is everybody's responsibility and should be built into routine procedures and practice. The statutory changes are as follows:

- a CRB enhanced disclosure for all new appointments to the school workforce;
- schools must keep a single central record detailing a range of checks carried out on their staff;
- all new appointments to the school workforce who have lived outside of the UK are subject to appropriate additional checks when the CRB enhanced disclosure is not considered sufficient to establish suitability;
- schools must satisfy themselves that supply staff have undergone necessary checks;
- identity checks must be carried out before the appointment is made.

There is comprehensive guidance on the carrying out of full checks and disclosures; starting work pending the outcome of checks; qualification requirements; professional and character references; previous employment history; health and any additional checks necessary for appointment. It gives helpful guidance on what checks are necessary for which roles within the system and also sets the parameters of the single central record with guidance on storage, confidentiality and destruction of records.

5. Dealing with Allegations of Abuse against Teachers and Other Staff

The framework for managing cases of allegations of abuse within the education sector is clearly set out. All schools and local authorities should have procedures in place for dealing with allegations in line with this guidance. It sets down clear expectations and timescales for investigations and any potential disciplinary action or prosecution.

6. Further Sources of Information

This paper is based on 'Safeguarding Children and Safer Recruitment in Education' – a briefing by the Children's Services Network: www.csn.info.

The full 'Safeguarding Children and Safer Recruitment in Education' statutory guidance can be downloaded here: <http://www.everychildmatters.gov.uk/resources-and-practice/IG00175/>

School Journeys and Educational Visits

For additional information please contact:

Mike Penny	Adviser for Outdoor Education (for advice on all aspects of outdoor education)	07885 277321 mike.penny@widehorizons.org.uk
Beverley Russell	Health and Safety Adviser (for general health and safety advice)	020 7926 3226 brussell@lambeth.gov.uk

The purpose of this paper is to remind governors and headteachers about their responsibilities for off-site visits by pupils.

RECOMMENDATIONS: that the governing body

- **should review current policies and practices relating to school journeys and educational visits to ensure they comply with good practice guidance published by the Department for Education and Skills (DfES).**
- **ensure that the school has a trained Educational Visits Co-ordinator appointed.**
- **ensure that any school journey involving an overnight stay is approved by the governing body in advance, after being satisfied that all appropriate risk assessments etc have been carried out.**

1. Introduction

Under the Health and Safety at Work Act 1974, Lambeth Council is responsible for the health, safety and welfare of its employees. The Council is also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site activities. The LA's policy on Health and Safety is contained in the Health and Safety Management Manual issued by Lambeth Education in January 2000.

The management of health and safety on school journeys and educational visits is part of the school's overall policy on health and safety. National guidance was issued by the then DfEE in a good practice guide, 'Health and Safety of Pupils on Educational Visits', in 1998. Supplementary guidance, 'Standards for LEAs in Overseeing Educational Visits', was published by the DfES in 2002 following requests for more specific guidance. Lambeth has also published its own guidance entitled 'There and Back Again' which reflects existing good practice and sets out the roles and responsibilities of everyone who may be involved in a school journey or visit.

2. Roles and Responsibilities

The responsibilities of the governing body are set out in section 2 of Lambeth's Health and Safety Management Manual at pages 9 and 10. A model health and safety policy for schools is set out in section 3 starting at page 2. Details of the minimum contents of the Headteacher's termly Health and Safety report to the governing body are set out in section 9, part 2.

The responsibility for carrying out most duties is delegated via the council policy to the Key Managers for Health & Safety (headteachers). In turn, with the permission of the governing body, headteachers may delegate responsibility for ensuring off-site activities meet Health

and Safety requirements to an Educational Visits Co-ordinator (EVC). Detailed roles and responsibilities are set out below.

3. Governing Body

Where the governing body is the employer in law (voluntary-aided and foundation schools), they should:

- provide written guidelines including advice on risk assessment. This is a key area ensuring that all visits and journeys are underpinned by thorough risk assessments.
- satisfy themselves that the risk assessments have been carried out and assess proposals for certain visits
- be satisfied that appropriate safety measures are in place
- ensure that emergency telephone contacts have been set up for the duration of the visit
- be satisfied that training needs have been addressed
- maintain appropriate insurance cover

The governing bodies of all schools should:

- ensure that the visit has a specific and stated objective
- ensure that the Headteacher or group leader shows how their plans comply with regulations and guidelines, including risk assessments and the school's health and safety policy document, and where applicable, the Lambeth Education's; and that the Headteacher or group leader reports back after the visit;
- ensure that they are informed about less routine visits well in advance;
- assess and consent to proposals for certain types of visit, which should include visits involving an overnight stay or travel outside the UK, and submit these proposals to the LEA if appropriate. **Any school journey involving an overnight stay must approved by the governing body in advance, after being satisfied that all appropriate risk assessments etc have been carried out.** The responsibility for checking the paperwork may be delegated to an individual governor.

Governing bodies should ensure that these matters are covered through appropriate agenda items at governing body meetings. Governors will wish to review the arrangements for educational visits annually and receive reports on all visits that result in overnight stays.

The governing body in a community school also plays an important role in the conduct of off-site visits. As well as the unique role they have in raising pupil attainment, visits can be a topic of strong opinion, discussion and controversy. Not only can issues of Health and Safety be contentious, but there are also significant resource issues to be considered. Most visits are funded by voluntary contributions from parents raising issues of equity and inclusion. Also the governors have a statutory responsibility to resource the board and lodging element of residential visits for eligible parents, which for many schools can have a significant impact on the budget. Clear governing body policies are therefore important, and will support headteachers and teachers to deliver positive and safe programmes of study.

The governing body is the employer in voluntary aided and foundation schools and is therefore responsible for health and safety (see Health and Safety: Responsibilities and Powers DfES/0803/2001 Appendix 1). Governing bodies in Lambeth may use the text of 'There and Back Again' freely as the basis for developing policy. Governors will receive advice from the LA Adviser on condition that schools nominate and train an Educational Visits Coordinator and follow the LA procedures outlined in 'There and Back Again'.

4. Headteacher

The Headteacher should ensure that off-site activities comply with the procedures in 'There and Back Again' and the agreed procedures of the governing body. Particular attention should be given to ensuring that:

- the party leader has been appointed and additional staff are sufficiently experienced and competent to assess the risks and manage the visit or activity with regard to any group or activity;
- risks have been assessed, significant risks recorded and appropriate safety measures are in place;
- procedures for approving off-site activities are followed;
- the final planning checklist is completed and all supporting documents are completed before the journey takes place.

5. Educational Visits Coordinator (EVC)

Every school is required to appoint a designated Educational Visits Coordinator (EVC). This may be the Headteacher or a senior teacher who in the view of the Head is competent to undertake delegated tasks.

All EVCs must undertake appropriate training. There is no requirement for trained EVCs to re-validate their training, but it is good practice as part of continuous professional development for EVCs to attend relevant briefings and courses. **Lambeth provides appropriate training for EVCs free of charge to schools and the next sessions will take place at Lambeth Town Hall on Tuesday 13 February and Friday 23 March 2007 from 9.30am 4.30pm.** For further information or to book a place please contact Gerald Dennis on 020 7926 9492 or email: gdennis@lambeth.gov.uk.

Schools that do not nominate an EVC or who fail to ensure that the EVC has attended training will not be permitted to educate children outside the school premises. Schools with very poor procedures and who fail to make improvements could have their permission to educate children outside of school premises withdrawn.

6. The Party Leader

The party leader has overall responsibility for the supervision and conduct of the visit or activity and should be approved by the Headteacher or governing body. In particular the party leader should:

- obtain the approval of the Headteacher or EVC before any off-site visit or activity takes place;
- follow policy guidelines and regulations of the LA and the Governing body;
- assess the risks involved and draw up or amend as appropriate any previously recorded risk assessment;
- ensure that all other members of staff and voluntary helpers are aware of their responsibilities and have the appropriate training and experience to undertake their assigned roles;
- consider the planning checklist to ensure that all procedures have been followed;
- inform parents about the visit and gain their consent, where appropriate.

7. Key Tasks

The governing body should review current policies and practices relating to school journeys and educational visits to ensure they comply with good practice guidance published by the DfES Governors. The recommended procedures set out in 'There and Back Again' fulfil these requirements. It is not necessary for governing bodies to re-write the document, but additions reflecting specific school policies and practices are encouraged.

8. Monitoring

The governing body plays an important role in monitoring off site visits. This should happen in three ways:

- As part of regular health and safety agenda items;
- Receiving an annual report compiled by the Head and/or EVC;
- Complying with the annual return to the LA's Health and Safety Team.

The Headteacher should ensure that off-site activities comply with the procedures in 'There and Back Again' and the agreed procedures of the governing body.

9. Further Information

Copies of the DfES guidance referred to in this briefing and other useful guidance can be obtained from here: <http://www.teachernet.gov.uk/wholeschool/healthandsafety/visits/>.

You can obtain a copy of 'There and Back Again' from Beverley Russell, Health and Safety Adviser – contact details above.

School Funding: Scheme for Financing Schools

For additional information please contact:

Nilesh Jethwa

Group Finance Manager, Schools

020 7926 9728

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The purpose of this paper is to inform governors and headteachers about the changes the Secretary of State is making to the Local Authority (LA) Section 48 Scheme for Financing Schools.

RECOMMENDATIONS: governing bodies, together with School Management Teams, should

- review the level of school balances being carried forward to ensure they are not excessive and do not exceed the Authority's recommended level of 8% of the annual budget share for nursery, primary and special schools and 5% for secondary schools.
- ensure school balances are retained in line with the School Plan and that there is a clear time plan for their reduction if they are above the Authority's recommended level.
- ensure that the LA's school financial procedures are adopted and reflected in the school's internal procedures and a scheme of delegation is in place identifying the financial authority delegated to the Headteacher, Chair of Governors and any other member of the schools management team and governing body, for signing cheques, placing orders, disposal of assets, writing off assets etc.

1. Introduction

Each LA has a Scheme for Financing Schools, which defines the financial relationship between the Authority and the schools in its area. Schemes cover items such as banking, accounting and audit arrangements.

In April 2006 the DfES consulted on a number of revisions to the Secretary of State's guidance on local authority schemes for financing schools. In the light of this consultation and as provided for by section 48 of the Schools Standards and Framework Act 1998 the Secretary of State is to make a directed revision to local authority schemes covering the provisions consulted on. These revisions came into effect from 1 January 2007.

2. Directed Revisions

The direction relates to the four substantive issues the DfES has already consulted on and will have the effect of:

- placing a requirement on all local authorities to include a mechanism that controls surplus school balances;
- allowing local authorities to request multi-year budget forecasts from schools;
- allowing local authorities to specify how they expect schools to demonstrate their compliance with the Financial Management Standard in Schools; and
- allowing local authorities to issue a notice to schools whose financial systems, processes and management are of concern.

3. Controls on Surplus Balances

The new revision is intended to ensure that schools do not build up excessive uncommitted surplus balances, which are carried forward from year to year. Local authorities are now required to claw back uncommitted, surplus funding from school budget shares. This became a mandatory provision from 1st January 2007.

Each local authority is required to calculate by 31st May each year:

- a) the surplus balance, if any, held by the school at the preceding 31st March. From this balance, the authority will deduct;
- b) prior year commitments and any unspent Standards Funds;
- c) amounts assigned by the governing body for specific purposes, which are permitted by the local authority, which the authority is satisfied are properly assigned. To count as properly assigned, amounts must not be retained beyond the period stipulated for the purpose in question, without the consent of the authority.

If the result of steps a-c is a sum greater than 5% of the current year's budget share for secondary schools, 8% for primary and special schools, or £10,000 (where that is greater than either percentage threshold), then the authority shall deduct from the current year's budget share an amount equal to the excess.

4. Multi-year budget forecasts

In the light of the introduction of multi-year budgets, local authorities must include within their scheme a power to enable them to request multi-year budget forecasts covering the years that schools are in receipt of multi-year budget information.

Such forecasts will serve a number of purposes: they will enable local authorities to assess the extent to which schools have met the Financial Management Standard in Schools and enable a local authority to assess a school's committed and uncommitted balances.

5. Financial Management Standard in Schools

Beginning with secondary schools in March 2007, all schools over a period of three years will be required to comply with the Financial Management Standard in Schools. The details of the standard are covered in a separate briefing paper: Financial Management Standard in Schools – see page 21.

6. Notice of Concern

The local authority may issue a notice of concern to the governing body of any school it maintains where, in the opinion of the Chief Finance Officer and Director of Children's Services, the school has failed to comply with any provisions of the scheme, or where actions need to be taken to safeguard the financial position of the local authority or the school.

Such a notice will set out the reasons and evidence for it being made and may place on the governing body restrictions, limitations or prohibitions in relation to the management of funds delegated to it. These may include:

- insisting that relevant staff undertake appropriate training to address any identified weaknesses in the financial management of the school;
- insisting that an appropriately trained/qualified person chairs the finance committee of the governing body;
- placing more stringent restrictions or conditions on the day to day financial management of a school than the scheme requires for all schools – such as the provision of monthly accounts to the local authority;

- insisting on regular financial monitoring meetings at the school attended by local authority officers;
- requiring a governing body to buy into a local authority's financial management systems; and
- imposing restrictions or limitations on the manner in which a school manages extended school activity funded from within its delegated budget share – for example by requiring a school to submit income projections and/or financial monitoring reports on such activities.

The notice will clearly state what these requirements are and the way in which and the time by which such requirements must be complied with in order for the notice to be withdrawn. It will also state the actions that the authority may take where the governing body does not comply with the notice.

The purpose of this provision is to enable a local authority to set out formally any concerns it has regarding the financial management of a school it maintains and require a governing body to comply with any requirements it deems necessary. The principal criterion for issuing a notice, and determining the requirements included within it, must be to safeguard the financial position of the local authority or school.

It should not be used in place of withdrawal of financial delegation where that is the appropriate action to take; however, it may provide a way of making a governing body aware of the authority's concerns short of withdrawing delegation and identifying the actions a governing body should take in order to improve their financial management to avoid withdrawal.

There is no formal right of appeal over the issue of a notice of concern. The financial management and health of schools is essentially a local matter in that the Chief Finance Officer of the local authority (the section 151 officer) has a responsibility in law for the financial probity of the local authority as a whole.

7. Further Sources of Information

Further information can be found here:

http://www.teachernet.gov.uk/management/schoolfunding/schoolfundingframework/scheme_sforfinancingschools/

Financial Management Standard in Schools (FMSiS)

For additional information please contact:

Nilesh Jethwa

Group Finance Manager, Schools

020 7926 9728

njethwa@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the new Financial Management Standard in Schools (FMSiS). The DfES expects all secondary schools to have met the standard by March 2007. Secondary schools cannot opt out of this arrangement and governing bodies may wish to receive a report on progress before the deadline.

RECOMMENDATIONS: that primary and special school governing bodies

- **confirm that arrangements are being made for a self-assessment of their schools' procedures and processes to ensure they meet the Standard.**
- **if necessary, approve an action plan to ensure compliance with the Standard.**

1. Introduction

The Financial Management Standard and Toolkit was developed and released to schools as a self-management package in June 2004. The Standard is a statement of what a school that is financially well managed would look like. It provides a clear and consistent benchmark that schools can use to encourage self-improvement. The Standard is intended to cover standards and processes that should already be in place in schools, rather than to introduce a new, higher standard. The Standard is intended to help schools to evaluate the quality of their financial management and to aid in training staff to become better financial managers.

3. There are 5 key areas to the Standard:

- Leadership and Governance
- People Management
- Policy and Strategy
- Partnerships and Resources
- Processes

Under each of the areas there are a number of separate elements which the school is expected to show compliance against. These elements form the Standard.

4. Achieving the Standard

The process covers six steps which schools, local authorities and external assessors are required to complete:

- i. Self-assessment
- ii. Evidence Gathering
- iii. External Assessment
- iv. Interview with Headteacher, Bursar and Chair of Governors
- v. Notification of Assessment
- vi. Sign-off from the Authority's Chief Finance Officer

- Schools should use the self-assessment tool kit to benchmark their performance against the statement of good practice:
 - for each of the elements, governors and senior managers should expect to confirm compliance with the Standard from their direct experience.
 - if an area is assessed as not meeting the Standard, then an action plan should be put into place. The DfES has made available a resource library to help schools address weaknesses identified.
- As part of the self-assessment, the school is required to collect documentary evidence to demonstrate compliance to the Standard. The self-assessment tool provides a list of the evidence required for each element.
- To ensure that the Standard is applied on a consistent basis and to enable the Council's Chief Finance Officer to sign-off the assurance statement to the DfES, schools will be externally assessed. For Lambeth, the Council's Internal Audit officers will undertake the external assessment.
- An essential part of the external assessment will be an interview with the Headteacher, Bursar (or equivalent), and Chair of Governors, to confirm that processes are actually put into practice and there is a commonality of view.
- Internal Audit will notify the school of its decision following the external assessment and certainly before 31 March 2007. To achieve the Standard, a school **must** demonstrate compliance against all 18 elements.
- Following March 31 2007, the Council's Chief Finance Officer is required to sign-off an assurance statement to the effect that relevant schools either meet the Standard or are subject to appropriate action to ensure they meet the Standard.

4. Rolling out the Standard to Primary and Special Schools

The DfES plans to extend the Standard to all Primary and Special Schools and has already undertaken a consultation on the timetable. The outcome from the consultation is due shortly, however the DfES has made it clear that their favoured proposal is for local authorities to set out their own criteria for which schools should meet the Standard by when, subject to securing a total meeting the Standard of:

- **40% of Primary, Middle and Special schools by March 2008;**
- **80% of Primary, Middle and Special schools by March 2009;**
- **all schools by March 2010.**

5. Action Required from Primary and Special School Governing Bodies

Governing bodies, together with the School Management Team should be reviewing financial processes to ensure these comply with the Standard and should identify an action plan to correct any areas of weakness. In particular, schools should review the internal processes on delegated financial authority and governance. Training for school staff and governors on meeting the requirements will be provided.

6. Further Sources of Information

A complete guide to the Standard and documentation can be found on www.fmsis.info.

The essential requirements for the governing body are summarised in the one page Financial Management Standard under Leadership and Governance:

http://www.fmsis.info/g2_onepagefinancialmanagementstandard.pdf

The role and responsibilities of the governing body are summarised here:

http://www.fmsis.info/s1.2_roleofthegoverningbody.pdf

The financial management competencies required are listed here:

http://www.fmsis.info/r20_financialmanagementcompetenciesmatrix_governors.pdf

The first part of the Guide to Achieving the Standard tells you what the governing body has to do: http://www.fmsis.info/g3_guidetoachievingthestandard.pdf

The website also has:

- a "frequently asked questions" database for all aspects of the toolkit and self / external assessment;
- a search engine allowing users to search the available documentation from the toolkit;
- a facility for schools to submit their self-assessment from the website to the LA for review;
- a case study section.

Consultation on School Term and Holiday Dates 2008-09

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

dgjones@lambeth.gov.uk

The purpose of this paper is to invite comments from governing bodies and headteachers on the Local Authority's recommended school term and holiday dates for the year 2008/09.

RECOMMENDATION: that the governing body considers the LA's recommended school term and holiday dates for 2008/09.

Please send any comments by FRIDAY 30 MARCH 2007 to: David Jones, Governor Support Officer, Governor Services, Lambeth Children and Young People's Service, Canterbury Crescent, LONDON SW9 7QE.

1. Recommended School Term and Holiday Dates for 2008-09

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 governing bodies, it is usual for them to follow the community school pattern as well.

The dates shown below have been recommended for implementation in local authorities in England. They have been drawn up in accordance with principles established by the Local Government Association (LGA) Standing Committee on the School Year and are supported by London Councils (formerly the Association of London Government [ALG]) and the majority of London boroughs, including Lambeth:

- start the school year on a September date as near as possible to 1 September;
- equalise teaching and learning blocks (roughly 2x7 and 4x6 weeks);
- establish a two-week spring break in early April irrespective of the incidence of the Easter bank holidays. (Where the break does not coincide with the bank holidays the date should be, as far as practicable, nationally agreed and as consistent as possible across all local authorities);
- allow for the possibility of a summer holiday of at least six weeks for those schools which want this length of break;
- identify and agree annually designated periods of holiday, including the summer holiday, where headteachers are recommended not to arrange teacher days.

The objective is to provide a model which allows for local flexibility, especially at the beginnings and ends to school terms, so as not to interrupt curriculum delivery, learning and assessment, and that parents/carers and staff with children at schools in neighbouring authorities are not inconvenienced by differing term and holiday dates.

In addition to the 190 pupil days set out below, headteachers, in consultation with staff, will need to designate 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. London Councils' recommendation is that consideration be given to choosing five of the following local flexibility days:

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

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

SCHOOL TERM AND HOLIDAY DATES 2008/09

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

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

Total number of days = 190

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

PART B – FOR INFORMATION

Building Schools for the Future (BSF) - Update

For additional information please contact:

Frank Fonton

Communications and Consultation
Manager

020 7926 3223

ffonton@lambet.gov.uk

The purpose of this briefing is to provide a general update on progress with the Lambeth Building Schools for the Future (BSF) programme.

1. Introduction

The BSF project in Lambeth is recognised as a main corporate programme. It supports one of the top 12 initiatives as listed in the recent Corporate Plan to become a four star authority in four years. The BSF programme will significantly bridge the pupil places capacity gap within the borough whilst transforming secondary education. In Lambeth, the programme will be implemented in two phases.

2. Secondary Education Vision

In September 2006, our Vision for Secondary Education was approved by Ministers following a review by DfES officials. The Vision, which states that "Every young person in secondary education will be confident and creative, aspirational and self reliant, and enjoy high self-esteem" is supported by a 10 year strategy based on four transformation themes (Access; Achievement; Inclusion; Community links) to improve educational opportunities and outcomes for all young people living in Lambeth.

The Secondary Education Vision provides the context within which the BSF programme is being implemented in Lambeth.

3. Phase 1 update

Schools included: Michael Tippett, Elm Court, Park Campus, The Elmgreen School, Stockwell Park High School.

Phase 1 is now well under way, with construction works due to start soon on the sites which will accommodate Park Campus, Michael Tippett, Elm Court and the interim building for The Elmgreen School.

Phase 1 Timeframe

Elm Court, Michael Tippett and Park Campus	January 2007: Construction works starts on new sites January 2008: Schools open
The Elmgreen School	January 2007: Construction works starts on interim site September 2007: The new school opens January 2008: Construction works starts on permanent site September 2009: The school opens on permanent site

Stockwell Park High School	January 2008: Start of phased construction on site. Works expected to be completed by 2010
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4. Phase 2 update

Schools included: Archbishop Tenison's, Bishop Thomas Grant, Charles Edward Brooke, Dunraven, La Retraite, Lansdowne, Lilian Baylis, London Nautical, Norwood, St Martin-in-the-Fields, Turney.

In October, the BSF team submitted a 'Readiness to Deliver' paper to Partnerships for Schools (PfS), the body responsible for overseeing the government's BSF programme. The document, which demonstrates Lambeth's capabilities and commitment to deliver phase 2 of BSF, represented our bid to be included in Waves 4-6 of the national programme. In December the Government announced that the remaining Lambeth secondary schools would be included in Wave 5 of PfS funding. This means that the BSF team has until October 2007 to formulate part 1 of a Strategy for Change designed to capture the two principal elements of the BSF programme: our strategy for 11-19 education and the requirements for physical school estate.

5. Further Sources of Information (if appropriate)

Further information on the BSF programme in Lambeth can be found on the BSF webpages of the Lambeth Council website:
<http://www.lambeth.gov.uk/Services/EducationLearning/BSF/>.

For copies of the 'Secondary School Vision' and 'Readiness to Deliver' documents please contact Frank Fonton on 020 7926 3223 or ffonton@Lambeth.gov.uk.

The Education and Inspections Act 2006 - Overview

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the provisions of the Education and Inspection Act 2006. It provides a synopsis of the legislation and also highlights many of the implications for local authorities (LAs) and schools.

1. Introduction

On 9 November 2006 the Education and Inspections Bill received Royal Assent and is now the Education and Inspections Act 2006. This is seen as a major step forward in the Government's aim to ensure that all children in all schools get the education they need to enable them to fulfil their potential.

2. Trust schools

Schools will be empowered through new decision-making powers while LAs will be given an enhanced strategic role as the champions of pupils and parents. All schools will be able to become Trust schools by forming links with external partners. If the school chooses, those external partners will be able to appoint the majority of the governing body. Acquiring a Trust will give schools access to the freedoms enjoyed by other foundation schools:

- owning their own assets
- employing their own staff (subject to School Teachers Pay & Conditions Document)
- setting their admission arrangements (subject to the law and a newly strengthened School Admissions Code)

Trust schools will be inspected by Ofsted in the same way as other publicly funded schools.

3. Local Authorities

Local authorities will take on a new strategic role, with duties to promote: choice, diversity, high standards and for the first time, the fulfilment of **every child's** educational potential. LAs will respond to parental concerns about the quality of local schools and, in doing so, will have new powers to intervene earlier where performance is poor. As the commissioner of school places, the LA will be able to propose expansions to all categories of school, set the terms for school competitions and take all decisions relating to school organisation.

4. Fair Access

The Act places a duty on LAs to promote fair access to educational opportunity and tightens the admissions framework to ensure this. As well as reaffirming the ban on new selection by ability, the Act will:

- outlaw interviewing
- create a new power for Admission Forums to produce an annual report and to refer objections to the Schools Adjudicator
- make the Adjudicator's decisions binding for three years
- strengthen the status of the School Admissions Code

The new Code will provide clear guidelines on uniform and transport policies that might undermine a fair admission system and disadvantage children from poorer families. Fair access will also be supported by an extended duty on local authorities to provide free transport for the most disadvantaged families and a new duty to provide advice and assistance to parents in expressing a preference for a school for their child.

5. Behaviour

The Act will give effect to some of the key recommendations of the recent Steer report. It will create, for the first time, a clear statutory right for school staff to discipline pupils, putting an end to the “You can’t tell me what to do” culture. It will extend the scope of parenting orders and contracts and will improve provision for excluded pupils, with parents taking responsibility for excluded pupils in the first five days of their exclusion. Governing bodies and local authorities will be required to provide full-time alternative provision from the sixth day of an exclusion.

6. 14-19 Year Olds

The Act gives effect to the most important reforms of curriculum and qualifications since the introduction of the National Curriculum. In the 14–19 White Paper, plans were set out to transform opportunity for young people through changes to curriculum, qualifications and the organisation of education and training. This is to enable every young person to pursue a course of study that prepares them for success in life. Central to this is the introduction of 14 new specialised Diplomas. The Act makes access to Diplomas an entitlement for every young person everywhere. In order to deliver the entitlement to young people aged 14–16, schools will need to work with each other and with colleges and other providers. The Act also empowers them to enter into formal collaboration with Further Education colleges

7. School Food

The Act will revolutionise the provision of school meals. It establishes the power to create tough new nutritional standards for food and drink served in maintained schools, to ensure that all children have access throughout the day to good quality food and drink

8. Youth

The Act will give LAs responsibility for making sure young people have a range of exciting and positive things to do in their spare time, as promised in the recent Youth Green Paper, Youth Matters. This will increase their access to new opportunities and new experiences, and empower them to shape the services they receive

9. Inspectorate Reform

The Act will merge several existing inspectorates to bring all learning issues within one body. It will cover the full range of services for children and young people, as well as for lifelong learning. This will reduce the burden of inspection and associated bureaucracy and ensure that all inspection has a stronger focus on delivery and value for money

10. Schools Causing Concern

Amendments made to existing legislation will enable LAs to intervene earlier and more easily tackle underperforming schools by issuing them with a formal warning notice. Schools will be given a right to make representations to Ofsted against the issue of a notice. LAs will be required to act more quickly and decisively in relation to schools that have received an adverse Ofsted report. A new power enables the LA to require a weak school to collaborate with another school or to work with a partner on school improvement. The LA is given powers (most are re-enactments of existing provisions with minor amendments) to intervene in schools causing concern. LAs are required to have regard to guidance in using their intervention powers under this Part of the Act.

11. Further sources of information

Further information is available here:

<http://www.dfes.gov.uk/publications/educationandinspectionsact/>.

Information in this paper was taken from 'A Short Guide to the Education and Inspections Act 2006':

<http://www.dfes.gov.uk/publications/educationandinspectionsact/docs/Guide%20to%20the%20Education%20and%20Inspections%20Act.pdf>.

The DfES has also produced an implementation chart which sets out when provisions of the Education and Inspections Act 2006 come into force and when relevant consultations are taking place:

<http://publications.teachernet.gov.uk/eOrderingDownload/20368%20Wall%20Planner%20V6.pdf>.

Behaviour, Discipline and Exclusion - Education and Inspections Act 2006

For additional information please contact:

Claudia Smith **Head of Exclusions, Reintegration and Attendance**

020 7926 9687
csmith2@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the proposed changes in relation to tackling behaviour, discipline and exclusion following the enactment of the Education and Inspections Act 2006.

Governing bodies are asked to note the proposed changes and await further details of consultation by the DfES on guidance in Spring 2007.

1. Introduction

Amongst other provisions – see the Education and Inspections Act 2006 briefing paper on page 29 – the Education and Inspections Act 2006 requires schools and local authorities to improve provision for excluded pupils and extends the scope of parenting orders and contracts.

This briefing provides details of the changes in the Act aimed at tackling misbehaviour, discipline and exclusions. The Act will

- require all schools to have a behaviour policy.
- provide a new statutory power to discipline, which will give all staff in lawful charge of pupils the power to discipline pupils for inappropriate behaviour or not following instructions. This will provide greater clarity for schools, pupils and parents on the extent of school staff's power to discipline pupils, on and off school premises.
- replace existing provisions on detention with new powers giving schools greater scope and flexibility to employ this sanction.
- re-enact provision around the use of force.
- provide a defence for school staff in confiscating inappropriate items.
- will extend parenting contracts and orders so that they can be used more widely to ensure that parents take proper responsibility for their children's behaviour at school. This means that parenting contracts can be used as an earlier intervention, well before the pupil has been excluded. This will enable parenting order to be used where the pupil has seriously misbehaved, regardless of whether or not they have been excluded. In addition, schools are being empowered to make their own applications for parenting orders.
- will require parents to take responsibility for excluded pupils in their first five days of exclusion, whether fixed-term or permanent. They also provide for prosecution or penalty notices to be issued to parents where excluded pupils are found in a public place during school hours without reasonable excuse.
- require governing bodies, and ultimately local authorities, to provide alternative provision from the sixth day of their exclusion.
- make reintegration interviews compulsory for pupils who have been excluded.

The Government plans to consult on the range of provision outlined in the Act. Further guidance on how this should be implemented will be issued by the DfES shortly. The new

legislation covers behaviour policies, disciplinary penalties, detentions, confiscation and the use of force which will come into force from 1 April 2007.

New measures ensuring that parents take responsibility for their child while they are suspended or excluded, extension of parenting contracts and orders and governing bodies and local authorities' responsibility for placement of pupils after the sixth day of exclusion will come into force from the beginning of September 2007.

The above proposals present a number of challenges for schools and the local authority. Once further information has been made available by the DfES the local authority will be consulting with schools and other key partners on the detailed guidance and plans for implementation.

4. Further Sources of Information

Further information is available here:

<http://www.dfes.gov.uk/publications/educationandinspectionsact/>.

The DfES has also produced an implementation chart which sets out when provisions of the Education and Inspections Act 2006 come into force and when relevant consultations are taking place:

<http://publications.teachernet.gov.uk/eOrderingDownload/20368%20Wall%20Planner%20V6.pdf>.

DfES Draft Admissions Code of Practice for Schools

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the proposed changes to the DfES' draft Admissions Code of Practice (CoP), which will come into force in February 2007, subject to the outcome of the consultation and approval by Parliament.

The formal consultation period closed on 1 December 2006. All headteachers and chairs were asked to provide comments on the draft Code, either via the Local Authority or direct to the DfES.

1. Introduction

The Department for Education and Skills last revised the School Admissions Code of Practice in January 2003. Following the implementation of statutory co-ordination for secondary admissions for 2005 entry and a number of high profile adjudications made by the Schools Adjudicator in the past two years, the DfES have issued a new draft version of the Code for consultation. The new version, once agreed and published, would apply for admission intakes from September 2008 onwards. The closing-date for consultation responses was 1 December 2006.

The new Code will require admission authorities – local authorities for community and voluntary-controlled schools; governing bodies for foundation schools (including trust schools), voluntary-aided schools and academies – to “act in accordance with it”, rather than just “have regard to it” as is the case with the 2003 Code currently in operation.

There is an expectation that “admission authorities and governing bodies should develop and implement admission arrangements, practices and oversubscription criteria that actively promote equity, and thus go further than simply ensuring unfair practices and criteria are excluded”.

There are a number of mandatory requirements and prohibitions and it includes guidelines which the relevant bodies should follow unless they can demonstrate that they are justified in not doing so and it states where good practice should be followed and poor practice should not be followed.

2. Changes to Existing Practice

The changes (nearly all of which are additions) are summarised below, with the significant ones highlighted in bold. **The major difference from previous versions of the Code is that the mandatory elements will be enforced by statute, so that admission authorities must abide by it, rather than, as currently, just have regard to it.** The virtual ban on “first preference first” will make admissions much less confusing for parents in London and other metropolitan areas, whilst still allowing it to continue in rural areas where it may be justified.

- **Interviewing parents and/or children will be prohibited by the Education and Inspections Act 2006 ('The Act').**

- Governing bodies must ensure that the cost of uniform, sportswear, school trips, etc is minimised so as not to deter parents on low incomes from applying.
- Attendance at an open evening or day “must not be a condition for the allocation of a place.”
- All the information requested by schools on supplementary forms must be related solely to the admissions criteria.
- Admission authorities must not ask parents to provide photographs of the child *except* if a selective school needs to ensure that the applicant taking the test is the child named on the application form.
- Local Authority Admissions Forums will have the power to write an annual report, for submission to the Schools’ Commissioner, on the impact of admissions policies within their area.
- **The following admissions criteria and practices will be prohibited:**
 - **“First preference first”, in all areas where there are selective schools. It can only be used elsewhere if all schools in the area agree to adopt it for the scheme.**
 - **Priority for siblings of former pupils.**
 - **Priority for children of current or former staff or governors (unless they are the children of a new appointee to a post for which there is a “demonstrable skills shortage”.**
 - **Priority to the order in which applications are received (this also applies to waiting lists).**
 - **Excluding applicants from a particular social or religious group, ie. faith schools which do not already do so will have to have “other children” as a last criterion.**
- Where preference is given to members of a particular faith, arrangements should be clear and it “should be sufficient to provide that the child and/or the family are practising members of the faith”.
- Faith schools must, by law, give first priority to Looked After Children of the faith, but it is good practice for them to go further and give first priority to Looked After Children per se.
- Gives the seal of approval to random allocation, particularly in urban areas.
- Admission authorities should have a published policy as to how they will treat twins, triplets, etc.
- Admission authorities must make it clear that parents can defer admission to Reception class until later in the school year or until the child reaches compulsory school age within the school year.
- Schools ought not to include ‘attendance at a particular nursery’ as part of their admission criteria.
- Admission authorities must make it clear that parents cannot defer admission until after the end of the school year.
- Admission arrangements for tests must give reasonable adjustment for children with SEN and disabilities, as appropriate.
- **Suggests that it is good practice for parents to be able to know the outcome of selective tests before the closing dates for applications to schools under co-ordinated schemes.**
- Outlines the duty on LAs to provide a ‘choice adviser’ service.
- Makes it clear that in all cases – presumably including late and casual applications – admission authorities must inform parents of the outcome in writing.
- States that admission authorities within a coordinated scheme “must ensure that their admission arrangements do not undermine the scheme”.
- Allocation of places after National Offer Day (NOD) or by NOD must occur if LA has vacant places.
- Changes to the Common Application Form (CAF) cannot be made after the October deadline, unless the parent is moving home.
- Admission authorities must consider *all* preferences, unless ‘first preference first’ has been adopted by all schools within an area.

- **A “school or schools within an agreed equal preference scheme must not give priority to those parents who make the school their first preference”.**
- Expands previous guidance on the admission of children who have recently entered the UK.
- **“Waiting lists must be clear, fair and objective and must not give priority to children based on the date the application was added to a list.”**
- Parents would have 21 days to confirm whether they wish to accept the NOD single offer.
- Admissions Forums: all schools are members and can come, unannounced, to any pre-arranged meetings. Each Forum must also produce an annual report, though legislation does not state this.
- **LAs must publish a notice in their local newspaper to say that they have determined their arrangements and that they are available for inspection at their offices, etc.**
- **LAs will be obliged to refer to the Adjudicator any admission arrangements which “appear to them to be unlawful or contravene the mandatory provisions of this Code”, or risk being held accountable by the Local Government Ombudsman.**

4. Looked After Children

The DfES are also consulting on a proposed new power enabling local authorities to direct schools to admit looked after children. The proposals are included in a Green Paper, '**Care Matters: Transforming the Lives of Children and Young People in Care**' which "sets out a radical package of proposals for transforming the lives of children in care".

The consultation closes on **15 January 2007**.

5. Further Sources of Information

A range of documentation relating to the revised Code of Practice can be viewed here:
<http://www.dfes.gov.uk/consultations/conResults.cfm?consultationId=1418>

A range of documentation relating to Green Paper, 'Care Matters: Transforming the Lives of Children and Young People in Care' can be viewed here:
<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1406>. You can also respond to the consultation online.

Expansion of Primary School Places 2005 - 2015

For additional information please contact:

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Lisa Belletty	Policy and Planning Officer	020 7926 0095 lbelletty@lambeth.gov.uk

The purpose of this paper is to inform governors about the project to expand primary school places in Lambeth by 2015, and to outline the governance of the project.

1. Introduction

Over the next few years there will be an increasing shortfall in primary school places in Lambeth. A project has been initiated to address the shortfall through the expansion of existing primary schools, and is currently in its early stages.

2. Context

The population projection for Lambeth and the resulting growth in the school population suggests that a significant increase in school places will be needed by 2015 in the primary sector. The number of primary school places required in Lambeth is projected to increase from 18,068 in 2007 to 20,707 in 2015 (2639 places). Taking a 7% planning factor into account, 2823 additional places are projected (19,333 in 2007 to 22,156).

It is anticipated that 9.5 forms of entry will be created by current proposals, leaving an additional 5 forms of entry which are needed to address the projected shortfall. NB. Although the projections indicate that Lambeth will need an extra 4.5 forms of entry, 5 forms of entry have been agreed by Cabinet to cover the possibility that current proposals for 1.5 form entry to 2 form entry are not realised and that the projections, using GLA data, are amended over the next few years.

Current projections also indicate that there will be insufficient places in various town centres at different times. This is of particular concern for some town centres, for example, Brixton will have a shortage in 2008; Streatham in 2009; North Lambeth in 2012; Clapham in 2013 and Norwood in 2015+.

An increase in primary school places in the borough is being partially funded through the £5.2 million of Basic Needs Funding that the Council has secured. Lambeth has also applied to become a pilot authority for the national Primary Capital Programme (PCP) and, if successful, this will bring £4.5 million to £5 million of new Government funding during the pilot stage. It is estimated that Lambeth will receive around £3.5 million annually during the main programme, which is expected to run for 15 years.

A number of schools have been identified as options for potential expansion, based on a number of factors including site ratio and building difficulty. These are outlined in a report which went to the Council's Cabinet on 18th September 2006 entitled "Expansion of Primary School Places 2005-2016" (see Further Information).

3. Outline of the project

A project has been initiated which plans to address the shortfall in primary school places. The project is currently in Phase 1.

Phase 1: Consultation and recommendations

- Consultation with schools and Diocesan Boards on expansion.
- All schools identified in the Cabinet report were asked to complete an early feedback form by the end of November 2006 to give an indication on whether they were interested in possible expansion.
- Once this information has been processed, feasibility studies will be conducted to assess the possibility of expansion.
- An update report will be presented to the Council's Cabinet in March 2007, followed by a report which puts forward recommendations on the proposed options for expansion in July 2007.

Phase 2: Financial modelling

- This phase will focus on financial modelling of the Council's decision and securing funding for the expansion.

Phase 3: Implementation

- The expansion will be implemented during phase 3 of the project.

4. Governance of the project

The project will have in place a Project Board and an Advisory Board. The Project Board is the Departmental Leadership Team for the Children and Young People's Service. This Board will be the decision-making body for the project.

The role of the Advisory Board will be to provide advice on the methodology of the project; ensure the project is on course to deliver its objectives; represent the views of stakeholders and provide recommendations for the Project Board.

The Advisory Board will be chaired by the Divisional Director, Inclusion and Standards, and will consist of representatives from:

- Primary Headteachers;
- Governors;
- Roman Catholic and Anglican Diocesan Boards;
- Asset Management and Planning;
- Schools' Finance;
- Corporate finance.

5. Further Sources of Information

The full Cabinet report can be accessed electronically at:

[http://www.lambeth.gov.uk/moderngov/Published/C00000225/M00000394/A100000675/\\$009a002PrimaryExpansionofplacesreport2006forcabinetSept06FINALFORSUBMISSION.docA.ps.pdf](http://www.lambeth.gov.uk/moderngov/Published/C00000225/M00000394/A100000675/$009a002PrimaryExpansionofplacesreport2006forcabinetSept06FINALFORSUBMISSION.docA.ps.pdf)

Integrated Children's System (ICS)

For additional information please contact:

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Project Manager

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The purpose of this paper is to inform governors and headteachers about the Integrated Children's System, which was implemented in Lambeth on 30 October 2006.

1. Introduction

The Integrated Children's System (ICS) is a comprehensive 'package' for Children's Social Care (formerly Social Services) to use in the assessment of needs of children and their families and in the planning and review of services. ICS forms part of the government's Every Child Matters programme, aimed at improving outcomes for children and young people across the full range of services and sectors.

It has links with other current initiatives:

The Common Assessment Framework (CAF): This is a tool for any person working with children and their families, including schools and early years providers. It helps the worker to make a brief screening assessment and to decide whether a more intensive or expert input is required

Information Sharing: This will help workers in schools and other settings who may have a concern regarding a child to find out what other agencies are currently involved in providing a service to them.

2. ICS in Lambeth

ICS is a national initiative; the deadline for implementation by all councils which have children's social care responsibilities is 1 January 2007. In Lambeth we have taken a proactive stance and implemented two months before this date. It is an electronic system, which has provided an opportunity to modernise recording and data collection.

3. Implications for Schools

Schools may have contact with social care staff who are using ICS when:

- making referrals to Children's Social Care
- through involvement with pupils who are living with their parents and receiving services from Children's Social Care. These children will have a Child in Need Plan or a Child Protection Plan
- through working to meet the needs of Looked After Children who are pupils.

Teachers and other school staff should be aware that:

- the system is based on individual case records – issues and concerns as they apply to sets of siblings will need to be considered on a child by child basis
- the system depends on systematic collection of information: referrals therefore may take a little longer

- the child's educational needs are given very great importance. Social Workers will be regularly contacting schools to seek information in this area
- the system is relatively new and Social Care staff are still becoming accustomed to using it.

4. **Future Developments**

The recent Government Green Paper '**Care Matters: Transforming the lives of Children and Young People in Care**' gives a very significant emphasis to improving educational outcomes for these young people. It will therefore be essential to build upon the present partnerships in working together between social care staff and schools.

A briefing on the Integrated Children's System and related issues can be provided to school management and staff teams by arrangement with the Project Manager – contact details above.

5. **Further Information**

For further information, see the ICS section on the Every Child Matters website:
<http://www.everychildmatters.gov.uk/socialcare/integratedchildrenssystem/>.

‘The Best for All Our Children’: supporting Lambeth schools facing challenging circumstances

For additional information please contact:

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020 7926 8847
klewis@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with information regarding ‘The Best for All Our Children’ programme.

1. Introduction

‘The Best for All Our Children’: supporting Lambeth schools facing challenging circumstances

- is a two year programme jointly funded by London Challenge, Neighbourhood Renewal Fund and Lambeth LA to reduce the number of low attaining / underperforming primary schools by 50% by 2008.
- involves twelve primary schools where less than 65% of children achieved an average of National Curriculum ‘level 4’ (the expected level for children at the end of primary education) across English, maths and science over a period of 3 years.

The majority of these schools are situated in wards where children face multiple disadvantages- the majority forming part of the 30% most deprived areas in the country.

2. Main Focus

The main focus of work in the programme will be:

- supporting the leadership and management capacity in targeted schools
- improving the quality of teaching and learning, early reading and numeracy, leading to higher standards at the end of the Foundation stage, KS1 and KS2
- creating sustainable improvement in parental and carer involvement
- improving attitudes to and behaviour for learning for all groups of children
- offering enhancement activities through the national strategies and gifted and talented programmes.

3. The Team

The team, set up in September 2006, includes:

- a programme manager who co-ordinates the delivery of the programme
- a research and finance officer
- dedicated school advisers who work in schools weekly to advise on leadership and management issues to improve outcomes for all children
- dedicated teaching and learning consultants who work with teachers to improve outcomes for children. They support planning and delivery of lessons, assessment and run school INSET
- outreach workers to support schools with attendance, punctuality issues, behaviour for learning and parental engagement.

4. The Programme

All schools have access to different curriculum enhancement activities which are all clearly focused on adding value to outcomes for individual children. These include:

- Early reading: Communication, Language and Literacy programme.
- Every Child a Reader: an intervention programme for children with specific reading difficulties.
- 'JUMP' mathematics to support children's achievements in mathematics.
- Gifted and talented activities to support more able pupils.
- 'Talking Partners' to support children's oral work which impacts on all curriculum areas.
- Continuing Professional Development to all staff in schools. This is linked to performance management in each school which reflects a rigorous focus on improving outcomes for children.

Each school has also been matched with a partner school whereby good practice can be shared and the Headteacher and leadership team can act as consultants.

The programme has rigorous monitoring systems, including reviews of teaching and learning; leadership and management capacity; and pupil assessments to track the progress of individual pupils across the schools towards 2007 and 2008 performance targets.

The programme seeks to offer a professional development community for leaders working in challenging and demanding circumstances. It seeks to encourage innovation and to ensure that the good practice in our schools is shared and replicated by all.

5. Further Information

For further information contact Kirstin Lewis – contact details above.

Reports from Headteachers' Council Sub-Committees

For additional information please contact:

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Sharon Williams	Strategy and Research Manager (Inclusion and Standards Sub-Committee)	020 7926 9950 swilliams2@lambeth.gov.uk
Gene Bovell	Executive Assistant to the Divisional Director, Strategy and Performance (Resources Sub-Committee)	020 7926 4793 gbovell@lambeth.gov.uk
Valika Eden	Devolved Funding Policy Officer (School Revenue Funding Working Group [SRFWG])	020 7926 9733 veden@lambeth.gov.uk

The purpose of this paper is to provide information about the Headteachers' Council Sub-Committees: Community Learning; Inclusion and Standards; Resources; and School Revenue Funding Working Party.

1. Community Learning Sub-Committee

At the time of going to print the committee had not met. .

2. Inclusion and Standards Sub-Committee

The sub-committee considers matters that impact on schools within the Children and Young People's Service for which the Inclusion and Standards Division is responsible. It meets 4-5 times a year and the Divisional Director, strategic officer and PA (minute taker) attend all meetings with other officers from the Division attending when required.

The focus of the sub-committee's work for Autumn 2006 has been:

- Headteachers Conference 2007 planning
- Working Together Questionnaire
- Discussion and Presentations on Admissions
- Issues raised at Conference on Attendance, Admissions and Exclusions
- Joining up the National Agendas and support for Schools from the LA

3. Resources Committee

The overall purpose of the sub-committee is to work in partnership with the Council to assist in the strategic development, planning, co-ordination and review of services to schools in respect of resource issues. The focus of the sub-committee's work for the summer term has been as follows:

Terms of Reference – The Committee reviewed its terms of reference with the aim of ensuring a more strategic and sharper focus on addressing the resources issues for schools.

School Meals - Developed and monitored progress of the service plan in conjunction with the Contracts Unit for the school meals service. Drafted a core food policy that is to be introduced in all schools, agreed a joint training programme for catering and school staff and agreed a marketing strategy for the service. The Committee is responsible for the

ongoing development and monitoring of the service plan for 06/07. Key outputs and pilot studies have been agreed and will be monitored by the committee

Recycling – Supported and provided constructive feedback on the implementation of the Lambeth Schools Scrap Challenge competition, sponsored by Cleanaway. The competition generated 890 shortlisted entries from schools and culminated in an award ceremony event attended by 200 people hosted by Harrison's at the Shakespeare Road depot. The project resulted in all schools recycling and saving £100k

Service Reviews - The Committee has been the forum for the critical review of services to schools. It has provided feedback on the reviews on the energy management, photocopier and IT contracts and will be the focus group as these reviews are being developed in the autumn term.

4. School Revenue Funding Working Group (SRFWG)

The SRFWG is a working group of Headteachers and LA officers which meets twice termly, to undertake a detailed review of the Authority's Fair Funding Formula, to effect changes to as required by regulations and legislation and otherwise generally improve the effectiveness of the funding factors.

During 2006, the SRFWG has considered changes to two funding factors:

- Small Schools Protection
- Additional Education Needs

In its report to the Schools Forum the SRFWG, after considering a number of options, recommended that the Small Schools Protection funding should remain unchanged in line with the Authority's strategy of developing stable 2 form entry schools. Consequently no changes will be made to the fair funding formula in respect of funding for small schools.

At the start of the year, the DfES commenced a review of the funding for social deprivation provide through each authority's funding formula. The results were published in the summer and all local authorities together with their Schools Forum have been asked to consider the extent to which their own arrangements deliver resources to schools in a way that best supports schools to close the gap in pupil outcomes.

The SRFWG has accordingly been undertaking a detailed review of funding for Additional Education Needs through:

- an audit of the funding factors
- appropriateness of using the index of multiple deprivation as a new funding factor
- considering if Fluency as a factor should be equally weighted

The review is being finalised and the SRFWG was due to make its final recommendations to the Schools Forum in December 2006.

SCHOOL TERM AND HOLIDAY DATES 2006/07

<u>Term</u>	<u>Start Date</u>	<u>Finish Date</u>	<u>Number of days</u>
Term One	Wednesday 6 September 2006	Friday 20 October 2006	33 days
Holiday	Monday 23 October 2006	Friday 27 October 2006	
Term Two	Monday 30 October 2006	Tuesday 19 December 2006	37 days
Holiday	Wednesday 20 December 2006	Tuesday 2 January 2007	
Term Three	Wednesday 3 January 2007	Friday 16 February 2007	33 days
Holiday	Monday 19 February 2007	Friday 23 February 2007	
Term Four	Monday 26 February 2007	Wednesday 4 April 2007	28 days
Holiday	Thursday 5 April 2007	Wednesday 18 April 2007	
Term Five	Thursday 19 April 2007	Friday 25 May 2007	26 days
Bank Holiday	Monday 7 May 2007		
Holiday	Monday 28 May 2007	Friday 1 June 2007	
Term Six	Monday 4 June 2007	Wednesday 18 July 2007	33 days
Holiday	Thursday 19 July 2007	Monday 3 September 2007 or later	

Total number of days = 190

- The dates set out above are those for all community schools, including nursery schools and community special schools in the borough for the school year 2006/07 and are based on a 190 pupil day year. They are those recommended by the Association of London Government (ALG) with a view to achieving widespread agreement between London LEAs, and with VA and foundation schools across London, irrespective of whether they retain the traditional calendar or adopt a standard school year format. The dates proposed are broadly similar to the standard school framework of dates put forward by the Local Government Association (LGA).
- In addition to the 190 pupil days set out above, headteachers will need to designate, in consultation with staff, five non-teaching staff development days, which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions. The ALG framework of 194 days suggests that 4th/5th September 2006 and 19th/20th July 2007 might be used as staff training days. Although we support this view in the interests of continuity across London we feel that the allocation of dates should be left to headteachers. However, our strong recommendation is that at least one whole day should be allocated for staff development prior to the beginning of Term One (Autumn Term). It would be for headteachers to determine, in consultation with their staff, whether it would be appropriate for one or more of the five professional days to be allocated more flexibly as twilight sessions.
- The first day of Term One (Autumn Term) 2007 (as proposed by the ALG) is expected to be no earlier than Monday 3 September 2007.
- Governors of voluntary aided and foundation schools have the responsibility for determining the dates and times of school terms and holidays, but, in order to assist parents and staff, may wish to adopt this framework.

SCHOOL TERM AND HOLIDAY DATES 2007/08

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

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

Total number of days = 190

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

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

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

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

**LAMBETH GOVERNOR SERVICES
GOVERNOR SUPPORT OFFICER ALLOCATIONS – JANUARY 2007**

Peter Compton 020 7926 9636 pcompton@lambeth.gov.uk	David Jones 020 7926 9669 djones@lambeth.gov.uk	Pat Petch 020 7926 9881 ppetch@lambeth.gov.uk
Archbishop Tenison's	Allen Edwards	Christ Church (Brixton)
Christ Church (Streatham)	Archbishop Sumner	Dunraven
Clapham Manor	Ashmole	Durand
Corpus Christi	Bishop Thomas Grant	Elmgreen School (VC secondary, opening 9/07)
Crown Lane	Bonneville	Fenstanton
Effra	Charles Edward Brooke	Holy Trinity
Elm Court	Elm Wood	Jessop
Glenbrook	Ethelred	Lark Hall
Heathbrook	Granton	Livity
Henry Fawcett	Henry Cavendish	London Nautical
Herbert Morrison	Holmewood	Maytree
Hill Mead	Immanuel & St Andrew	Orchard Primary School
Hitherfield	Jubilee	Rosendale
Johanna	Julian's	St John's AT
King's Avenue	Lansdowne	Stockwell Park
Kingswood	La Retraite	Sudbourne
Lilian Baylis	Loughborough	Turney
Macaulay	Norwood	Vauxhall
Michael Tippett	Paxton	Wyvil
Reay	Richard Atkins	
St Andrew's CE	St Andrew's C	
St Anne's	St Bede's	
St Helen's	St Bernadette	
St John the Divine	St Jude's	
St Leonard's	St Luke's	
St Mark's	St Saviour's	
St Martin in the Field's	Stockwell	
St Mary's	Streatham Wells	
St Stephen's	Sunnyhill	
Triangle	Telferscot	
Walnut Tree Walk	Woodmansterne	

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

AGM & Conference

4th November 2006 marked the very first AGM and Conference for the National Governors' Association. The conference was a great success. The members elected Baroness Howe of Idlicote as the President of the NGA and Professor John Adams as Vice-President. The conference saw Mary Marsh (CEO of the NSPCC) and Howard Kennedy (TDA-D) speak about safeguarding in schools and the new performance managements arrangements. Niel McLean from Becta launched a new joint NGA/Becta publication of which more in the next item.

School improvement through ICT – guidance for governors

At the conference on 4th November Niel McLean (Executive Director for Education Practice – Becta) launched the new joint NGA/Becta publication *School improvement through ICT – guidance for governors*. Spending on ICT is often the second highest call on the budget after staffing costs, but the most recent research shows that few schools use ICT effectively. This short publication provides guidance for governing bodies on the questions to ask in relation to ICT spending and use in schools.

Two copies of the publication will be sent to the Chair of Governors of every school in early January. If you would like additional copies please contact NGA by email at: gillian.windass@nga.org.uk or by phone at 0121-643-5787. Copies are free of charge. You can also download a pdf version of the document from the NGA website.

The Education and Inspections Act 2006

The Education and Inspections Act received Royal Assent on 8 November 2006. The Act brought in some new responsibilities for governors. In particular 'in discharging their functions relating to the conduct of the school' governors must:

- Promote the well-being of pupils at the school
- Promote community cohesion
- Have regard to the relevant children and young people's plan
- Have regard to the views of parents.

Many other provisions of the Act will require further Regulations and the DfES is currently consulting about a series of these in relation to school organisation and trust schools. The consultation and documents can be found at:

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1439>

The closing date for comments is 4 February 2007.

Performance Management Arrangements

The DfES has announced the final decisions in relation to performance management. Most importantly the new Regulations will not come into force until September 2007. This means that the new planning and review statements will have to be completed by:

31 October 2007 for teachers; and
31 December 2007 for headteachers.

The headteacher's performance review will still be conducted by two or three performance management governors together with the School Improvement Partner (SIP), or where no SIP is yet in place an external adviser appointed by the governing body. Unlike at present the Regulations allow for the governing body to scrutinise and suggest amendments to the headteacher's review statement. Guidance recommends that this is the Chair of Governors or where the Chair is already a member of the performance review panel another named member of the governing body. This governor should also undergo performance management training.

School Profile

The School Profile caused a great deal of consternation amongst governing bodies and schools during the summer term 2006. Schools had difficulty accessing their profile, the data was not loaded by the promised dates and in some cases the information relating to schools was

inaccurate. NGA along with the headteacher unions and others made a series of representations to DfES. As a result it agreed to revise the School Profile, sent a letter to schools apologising for the problems and suspended the School Profile site.

The School Profile site reopened on 12 December 2006 and DfES has written to all Chairs of Governors and headteachers. The main changes to the Profile are:

- A new pictorial format for expressing pupil progress at Key Stages 2-4. DfES believes that this will be more accurate than the previous 'big arrow' display.
- Date last published – this will now appear in the heading of the document. The previous version included a reference to the academic year which was felt to be confusing.
- An ability to update the Profile during the year. This will not be compulsory.

Guidance on completing the School Profile can be found at:

<http://www.teachernet.gov.uk/management/newrelationship/schoolprofile>

Sustainable Schools – Year of Action (September 2006 - August 2007)

Following a consultation during summer 2006 this academic year is a year of action on sustainable development for schools. The Government wants all schools to be Sustainable Schools by 2020 and the DfES has set out a National Framework. The framework sets out eight areas (known as doorways) in which schools can take action in relation to sustainability. The doorways are: food and drink, energy and water, travel and traffic, purchasing and waste, buildings and grounds, inclusion and participation, local well-being and global dimension.

Further information on sustainable schools can be found at:

www.teachernet.gov.uk/sustainableschools/framework

Recruiting Headteachers

Appointing a headteacher is arguably the most important job a governing body will have to tackle and it is not getting any easier. Schools are already experiencing problems attracting candidates for headship and the situation is going to get worse over the next few years as existing heads retire. The National College for School Leadership (NCSL) has developed a major national initiative to address these problems. The first phase is a guidance document on recruiting headteachers.

NGA recommends that you read this guidance even if you are not immediately about to recruit a new headteacher. It is important to have a long term succession plan in place and for governing bodies to develop a good understanding of the recruitment and appointment process. The document is available as a free download at www.ncsl.org.uk/recruitingleaders.

If you prefer a hard copy these are available from NGA priced £7.50. Send a cheque payable to National Governors' Association to NGA, 29 Smallbrook Queensway, Birmingham, B5 4HG, clearly stating your name and full postal address **with postcode**. Please also include a contact email address or telephone number. Or telephone the office on 0121 643 5787 to pay by credit card. For invoicing arrangements for multiple copies, please contact the office.

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