

# **WORKING TOGETHER**

## **AUTUMN 2006**

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

**including an index of briefing papers: Autumn 2002 – Autumn 2006**

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## PLEASE NOTE THAT:

- You should take your copy of "Working Together" to your school's governing body meeting.
- A copy of the Autumn Terms 1 and 2 model agenda has been sent to all Clerks, Chairs and Headteachers separately.
- The Autumn 2006 and Spring 2007 Governor Training Programme is sent out in a separate booklet.

## **Executive Director's Report – Autumn 2006**

Dear Colleague,

Welcome to a new school year following the summer break which I hope has left you rested and refreshed. I would like to welcome all new headteachers, governors and staff who have joined us. I am also pleased to be able again to congratulate all those schools who have had such positive results in their OFSTED inspections and who have continued to achieve high standards.

### **Children and Young People's Service (CYPS)**

The Children and Young People's Service has been in existence for almost a year and a significant amount of work has been undertaken with the support and involvement of Lambeth schools. Plans are now in hand to move services closer to schools and children's centres. We will be discussing these developments with you in the coming year.

### **School Performance**

During the 2005-06 academic year thirty-two short-notice OFSTED inspections took place in Lambeth schools and none are causing OFSTED concern. Of these, 25% received an overall grade of "outstanding". All those involved in this process are to be congratulated for such positive results.

### **Every Child matters: Primary Capital Programme (PCP)**

As a result of support from yourselves, a Lambeth PCP bid was submitted to DfES. It received positive feedback from a range of colleagues, and was based on existing good practice and increasing community benefit. The results of the bidding process have yet to be published and I will ensure you are updated on this as soon as we have news.

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

The first phase of BSF is now progressing quickly with designs for Michael Tippett, Elm Court and the Park Centre developing well. Detailed planning applications are due to be submitted shortly. Four contractors submitted first stage tenders for these projects and a further round of competition is about to commence. We are also about to issue tender documents for the interim Elmgreen school at Norwood park.

The main phase of the programme is again affected by changing requirements from DfES and PFS and we are discussing the situation with them to try to minimise the affect on our programme. The BSF team has now grown, with a full set of senior managers now in place to support the programme director. This development enables us to become less reliant on external consultants for delivery of the programme. As some of you will be aware, we are also working hard to meet with schools to discuss allocations for phase two.

### **Common Assessment Framework (CAF)**

The CAF is being developed to provide a single, standardised method of assessment of a child's additional needs and to decide how those needs should be met. It will take account of the role of the parents, carers and environmental factors on the child's development and improve integrated working by promoting co-ordinated service provision. CAF training has been ongoing and the process has been further developed to meet government guidelines and Lambeth's needs. In support of this, we will be extending our existing pilot on

information sharing to a specific area. To further support better outcomes for children, work is progressing between children's social care and headteachers to develop practical solutions and promote joint working. This work is also being extended to include other statutory and voluntary partners.

### **Looked After Children**


You will all be aware of recent press coverage regarding the low attainment levels of looked after children. Over the next term, there are plans for schools, social care and inclusion to work closely together to identify issues to address this and improve the life chances of these children.

### **Working Together Document**

There have been developments in the production of the Working Together document. Thank you for your feedback so far and we shall be consulting you on further developments in both the document and the termly meeting for chairs.

This next year begins from a strong platform and I look forward to working with you to achieve positive outcomes for the children and young people of Lambeth. Thank you again for your contribution to the education of children in Lambeth.

Wishing you all the best for the term ahead,

A handwritten signature in black ink, reading "Phyllis Dunipace". The signature is written in a cursive style with a large initial 'P'.

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

# **PART A – FOR ACTION**

## Action Summary

### **During Autumn Terms 1 and 2 all governing bodies are asked to:**

- make arrangements to provide Governor Services with up-to-date information about the governing body's current membership and contact details **(see page 5)**.
- make the necessary arrangements to approve a Disability Equality Scheme for the school in accordance with the requirements of the Disability Equality Act 2005 **(see page 7)**.
- 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 **(see page 8)**.
- confirm that a "responsible person" has been appointed to ensure compliance with the new fire safety regulations – the Fire Safety Order **(see page 8)**.
- encourage its parent governors to consider standing for election as Lambeth's Parent Governor Representatives on the Council's Children and Young People's Service Scrutiny Sub-Committee **(see page 9)**.
- consider the LA's model School Food Policy and makes the necessary arrangements to approve a policy adapted to meet the needs of the school as soon as possible **(see page 12)**.
- make arrangements to consider whether the school's policies and practices take into account the particular needs of Gypsy Traveller pupils.
- ensure that the school has identified all Gypsy Traveller pupils currently on roll and is in a position to identify and support any new pupils joining the school **(see page 16)**.

### **Primary and secondary school governing bodies are asked to:**

- make arrangements to consider key issues raised by the data in the school profile and contextual performance reports and draw up action plans for raising standards in the school **(see page 20)**.

### **Primary school governing bodies are asked to:**

- discuss the school's policies and practices regarding able, gifted and talented pupils in preparation for the January 2007 PLASC.
- ensure a register of able, gifted and talented pupils has been compiled, in line with good practice **(see page 14)**.

### **Governing bodies of schools not yet involved in the Healthy School programme are asked to:**

- discuss the benefits of the process and decide whether to become an accredited Healthy School **(see page 18)**.

## Governance Matters – Autumn 2006

For additional information please contact:

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

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

- makes arrangements to provide Governor Services with up-to-date information about the governing body's current membership and contact details (see section 1).
- makes the necessary arrangements to approve a Disability Equality Scheme for the school in accordance with the requirements of the Disability Equality Act 2005 (see section 5).
- ensures that the Headteacher and one governor have been trained using the online safer recruitment training package developed by the National College for School Leadership (see section 7)
- confirms that a "responsible person" has been appointed to ensure compliance with the new fire safety regulations – the Fire Safety Order (see section 8).
- encourages its parent governors to consider standing for election as Lambeth's Parent Governor Representatives on the Council's Children and Young People's Service Scrutiny Sub-Committee (see section 9).

### 1. Governor Contact Information and Governing Body Membership

We have sent your Clerk (and the Chair and Headteacher for information) a list printed from our database setting out the contact information that we hold for your governing body. We will ask the Clerk to update the list and return it to Governor Services so that we can update our database. Please ask your Clerk to let us know if your contact details have changed or contact your assigned Governor Support Officer directly. A list of assigned officers is included at page 43. **This is particularly important now as over 250 Lambeth governors reached the end of their terms of office on 31 August 2006 following the reconstitution of all governing bodies under the Education School Governance (Constitution) (England) Regulations 2003.**

**In addition, our database includes details of nearly 50 governors from 20 schools who came to the end of their terms of office during the past year. Clearly some will have been re-elected or re-appointed, but we have yet to receive confirmation that this is the case.** All governors have fixed terms of office and it is important that you are aware of the start and end of your own term of office as this affects your legal status as a governor as well as that of the governing body.

If your governing body has a new Chair and/or Vice Chair following elections in the autumn, please would you let us know so that we can update our database and ensure that all important communications from the Local Authority are received by the right person. Likewise, please let us know if a new Training Link Governor is appointed.

**Please note that governors, associate members and the headteacher of the school cannot be appointed as clerk to the governing body, although a governor or associate member may be appointed as clerk to one or more committees.**

## **2. School Governing Body Model Agenda – Autumn 2006**

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

**There are other useful documents on the website, including an electronic version of this edition of "Working Together." If you 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.**

## **3. A Guide to the Law for School Governors: first set of amendments**

As new legislation is introduced, it is inevitable that the Guide to the Law becomes quickly out of date so the DfES will be updating the online Guide three times a year to ensure it remains as up-to-date as possible. The first amendments to the 2006 edition of the Guide have now been made and updated electronic versions (word and pdf) and can be downloaded from GovernorNet - [www.governornet.co.uk/gtllamendment](http://www.governornet.co.uk/gtllamendment). Instructions on how to make the amendments to a paper copy are provided for those preferring not to use the online version, but be warned that this will prove very time-consuming! Already there have been many changes since the Guide was first published and with the Education and Inspections Bill currently going through Parliament many more changes are anticipated.

The DfES are looking into the possibility of producing a CD version of the Guide, which would mean that governors receive more frequent editions of the Guide that could be viewed offline. Using this medium would mean that governor training materials and other useful information could also be made available direct to every governor. The DfES are very keen to hear the views of governors and other users of the Guide on this proposal - if you would like to comment, please email [GTTL.FEEDBACK@dfes.qsi.gov.uk](mailto:GTTL.FEEDBACK@dfes.qsi.gov.uk).

## **4. Changes to the Arrangements for Performance Management**

During the summer the DfES consulted on draft revised Regulations and guidance on the performance management of teachers and headteachers.

The consultation, which was launched on 7 June, ended on 30 August 2006. There were a significant number of responses to the consultation and further revised Regulations and guidance will be published soon. **The consultation document set out all the arrangements for performance management including a number of significant changes such as pay recommendations.** In future, the review meeting will be combined with a planning meeting for the next performance management cycle and, if the reviewee is eligible, a discussion and decision on pay progression based on the reviewee's performance measured against the performance criteria.

In the case of teachers, under the proposals the reviewer (usually the reviewee's line manager) will carry out the performance review and pay discussion where this is relevant and make a recommendation on pay. The pay recommendation will not be subject to review by either the headteacher or the governing body.

The governing body will continue 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. All secondary schools will have SIPs from September 2006. However, SIPs have not yet been appointed to primary schools. The DfES contract with CEA for external advisers has ended and this provision is no longer free of charge. There is funding in the delegated school budget to meet the external adviser costs. Primary school governing bodies may either contact CEA or some other provider to appoint a paid adviser or use a free service that will be available this year from Lambeth. Please contact Judith Hare, Education Adviser Team Leader, on 020 7926 9836 or [jhare@lambeth.gov.uk](mailto:jhare@lambeth.gov.uk) if you would like further information.

**Later this term, the DfES will be providing a model policy incorporating all the changes. Further information will be sent to governors after the revised Regulations and guidance have been published.**

**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 Autumn 2006 and Spring 2007 Governor Training Programme.**

## **5. Duties under the Disability Discrimination Act 2005 - Update**

Lambeth's model Disability Equality Scheme for schools will be ready by the end of September 2006. The model scheme has been drafted following extensive consultation, including consultation with children and young people with disabilities, and has also been shaped by suggestions from Special Educational Needs Co-ordinators. Each school will need to modify the model Scheme to address the priorities and specific needs of the school.

**The Disability Discrimination Act requires secondary schools to have a Disability Equality Scheme in place by 4<sup>th</sup> December 2006. Although primary schools, special schools and Pupil Referral Units are not required to have a Scheme in place until 3<sup>rd</sup> December 2007, we would like to work with all schools to have Disability Equality Schemes in place before this.**

If you have any queries or comments about the Scheme, or would like a copy of the briefing on Implications of the Disability Discrimination Act 2005 for schools, please contact Lisa Belletty (020 7926 0095 or [lbelletty@lambeth.gov.uk](mailto:lbelletty@lambeth.gov.uk)).

**Training courses for governors - "The Disability Discrimination Act – what does it mean for your school?" - will be held on Thursday 2 November 2006 from 6.30pm – 8.30pm; Tuesday 6 March 2007 from 10.00am – 12.00; and Wednesday 21 March 2007 from 6.30pm – 8.30pm. Further details and a booking form are included in the Autumn 2006 and Spring 2007 Governor Training Programme.**

## **6. CRB Checks**

**School Staff:** on May 12 2006 the School Staffing (England) (Amendment) Regulations 2006 made it mandatory for Enhanced CRB Disclosures to be obtained for all new appointments to the school workforce. This includes administrative staff, caretakers and other ancillary staff. Existing staff should not be asked to apply for a fresh Disclosure unless, exceptionally, there are grounds for concern about their suitability to work with

children. It is mandatory for employers to make a List 99 check for any employees who work with children.

In July the DfES wrote to all schools outlining its expectations and guidance on the checks and records that schools should hold on identity, qualifications and criminal records checks. Draft guidance on all these matters is currently out for consultation. You can view the consultation document on the DfES consultation website:

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1414>. The consultation period comes to an end on 12 October 2006.

**Governors:** the draft guidance makes it clear that, in line with other volunteers, governors in positions that include regular work in the presence of children, or who care for, train, supervise or are in sole charge of children should be asked to obtain an Enhanced CRB Disclosure. In addition, if any governor gives any cause for concern, under Schedule 6 of the School Governance (Constitution) (England) Regulations 2003 the clerk may require an Enhanced Disclosure. Failure to comply will result in disqualification.

**All governors should sign a declaration stating that they are not disqualified from holding office prior to appointment. Again, failure to comply will result in disqualification.**

There are requirements relating to checks on governors in the Safeguarding Vulnerable Groups Bill currently going through Parliament. There will be a full briefing for governors and headteachers when this becomes law.

## 7. Safer Recruitment

**All headteachers and one governor from each school are required to undertake safer recruitment online training using the National College for School Leadership's (NCSL) Learning Gateway.** The training focuses on the good practice that should be adopted when selecting and recruiting adults to work with children in schools to ensure that interviews reflect the importance of safeguarding children. **The latest information we have received from the NCSL (July 2006) indicates that only four governors and ten headteachers from Lambeth have so far registered for the training. Of these, only two governors and four headteachers have actually completed the training.**

Detailed advice on how to register for the online training was included in the Summer 2006 edition of Working Together. **Please note that governors cannot register for the training themselves - the Headteacher is required to register the governor.** If you are experiencing difficulties please contact the NCSL help desk by telephoning 0845 601 3032 or by emailing [nctl-office@nctl.org.uk](mailto:nctl-office@nctl.org.uk). If you continue to experience difficulties receiving your password please contact [judy.clark@nctl.org.uk](mailto:judy.clark@nctl.org.uk).

## 8. Fire Safety in Schools – New Fire Regulations

The Regulatory Reform (Fire Safety) Order will come into force on 1 October 2006 and will affect all non-domestic premises in England and Wales. **The new fire regulations will replace all previous fire safety legislation.**

All headteachers will have received a letter from Dennis Martin, Asset Management Planning and Development, setting out the new requirements, **including the need for all schools to appoint a “responsible person” who will ensure compliance with the Fire Safety Order.**

For further information, please contact Dennis Martin on 020 7926 9435 or email [dmartin@lambeth.gov.uk](mailto:dmartin@lambeth.gov.uk). The guide to the new legislation for educational premises can be downloaded from the Department for Communities and Local Government (formerly Office of the Deputy Prime Minister [ODPM]) website: <http://www.communities.gov.uk/index.asp?id=1162108>.

## 9. Election of Parent Governor Representatives

As you may be aware, 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.

An election for the two PGR places in Lambeth is due to be held and Governor Services will shortly be writing to all parent governors of Lambeth schools to invite them, subject to eligibility, to stand for election.

All parent governors at maintained schools funded by the Local Authority at the date of election are eligible to vote in elections for PGRs. However, parent governors are not eligible to stand as candidates for election as PGRs if they are:

- Employees of the LA
- Employees of schools maintained by the LA (including teachers, support and other staff)
- Councillors of any LA

If you are a parent governor, please think about standing for election. If you are not, please encourage the parent governors for your school to stand. For further information about the election please contact David Jones, Governor Support Officer, on 020 7926 9669 or [djones@lambeth.gov.uk](mailto:djones@lambeth.gov.uk).

## 10. Time Off from Work for Public Duties

Under the Employment Rights Act 1996, employers must give employees who are school governors "reasonable time off" to carry out their duties. The employee and employer have to agree what constitutes reasonable time off and among the points for discussion should be:

- how much time is needed to carry out a governor's duties
- if the employee is also being given time off from work for other activities;
- the particular circumstances of the employer's business;
- the likely effect that the employee's absence may have on it.

Employers may give time off with pay, but do not have to do so, and this would be a matter for discussion between the employee and the employer. If the employee and the employer cannot agree on any of these questions, either of them can ask for help from the Advisory Conciliation and Arbitration Service. For further information, please see the Department of Trade and Industry's website: <http://www.dti.gov.uk/employment/employment-legislation/employment-guidance/page16377.html#introduction>.

## 11. Local Authority (LA) Governor Appointments

The open recruitment policy for the appointment of LA governors is continuing to work well. Over 40 governors were appointed during the last school year and governors from 12 schools took part as members of the panels, for which we are very grateful. There are now 185 LA governor posts on the governing bodies of Lambeth schools. In August 2006 there were eight vacant places, but only three of these had been vacant for more than six weeks.

LA governor applications forms are available to download from the School Governors page on the Lambeth website – see section 2 above for directions - or on request from Governor Services. Forms are also available from libraries, Council offices and community groups and posters to increase awareness and to encourage people to apply have also been distributed. The publicity is particularly aimed at increasing the number of applications from

members of black and ethnic minority communities, who are currently under-represented. Please encourage people to apply!

The appointment procedure includes an informal interview with a panel of two or three experienced governors. Meetings are held two or three times a term and we would be grateful if governors would consider putting their names forward to be members of the panel. We want to encourage as many governors as possible to take part in the process and will try to avoid using the same people too often. Panels meet between 4.30pm and 8.00pm and the dates for the 2006/07 school year are as follows:

- Wednesday 18 October 2006
- Tuesday 5 December 2006
- Thursday 15 February 2007
- Wednesday 4 April 2007
- Tuesday 15 May 2007
- Wednesday 11 July 2007

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

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

## 12. Key Stage 4 Languages

Secondary schools are reminded of the measures to be introduced from September 2006 to ensure that all secondary schools consider the importance of languages in the Key Stage 4 curriculum.

- Schools are expected to set year on year targets to increase the number of students studying languages leading to a recognised qualification at Key Stage 4, with 50% as a first step and increasing to 90% of the Key Stage 4 cohort studying languages.
- the SEF will be changed so that schools indicate how they are delivering the statutory entitlement for languages.
- Schools will be encouraged to use their School Profile to demonstrate to parents how they are providing language programmes for their Key Stage 4 students.

For details, please refer to the letter sent to all schools by the then Minister of State for Schools and 14-19 Learners, Jacqui Smith, on 27 January 2006. For support, please contact Helen Spencer, Secondary Strategy Consultant for Foundation Subjects. Helen can be contacted on 020 7926 9417 or email: [hspencer@lambeth.gov.uk](mailto:hspencer@lambeth.gov.uk).

## 13. Further Sources of Information

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

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 Governonet, 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](mailto:govnews@prolog.uk.com) or ring 0845 6022260.

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

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

Other useful websites are as follows:

- The National Governors’ Association (NGA), established following the merger of the National Governors’ Council (NGC) and National Association of School Governors (NASG): [www.nga.org.uk](http://www.nga.org.uk).
- School Governors’ One-Stop Shop, which aims to recruit people with transferable skills from the world of work to fill vacancies on governing bodies – [www.schoolgovernors-oss.co.uk](http://www.schoolgovernors-oss.co.uk).
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - [www.governors.fsnet.co.uk](http://www.governors.fsnet.co.uk).
- Times Educational Supplement (TES), the governors’ section of the TES – [www.tes.co.uk/governors](http://www.tes.co.uk/governors).
- [www.ukgovernors.org.uk](http://www.ukgovernors.org.uk), which has been set up as an alternative to the discussion boards/forums on Governonet, but is purely for discussions and does not have any downloadable content or background materials.

# School Food Policy

For additional information please contact:

Sue Farr

Head of CYPS Contracts Unit

020 7926 9675

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

**The purpose of this paper is to inform governors and headteachers about the new requirement for all schools to have a Whole School Food Policy.**

**RECOMMENDATION: that the governing body considers the LA's model Food Policy and makes the necessary arrangements to approve a policy adapted to meet the needs of the school as soon as possible.**

## 1. Introduction

From September 2006 it is a requirement that all schools have a comprehensive Food Policy to ensure that all aspects of food and drink in the school promote the health and wellbeing of pupils.

**Although the DfES required all schools to have a policy in place by September 2006, the new school food nutritional standards were only finalised during the summer. Governing bodies are, therefore, advised to approve a policy as soon as possible.**

## 2. Model Food Policy

In anticipation of the new nutritional standards, the CYPS Contracts Unit staff worked with the Headteachers' Council Resources Sub-Committee, Advisers, PSHE Co-coordinators and health professionals in schools to develop a model Food Policy that can be adapted and personalised by each school. This work was undertaken to meet the commitment made to schools to support the requirement to have a food policy and in recognition of time pressures on schools. The development of this policy has been fully funded through the LA School Meals transitional funding for 2006/07.

The model policy will be made available to schools on CD and training will be provided - officers from the CYPS Contracts Unit will aim to be available to support governing bodies, attend meetings where required and advise on development at school level.

## 3. Governor Training

**Training courses for governors on "Setting Up a School Food Policy" will be held on Tuesday 21 November 2006 from 10.00am – 12.00 and on Thursday 23 November 2006 from 6.30pm – 8.30pm. Further details and a booking form are included in the Autumn 2006 and Spring 2007 Governor Training Programme.**

## 4. Further Sources of Information

More information about the new nutritional standards for school lunches and other school food and drink can be found on Teachernet:

<http://www.teachernet.gov.uk/wholeschool/healthyliving/>

A useful summary of the key changes for school lunches can be found on the School Food Trust website: [http://www.schoolfoodtrust.org.uk/school\\_lunch.php](http://www.schoolfoodtrust.org.uk/school_lunch.php). The School Food Trust

was set up to promote the education and health of children and young people by improving the quality of food supplied and consumed in schools.

For more information about the Department of Health/DfES Food in Schools Programme:  
<http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/FoodInSchools/fs/en>

# Identification of Primary Age Pupils who are Gifted and Talented

For additional information please contact:

Judith Hare      Adviser Team Leader - Standards Division      020 7926 9836  
[jhare@lambeth.gov.uk](mailto:jhare@lambeth.gov.uk)

The purpose of this paper is to inform governors and headteachers of primary schools that in January 2007 there will be a new requirement to identify gifted and talented pupils for PLASC (the Pupil Level Annual School Census), so that the progress of these pupils can be tracked throughout their time in education.

**RECOMMENDATIONS:** that primary school governing bodies

- discuss the school's policies and practices regarding able, gifted and talented pupils in preparation for the January 2007 PLASC.
- ensure a register of able, gifted and talented pupils has been compiled, in line with good practice.

## 1. Introduction

Since 1999, when the first schools were included in the government's Excellence in Cities initiative, many Lambeth primary schools have successfully implemented policy and practice regarding their able, gifted and talented pupils. Most of these schools have identified around 10% of their pupils as being able, gifted and talented. They have found that, combined with a focus on quality teaching, learning, assessment and target-setting, their strategies have impacted positively upon pupil motivation, SAT results and Inspection judgements.

## 2. PLASC

Schools whose policy and provision for able, gifted and talented pupils is well-developed and who already keep a register of these pupils will have no difficulty in responding to the new regulation for PLASC in January 2007.

**Schools that have not yet identified their able, gifted and talented pupils will need to agree their policies and appropriate provision for these pupils before January 2007.**

If your school needs support with training or implementation of provision for able, gifted and talented pupils please contact Judith Hare (see contact details above).

## 3. School Self Evaluation Form (SEF)

The new Inspection framework and the School Self Evaluation Form (SEF) continue to take into account provision for able, gifted and talented pupils. When writing or updating your SEF the following Sections should include reference to provision and outcomes for such pupils:

- Section 6, Leadership and Management;
- Section 5, Quality of Provision and
- Section 3, Achievement and Standards.

### **3. Further Information**

Sources of general information about able, gifted and talented provision can be found at <http://www2.teachernet.gov.uk/gat/>, which also gives information about quality standards in gifted and talented provision. These standards support self-evaluation of the school's current provision for its able, gifted and talented pupils.

## **Provision for Gypsy Travellers and the School Self Evaluation Form (SEF)**

For additional information please contact:

**Nerea Olano**

**Advisory Teacher for Travellers**

**020 7926 9680**

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

**The purpose of this paper is to inform governors and headteachers about the support provided by Lambeth Traveller Education Service in assisting schools to recognise and record the support provided for Gypsy Traveller pupils and build up evidence for their SEF.**

**RECOMMENDATIONS: that the governing body**

- **makes arrangements to consider whether the school's policies and practices take into account the particular needs of Gypsy Traveller pupils.**
- **ensures that the school has identified all Gypsy Traveller pupils currently on roll and is in a position to identify and support any new pupils joining the school.**

### **1. Introduction**

Gypsy Traveller pupils are among the lowest achieving ethnic minority groups nationally and in Lambeth and are vulnerable in all areas of the Every Child Matters agenda. The impact of racism and social exclusion on Gypsy Traveller communities for generations is acknowledged by the DfES.

The publication "Aiming High: Raising the Achievement of Minority Ethnic Pupils - A strategy to tackle the under-achievement of minority ethnic pupils, including those from Gypsy and Traveller backgrounds," published in 2003, identified a range of strategies to promote the inclusion and opportunities of Gypsy Traveller learners:

- Informed school leadership and an ethos of respect
- Training, which raises expectations and enhances all staffs' knowledge and understanding
- A culturally relevant and affirming curriculum
- Strategies to encourage full participation by Gypsy Traveller parents
- Induction for newly arrived pupils, which addresses their social as well as academic needs
- Raising the profile of race equality within the school
- Ethnic monitoring and data collection
- Promoting equal educational opportunities
- Use of strategies known to encourage regular attendance
- Continuity of learning and access to the curriculum without undue interruption.

The DfES funds a national network of Traveller Education Support Services (TESS) to support schools and authorities to help learners from these communities to reach their full potential.

## 2. Issues

The DfES encourages TESSs to operate strategically and address whole school issues, but most referrals and requests for support from schools tend to be for pupil level interventions. All schools (including those with no identified Gypsy Travellers in them) need to consider whether and how Gypsy Travellers are included in their policies and practices. **Any school in Lambeth may have Gypsy Travellers in it at any time, and some schools may have Gypsy Travellers in them who have not identified themselves to the school or the TESS.**

The Lambeth TES, therefore, seeks to provide a useful service to schools at the same time as encouraging a whole school response to the needs of these vulnerable communities.

## 3. Support for the SEF

The Lambeth TES, based within EMAT, can provide a range of support to help schools develop their policies and practices and evidence base for their SEF. From September 2006 we will be contacting schools with Gypsy Travellers on roll to offer to provide contextual information which will help schools recognise the range of work done to help these learners reach their potential, and provide evidence which can be referenced in the SEF. The contextual information that can be provided will include details of

- Ethnicity
- Accommodation
- Family composition
- Mobility
- Educational history
- Attendance
- Progress and Achievement
- Code of Practice stage
- TES support to family and school
- Fischer Family Trust predictions.

Support for policy development is also available to any school, whether or not they have identified Travellers on roll.

*'Working towards and achieving good practice in the education of Gypsy Traveller pupils is the responsibility of everyone within the education system – DfES, LEAs, schools, teachers, governors, the Traveller Education Support Services, parents and pupils.'* Foreword to *Aiming High: Raising the Achievement of Gypsy Traveller Pupils*, DfES 2003.

## 4. Further Information and References

- The DfES Standards Site: [www.standards.dfes.gov.uk/ethnicminorities](http://www.standards.dfes.gov.uk/ethnicminorities)
- Aiming High: Raising the Achievement of Gypsy Traveller Pupils, DfES/0443/2003: [http://www.standards.dfes.gov.uk/local/midbins/ema/Aiming\\_High\\_Consultation\\_Doc.DOC](http://www.standards.dfes.gov.uk/local/midbins/ema/Aiming_High_Consultation_Doc.DOC)
- Provision and Support for Traveller pupils, Ofsted, 2003: <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3440>
- [www.gypsy-traveller.org/](http://www.gypsy-traveller.org/) - the website of Friends, Families and Travellers (FFT), a national voluntary organization which serves the whole Traveller community.
- <http://www.gypsy-traveller.org/cyberpilots/index.htm> - education section of the FFT website.
- <http://www.rtfhs.org.uk/> - the Romany and Traveller Family History Society website, has a wide range of links to other interesting sites: <http://website.lineone.net/~rtfhs/links.html>
- <http://www.natt.org.uk/index.php> - the National Association of Teachers of Travellers website.

# Achieving Healthy School Status

For additional information please contact:

Judith Hare      Adviser Team Leader - Standards Division

020 7926 9836

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

**The purpose of this paper is to inform governors and headteachers about the rationale for considering your schools' involvement in the Healthy Schools initiative, the targets for 2006 and 2009 and the progress of Healthy School accreditation in Lambeth.**

**RECOMMENDATION: that the governing bodies of schools not yet involved in the Healthy School programme should discuss the benefits of the process and decide whether to become an accredited Healthy School.**

## 1. Introduction

A healthy school is one that has met the criteria in four core themes. These criteria relate not only to the taught curriculum but also to the emotional, physical and learning environment that the school provides. Although there are a number of specific actions that schools need to take if they are to be recognised as a Healthy School, many of these are already being utilised and therefore achieving recognition need not be onerous:

- **personal, social and health education** including sex and relationship education and drug education
- **healthy eating**
- **physical activity**
- **emotional health and well-being (including bullying)**

Schools are asked to demonstrate evidence in these core themes **using a whole-school approach involving the whole school community.**

## 2. Criteria

The criteria required to achieve Healthy School status provide comprehensive evidence that a school is contributing to the 5 outcomes of the Every Child Matters agenda. The Healthy Schools Programme also supports outcomes and impact for School Self Evaluation, in particular, Sections 4 and 5 of the Self Evaluation Form (SEF).

## 3. Lambeth's Targets

**Lambeth's targets are that 50% of schools should be accredited as Healthy Schools by December 2006 and for 100% of schools to be involved in the programme by 2009.**

In the three years since the initiative began, thirty-five Lambeth primary and secondary schools have achieved Healthy School Status and at least six more schools will be ready for accreditation during autumn 2006. Schools have been supported in the process by a number of experts, including members of the Lambeth Primary Care Trust, Health Education Links, Lambeth Drugs Action Team and Teenage Pregnancy Team.

Lambeth's Healthy Schools Teaching And Learning Consultant is Katie Tilley. Katie will help to audit the school's current position and guide staff through the process towards accreditation. [ktilley@lambeth.gov.uk](mailto:ktilley@lambeth.gov.uk) 020 7926 9714

#### 4. Governor Training

**A training course for governors on “Healthy Children, Healthy Schools” will be held on Wednesday 20 September 2006 from 6.30pm – 8.30pm. Further details and a booking form are included in the Autumn 2006 and Spring 2007 Governor Training Programme.**

#### 5. Further Sources of Information:

- For School Self-Evaluation (SSE): Lambeth School Self Evaluation folder 'Revised August 2005';
- Every Child Matters multi-agency grid which will be sent to schools in CD format early in September. How to address the five outcomes in Lambeth Schools
- [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk) – the Department of Health’s website for schools.
- The Ofsted Report - “Healthy schools, healthy children? The contribution of education to pupils’ health and well-being” - looks at the contribution of education to pupils’ health and well-being. It is based on visits to 18 schools selected because of their good practice in the context of health education and is the first major Ofsted survey on the broader aspects of health and well-being since the introduction of the Every Child Matters agenda. The findings are intended to disseminate best practice and to help institutions improve this aspect of their work.  
<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=4241>.

# School Profiles and Key Stage 1, Key Stage 2, Key Stage 3 and GCSE Contextual and Value-Added Reports

For additional information please contact:

Feysie Demie

Head of Research and Statistics

020 7926 9448

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

The purpose of this paper is to inform governors and headteachers about the School Profiles and Contextual Reports provided by the Local Authority. A copy of your school's profile and the contextual reports will be sent out during the autumn.

This briefing paper summarises the key issues for governing bodies in this area, and suggests action you might wish to take to ensure improvement in your school.

**RECOMMENDATION:** that the governing body makes arrangements to consider key issues raised by the data in the school profile and contextual performance reports and draws up action plans for raising standards in the school.

## 1. Introduction

During the autumn all governors and headteachers will be sent:

- School Profiles to support headteachers and governors in developing their roles and exercising their responsibilities for the strategic management of schools
- KS1, KS2, KS3 and GCSE performance reports to identify underachieving groups in your school including analysis by factors such as gender, ethnic background, fluency in English, free school meals and mobility rate.
- KS1 to KS2, KS2 to KS3, and KS3 to GCSE value-added reports to track individual pupil performance and to identify how well a school has helped each pupil to progress based on the pupil's prior achievement

**You will be sent the papers that are most relevant to you** – if you are a governor of a primary school you only be sent the contextual reports relating to the primary phase.

## 2. Key Issues for Governors and Headteachers

The School Profile and key stage contextual reports offer an important tool to governors and headteachers in identifying key management issues affecting your school and to ask a number of questions. This briefing paper summarises the key issues for governing bodies in this area, and suggests action you might wish to take to ensure improvement. Governing bodies are advised to consult the relevant sections of the documents to ask a number of questions:

## 3. Overall school-related issues:

- How does your school compare with other authority schools with respect to contextual socio-economic, financial and staffing data?
- Do you know why you are in that position?
- Are you happy to be where you are?  
If yes, why?  
If no, where would you like to be?
- How are you going to get there?

#### **4. School Performance issues: Baseline Assessment, KS1 and KS2, KS3 and GCSE, attendance and exclusions data**

As well as the School Profile, the contextual KS1 and KS2 reports have been very useful to ask a number of the following questions in the context of factors influencing performance in your school:

- How does your school compare with other authority schools with respect to attendance and exclusion rates?
- How does your KS1 and KS2 or KS3 and GCSE performance compare with similar schools, Lambeth average and national results?
- How do your school's test/task results compare with your school teacher assessment results? Does the same picture emerge for all subjects?
- How does the school compare to other borough schools with respect to performance at KS1 and KS2, at KS3 and GCSE, by gender, free school meals, mobility rate, term of birth, level of fluency in English?
- What is the relative performance of different ethnic groups in your school compared to the LEA average and similar school?
- What is the relative performance of girls and boys?
- What is the relative performance of mobile and stable pupils compared to the LEA average?
- Why might some groups be doing better than others?
- What are the strengths and weaknesses in your school in terms of contextual factors?
- What must be done to improve your KS1 and KS2 or KS3 and GCSE performance?

#### **5. KS1 to KS2, KS2 to 3, and KS3 to GCSE value-added data and performance issues:**

Value-added information is seen in the school, along with other pupil performance information, as essential to enhance teachers' abilities to analyse their effectiveness in terms of the progress their pupils have made and to enable them to take necessary steps for improvement. They have considerable value diagnostically in making it possible to track the progress of individual pupils. Headteachers, teachers and governors should use the KS1 to KS2, KS2 to KS3, and KS3 to GCSE value-added data not only to track the performance of individual pupils but also to answer the following questions:

- How many pupils appear to be achieving lower than expected levels in the KS2 and KS3 tests and at GCSE?
- Are there any common characteristics of the pupils who appear to be achieving less well than expected at KS2, KS3 or GCSE? For example, is there a high proportion of pupils of one particular ethnic origin, or a high proportion of boys or mobile pupils?
- What are the school's strengths and weaknesses?
- What areas of the performance are most in need of your attention?
- What could you do to address the areas of underperformance

#### **6. Recommendations for Action:**

We recommend that the governing body consider key issues raised from the data in your School Profile and contextual performance reports and draw up action plans for raising standards in the school. Governing bodies may also wish to consider setting up a working group with a specific remit to look at the issues raised in the reports and draw appropriate action plans.

#### **7. Governor Training**

**A training courses for governors on "Finding and Using Data About Your School" will be held on Thursday 8 March 2007 from 10.00am – 12.00. Further details and a booking form are included in the Autumn 2006 and Spring 2007 Governor Training Programme.**

# **PART B – FOR INFORMATION**

## Accommodation Changes and Key Contacts within the Children and Young People's Service

For additional information please contact:

**Sandra Morrison**

**Programme Director, Change Management**

**020 7926 9952**

[smorrison@Lambeth.gov.uk](mailto:smorrison@Lambeth.gov.uk)

**The purpose of this paper is to update governors and headteachers on the accommodation moves that have taken place within the Children and Young People's service.**

### 1. Introduction

The Children & Young People's Service was launched in October 2005, by bringing together Children's Social Care Services and Education Services. A number of accommodation changes have taken place to support the establishment of the new service. The purpose of these moves was to co-locate staff and services so that professionals engaged in similar activities or working with the children and young people with interdependent needs were situated in the same building and where possible on the same floor.

### 2. Location of services

Children and Young People's Service staff are based predominantly in International House and Hopton House with a number of teams working in Blue Star House, 205 Stockwell Road, 392 Brixton Road and the Directions building on Acre Lane. In addition, a number of staff are based on site in play parks and youth projects. The locations of our buildings are as follows.

<b>Building</b>	<b>Key services</b>
International House Canterbury Crescent London SW9 7QE	<ul style="list-style-type: none"> <li>• Executive Directors Office</li> <li>• Departmental Management Team</li> <li>• Building Schools for the Future</li> <li>• Early Years</li> <li>• Family Support Services (Social Care)</li> <li>• Admissions (Inclusions and Standards)</li> <li>• Looked After Children (Social Care)</li> <li>• Fostering and Adoption (Social Care)</li> <li>• Referral and Assessment (Social Care)</li> <li>• Finance Team (Resources)</li> <li>• Asset Management Planning and Development (Resources)</li> <li>• Schools Human Resources team (Inclusion and Standards)</li> </ul>
Hopton House 234 Streatham High Road London SW16 6EY	<ul style="list-style-type: none"> <li>• Special Educational Needs (Inclusion and Standards)</li> <li>• Children with Disabilities (Social Care)</li> <li>• Education Psychology Service (Inclusion and Standards)</li> </ul>

205 Stockwell Road London SW9 9SL	<ul style="list-style-type: none"> <li>Change Management including – Common Assessment Framework , Projects team</li> </ul>
Blue Star House Stockwell Road London SW9 9SP	<ul style="list-style-type: none"> <li>Schools advisory service (Inclusion and Standards)</li> </ul>
392 Brixton High Road London SW9 7AW	<ul style="list-style-type: none"> <li>Access team</li> </ul>
Directions Buildings 1-3 Acre Lane London	<ul style="list-style-type: none"> <li>Connexions</li> <li>Youth Offending Service</li> </ul>

### 3. Key contacts

The working together booklet is currently being updated in the meantime you may find the following key contacts useful to enable you to contact senior managers about key services or issues.

**Building Schools for the Future:** Mike Pocock  
Programme Director  
T: 020 7926 3220  
E: [mpocock@lambeth.gov.uk](mailto:mpocock@lambeth.gov.uk)  
International House

Deputy Director BSF	BSF Advisor	ICT
Richard Toy T: 0207 926 3195 E: <a href="mailto:rtoy@lambeth.gov.uk">rtoy@lambeth.gov.uk</a> International House	John Wotherspoon T: 0207 926 3193 E: <a href="mailto:jwotherspoon@lambeth.gov.uk">jwotherspoon@lambeth.gov.uk</a> International House	Chris Davies T: 0207 926 3195 E: <a href="mailto:cdavies@lambeth.gov.uk">cdavies@lambeth.gov.uk</a> International House

**Community Learning Division:** John Readman  
Divisional Director  
T: 020 7926 9703  
E: [jreadman@lambeth.gov.uk](mailto:jreadman@lambeth.gov.uk)  
International House

Assistant Director, Early Years	Assistant Director, Youth	Assistant Director, Youth Justice
Jane Theadom T: 020 7926 9547 E: <a href="mailto:jtheadom@lambeth.gov.uk">jtheadom@lambeth.gov.uk</a> International House	Lambert Allman T: 020 7926 9349 E: <a href="mailto:lallman@lambeth.gov.uk">lallman@lambeth.gov.uk</a> Hopton House	Garath Symonds T: 020 7926 2643 E: <a href="mailto:gsymonds@lambeth.gov.uk">gsymonds@lambeth.gov.uk</a> 1 – 9 Acre Lane (Directions Building)
Childcare Development Family Support Services Research & Information Business Development	Connexions Youth & Play Access and One Stop Shop Education Business Partnership	Youth Offending Service

**Change Management:**

Sandra Morrison  
 Programme Director  
 T: 020 7926 9952  
 E: [smorrison@lambeth.gov.uk](mailto:smorrison@lambeth.gov.uk)  
 International House

Head of Projects	Assistant Director, Change Management	Communications & Marketing Manager
Kostas Androulakis T: 020 7926 2274 E: <a href="mailto:kandroulakis@lambeth.gov.uk">kandroulakis@lambeth.gov.uk</a> 205 Stockwell Road  Projects Workforce Development	Kevin Gordon T: 020 7926 9236 E: <a href="mailto:kgordon@lambeth.gov.uk">kgordon@lambeth.gov.uk</a> 205 Stockwell Road  Children & Young People's Partnership CAF LISA ECM – Change Programme	Ranjeet Kaile T: 020 7926 9742 E: <a href="mailto:rkaile@lambeth.gov.uk">rkaile@lambeth.gov.uk</a> International House  Press enquiries Communication Marketing Press releases campaigns

**Inclusion & Standards:**

Chris Ashton  
 Divisional Director  
 T: 020 7926 9760  
 E: [cashton@lambeth.gov.uk](mailto:cashton@lambeth.gov.uk)  
 International House

Assistant Director, Standards	Assistant Director, Inclusion
Cathy Twist T: 020 7926 9541 E: <a href="mailto:ctwist@lambeth.gov.uk">ctwist@lambeth.gov.uk</a> Blue Star House  School Improvement Advisory Team Governor Services EMAT Primary Strategy Secondary Strategy PDC	Barry Gilhooly T: 020 7926 9794 E: <a href="mailto:bgilhooly@lambeth.gov.uk">bgilhooly@lambeth.gov.uk</a> Hopton House  Inclusion Assessment & Intervention Principal Education Psychologist Admissions Education Welfare & Inclusion Behaviour Improvement MIST Attendance & Intervention Re-integration

**Resources Division:**

Divisional Director  
 Farrukh Akbar  
 T: 020 7926 9774  
 E: [fakbar@lambeth.gov.uk](mailto:fakbar@lambeth.gov.uk)  
 International House

Group Finance Manager (LA)	Group Finance Manager (Schools)	Head of Asset Management, Planning and Development
Danni Komolafe T: 020 7926 9732 E: <a href="mailto:dkomolafe@lambeth.gov.uk">dkomolafe@lambeth.gov.uk</a> International House	Niles Jethwa T: 020 7926 9728 E: <a href="mailto:njethwa@lambeth.gov.uk">njethwa@lambeth.gov.uk</a> International House	Kevin Donnelly T: 020 7926 9557 E: <a href="mailto:kdonnelly@lambeth.gov.uk">kdonnelly@lambeth.gov.uk</a> International House

**Social Care:**

Divisional Director  
 Yashi Shah  
 T: 020 7926 4787  
 E: [yshah@lambeth.gov.uk](mailto:yshah@lambeth.gov.uk)  
 International House

<p><b>Senior Manager</b></p> <p>Ade Adetosoye        T: 020 7926 5310        E: <a href="mailto:aadetosoye@lambeth.gov.uk">aadetosoye@lambeth.gov.uk</a>        International House</p> <p>Leaving Care and Asylum Seekers        Looked After Children        Fostering and Adoption        Referrals and Assessment        Children with Disabilities        Family Support and Child Protection</p>
--

**Strategy & Performance:**

Divisional Director  
 Doreen Redwood  
 T: 020 7926 4794  
 E: [dredwood@lambeth.gov.uk](mailto:dredwood@lambeth.gov.uk)  
 International House

<b>Head of Information Systems</b>	<b>Head of Policy &amp; Service Development</b>	<b>Service Manager</b>
<p>Margaret Bovell            T: 020 7926 4984            E: <a href="mailto:mbovell@lambeth.gov.uk">mbovell@lambeth.gov.uk</a>            International House</p> <p>Admin IT            Performance            Quality Assurance            Learning &amp; Development</p>	<p>Kevin Dillon            T: 020 7926 7508            E: <a href="mailto:kdillon@lambeth.gov.uk">kdillon@lambeth.gov.uk</a>            International House</p> <p>Children            Family Support            Looked After Children            Young People</p>	<p>Anita Gibbons            T: 020 7926 4526            E: <a href="mailto:agibbons@lambeth.gov.uk">agibbons@lambeth.gov.uk</a>            International House</p> <p>Child Protection            CLA IRO            LSCB            Corporate Parenting            Fostering &amp; Adoption Panels</p>
<b>Head of Policy &amp; Performance</b>	<b>Principal Contracts Services Manager</b>	<b>Head of Quality Assurance</b>
<p>Jason Preece            T: 020 7926 9761            E: <a href="mailto:jpreece@lambeth.gov.uk">jpreece@lambeth.gov.uk</a>            International House</p> <p>Social Care Policy            Education Policy            Strategic Support            Customer Care</p>	<p>Sue Farr            T: 020 7926 9675            E: <a href="mailto:sfarr@lambeth.gov.uk">sfarr@lambeth.gov.uk</a>            International House</p> <p>Schools Teams            PFI            Social Care            BSF</p>	<p>Derek Nicol            T: 020 7926 7509            E: <a href="mailto:dnicol@lambeth.gov.uk">dnicol@lambeth.gov.uk</a>            International House</p>

## **eAdmissions Update**

**For additional information please contact:**

**Peter Scott**

**Service Manager - Admissions**

**020 7926 1469**

[LEWelfare10@lambeth.gov.uk](mailto:LEWelfare10@lambeth.gov.uk)

**The purpose of this paper is to update governors and headteachers on the progress made with the Lambeth eAdmissions scheme.**

### **1. Introduction**

The Summer 2006 edition of Working Together included a briefing paper giving information about the pan-London primary and secondary school admissions schemes. Governing bodies were asked to promote online applications by parents/carers using the new eAdmissions scheme. This paper provides an update on eAdmissions.

All Local Authorities (LA) are required to provide the facility for parents to make on-line applications for secondary and primary school admissions from September 2006, when the admissions round for September 2007 entry commences. This is a required Priority Service Outcome for schools and the target take up for the first year is between 5% -10%.

This facility is seen to fit in well with policy proposals set out in the Schools White Paper to help parents make the most of the choices available to them by providing better access to good quality information on options for their children when entering primary or transferring to secondary school.

All 33 London authorities are already co-ordinating secondary admissions and are all part of the London eAdmissions Programme. London eAdmissions is seen as an extension of the co-ordinated Pan London Admissions process, as it is a single London-wide solution in providing co-ordinated online admissions for all London parents and carers.

### **2. What's happening now?**

On the 4 September 2006, Lambeth Council will launch the new online schools application system – eAdmissions.

As part of a London eAdmissions scheme all Local Authorities have to ensure that applications for secondary school admissions can be made online (for admissions in September 2007). Online schools admissions were identified as a Priority Service Outcome by the Office of the Deputy Prime Minister in May 2004. Approximately 2600 secondary school applications are made each year in Lambeth and we hope to receive 7% of these applications online increasing to 10-20 percent next year.

The new admissions system will help parents and carers of children in Lambeth by increasing the choice of access that parents have to make an application for a school place, and providing increased access to good quality online information on options for children at the admissions stage. This also meets the policy proposals set out in the Schools white Paper.

### **3. Who is eligible to use the new system?**

To use the new online admissions system (the parent/carers) child's birth date must fall between 1 September 1995 and 31 August 1996. Applications should be made by visiting

the Lambeth eAdmissions website at [www.lambeth.gov.uk/eadmissions](http://www.lambeth.gov.uk/eadmissions) and completing the online application form. Paper application forms are still available inside the secondary 'schools admissions booklet for 2007 entry' which can also be downloaded from the Lambeth eAdmissions website. All application forms must be returned **by the 20 October 2006**.

#### **4. Benefits of the new eAdmissions system**

Five good reasons for applying online include:

- Simple, safe, quick and easy to use
- Your application won't get lost in the post
- You can change the information online rather than completing a new form
- Information can be checked and changed at any point
- Drop down school lists help reduce errors saving you time and possible frustration

The online admissions form is available 24 hours a day, 7 days a week up until the **closing date of 20 October 2006**.

#### **5. What happens next?**

The Lambeth Admissions Team will be making sure that parents and carers across the borough are ready to use the new eAdmissions system. During September and October the Admissions Team will be holding workshops at a number of primary schools across the borough and West Norwood Library. They aim to help parents and carers get to grips with the system and make the new scheme a success. Leaflets, posters and postcards will be distributed to your school in the first week of the new summer term and these should be made available at your schools parents' day.

#### **6. Further Sources of Information**

For more details on Lambeth eAdmissions scheme email Deborah Perkins, Project Manager at [dperkins@lambeth.gov.uk](mailto:dperkins@lambeth.gov.uk). For further information on the London eAdmissions scheme visit [www.lambeth.gov.uk/eadmissions](http://www.lambeth.gov.uk/eadmissions) and [www.eadmissions.org](http://www.eadmissions.org). You can also contact the Lambeth Admissions team on 020 7926 9503.

# Children's Social Care: Update on Thresholds and Partnership Working

For additional information please contact:

Yashi Shah      Divisional Director, Children's Social Care      020 7926 4787  
[yshah@lambeth.gov.uk](mailto:yshah@lambeth.gov.uk)

**The purpose of this paper is to update governors and headteachers on developments in Children's Social Care: in particular, the establishment of a time-limited working group to facilitate partnership working and the review of thresholds.**

## 1. Introduction

The Summer 2006 edition of Working Together included a paper highlighting the steps Children's Social Care are taking to promote joint-working in order to achieve better outcomes for children. This paper provides a brief update on the progress made in developing the partnership between Children's Social Care and schools.

## 2. Time-Limited Working Group

On 25<sup>th</sup> May 2006, a meeting was held with Rosemary Newlove (Headteacher of Streatham Wells Primary School and Chair of the Headteacher's Council), Kevin Dillon (Head of Policy & Service Development, Social Care) and Yashi Shah (Divisional Director for Children's Social Care). At this meeting it was agreed that a small, time-limited working group would be set up, as discussed at the headteachers' Working Together day on 21<sup>st</sup> April 2006. The group will be chaired by Kevin Dillon and ideally would have one headteacher representative from schools in each of the five town centres – North Lambeth, Clapham, Brixton, Streatham and Norwood. Key Social Care Managers will also be part of the group. Seven nominations have been received from headteachers to sit on the working group. Members of this group will help to develop practical solutions to improve the way Social Care and schools work together. The group will meet three times, starting in the autumn.

## 3. Development of Thresholds

The review of Thresholds (Eligibility Criteria) announced in the Summer 2006 edition of Working Together has begun. Thresholds are used to determine the level of intervention vulnerable children, young people and their families require. Guidance on thresholds should take into consideration the range of different factors in a child or young person's life (education, family, health etc) to help make decisions about their needs. Ideally, they should be used as a guide for social workers and practitioners at key decision points.

To date, four meetings have been held with Social Care Managers and we have engaged with other partner agencies including the NHS Primary Care Trust, Children and Adolescent Mental Health Services (CAMHS) and a representative from the Voluntary Sector. Headteachers will be consulted on the development of thresholds through the Working Group described above.

One of the key milestones involves a series of workshops being held with Social Care and other partner agencies in mid-September 2006 to review the draft thresholds and to share understanding about the ways in which thresholds may be used. It is intended that the final thresholds document will be approved in late October 2006. We very much look forward to meeting with headteachers, developing thresholds for Children's Social Care and improving our professional working relationships.

## Funding for Extended Schools

For additional information please contact:

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<b>Valika Eden</b>	<b>Devolved Funding Policy Officer</b>	<b>020 7926 9733</b> <a href="mailto:veden@lambeth.gov.uk">veden@lambeth.gov.uk</a>
<b>Tina Brandle</b>	<b>Devolved Funding Policy Officer</b>	<b>020 7926 9721</b> <a href="mailto:tbrandle@lambeth.gov.uk">tbrandle@lambeth.gov.uk</a>

The purpose of this paper is to inform governors and headteachers about the funding available for extended services.

### 1. Introduction

Funding to support the development of extended services in and around schools is being provided to local authorities and schools through a number of routes as indicated below. Allocations for 2006-2008 were announced in June 2006.

	General Sure Start Grant		Extended Services	Targeted Behaviour & Improvement Programme	Total	
	Capital	Revenue				Total
2005-06		£53,000	£53,000	£275,930	£93,000	<b>£421,930</b>
2006-07	£331,028	£172,920	£503,949	£286,078	-	<b>£790,026</b>
2007-08	£338,647	£464,467	£803,114	£286,078	-	<b>£1,089,192</b>
	<b>£669,675</b>	<b>£690,388</b>	<b>£1,360,063</b>	<b>£848,085</b>	<b>£93,000</b>	<b>£2,301,148</b>

### 2. Standards Fund and General Sure Start Grant.

The DfES provided advice on how the funding was to be used which accepted that if extended schools and services are to be developed in a strategic and co-ordinated way then there would need to be support and planning at local authority level to enable this. The expectation is that over time these services should become sustainable either through charging, for example for childcare, or through reconfiguring funding strands at local level through children's trusts pooling budgets to support extended services in schools.

Standards Fund and General Sure Start Grant money is to be joined up at local authority level and released to schools to help support the delivery of extended services in accordance with the strategic plan that has been developed in consultation with schools and their partners. This joined up funding should then be used to support schools develop access to all aspects of the extended schools and services core offer. It should be allocated to schools in as un-bureaucratic a way as possible, avoiding time consuming and burdensome bidding rounds. The General Sure Start capital funding is specifically to support small projects in primary schools and should also be used to support the development of the full range of extended services.

The start up funding available to Lambeth from April 2006 to support the development of extended services over the period 2005 – 2008 is funded directly to schools through the School Standards Grant (SSG) and the School Standards Grant Personalisation (SSGP) – see below.

### **3. School Standards Grant (SSG)**

This grant is a single un-ringfenced grant and as such is not broken into components. The SSG has been and increased in the SSG for 2006/07 and 2007/08 and schools are free to spend this grant on developing and sustaining extended services that cannot be funded from the schools main delegated budget. Schools have already received their actual 2006/07 and provisional SSG for 2007/08 with the final Schools Budget which was sent out on 24<sup>th</sup> March 2006. Final SSG allocation for 2007/08 will be notified to schools once the January 2007 PLASC data is available.

The SSG together with the Dedicated Schools Grant (DSG) can be used to support personalised learning during and beyond the school day, which will support access to extended services.

### **4. School Standards Grant Personalisation (SSGP)**

This grant is in addition to the SSG described above and relates to the additional funds to support personalised learning at Key Stages 1-4 announced by the Chancellor in his budget of on 22<sup>nd</sup> March 2006. This funding is available to primary, secondary and maintained special schools as well as pupil referral units, but does not include nursery schools or sixth forms because they already offer highly personalised provision. SSGP is distributed as an amount per pupil; an amount for social deprivation; but mostly on the basis of low prior attainment as follows:

- 15% based on a unit of funding per pupil
- 35% on a unit funding for each pupil eligible for Free School Meals and
- 50% on a unit of funding for each unit of low prior attainment.

This funding can be used to support access to extended services that attract a charge but should also be used to provide more 'catch up' intervention support, especially in literacy and numeracy. There are three main priorities:

- to support intervention and catch-up provision for children who have fallen behind in English and Maths;
- to support the education of gifted and talented learners; and
- to help learners from deprived backgrounds to access after-school and year-round activities.

Schools and local authorities can use the funding flexibly to support the development of extended services in and around schools, including where schools work in partnership with the private and voluntary sectors to provide services.

Schools will receive their allocation of SSGP for 2006-2007 in September 2006. To assist schools to work out their likely funding under this grant for 2006/07 an interactive SSGP calculator is available at [www.teachernet.gov.uk/management/schoolfunding/2006-07\\_funding\\_arrangements/specificgrants200608/Personalisationfunding/](http://www.teachernet.gov.uk/management/schoolfunding/2006-07_funding_arrangements/specificgrants200608/Personalisationfunding/), together with further guidance and FAQs. The local authority will calculate the new grant allocation for each school and claim the grant from the DfES. The claim will include details of the amounts made to each of its schools.

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

Further information about funding for extended services is available at [www.teachernet.gov.uk/wholeschool/extendedschools](http://www.teachernet.gov.uk/wholeschool/extendedschools).

# Inclusion Strategy for Education 2006 - 2016

For additional information please contact:

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**Assistant Director**

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**The purpose of this paper is to inform governors and headteachers about Lambeth's 10 year Inclusion Strategy which aims to provide the highest quality of education and support for all children, young people and their families through provision and services.**

**The Inclusion Strategy document will be circulated to all schools in the autumn.**

## **1. Introduction**

The Children and Young People's Inclusion Strategy for Education is a ten year programme for all children and young people between the ages of 0 to 25. We believe that inclusion is an all embracing concept which aims to ensure that all individual needs are met as effectively as possible. Inclusion will be achieved through processes and actions that remove barriers to learning so that all children and young people are helped to achieve their full potential. This supports the vision for the Children and Young People's Service - "We will enable children and young people to feel valued, happy, healthy and safe and to achieve their full potential."

## **2. Principles**

We aim to provide the highest quality of education and support for all children, young people and their families through provision and services which:

- work together in the best interest of children, young people and families;
- place learners' needs at the centre;
- promote inclusion in inclusive settings as far as possible;
- respond effectively to individual needs, differences, abilities and disabilities;
- promote the highest standards of achievement and welfare for all
- recognise that learning is a life long process;
- work in partnership with the voluntary sector and the business community
- provide access to a broad range of good quality learning and social opportunities;
- value the views of parents and other stakeholders;
- provide advice and guidance for those we serve;
- make full use of capital programmes to improve inclusivity for children, young people and their families.

## **3. Indicators of success**

- All children and young people, including those with special needs, make good progress with their learning and achieve well.
- There is effective co-operation and collaboration between all providers and stakeholders which helps to ensure that children and young people stay safe and healthy.
- There are effective partnerships between education, social care, health and the police.
- There is early intervention to support children with special needs.

- Children and young people make successful transitions through phases (e.g. primary to secondary transfer) and/or types of provision.
- More children and young people with special needs are educated mainstream and special schools within the borough.
- There is fair access to high quality support and provision for all children, young people and their families across the borough.

#### 4. Outcomes by 2016

These can be summarised as follows:

	2009	2012	2016
Attendance	Primary – 0.3% above nat.av. Secondary – 0.5% above nat.av.	Primary – 0.6% above nat.av. Secondary – 1% above nat.av.	Primary – 1% above nat.av. Secondary – 1.5% Above nat.av.
Exclusions	30% reduction from 2006	30% reduction from 2009	30% reduction from 2012
Children Missing Education (for more than 1 term)	40	20	10
Young People not in Education or Training	9.2% of school leavers	6.2% of school leavers	2.2% of school leavers
Looked After Children without school places	10	5	0
% of children and young people with disabilities on the Children with Disabilities Register	40%	60%	80%

## Local Area Agreement

For additional information please contact:

Sandra Morrison Programme Director Change Management 020 7926 9952  
[smorrison@lambeth.gov.uk](mailto:smorrison@lambeth.gov.uk)

**The purpose of this paper is to provide governors and headteachers with information about Lambeth's approach to developing a Local Area Agreement (LAA).**

### 1. Introduction

The Local Area Agreement (LAA) is a new government initiative that will encourage statutory services to work together more closely by simplifying the way they are funded. The LAA will be delivered by Lambeth's Local Strategic Partnership (LSP) and is organised around four broad 'blocks':

- Children and young people
- Stronger and safer communities
- Healthier communities and older people
- Economic development and enterprise

Lambeth is required to have a LAA negotiated and in place by **April 2007**. This will be a three year Local Area Agreement which will enable us to identify a core set of outcomes that give us much greater freedom to spend existing resources on local priorities. These freedoms and flexibilities, as they are called, will arise because of the freedom and flexibility to pool resources from a number of sources to achieve the outcomes that are set out in the LAA. The LAA will also allow the voluntary and community sector, local businesses, and other organisations to have a much bigger role in shaping and delivering new services to improve outcomes for children and young people. Local Area Agreements will require the pooling of a number of Council grants and funding streams to enable the Council to use these resources flexibly to achieve its targets.

### 2. Developing the Local Area Agreement

Following a series of consultation events Lambeth has written a first draft of what its LAA might look like. Six outcomes for children and young people have been developed around the multi-agency priorities identified in the Children and Young People's Plan (CYPP):

#### Be Healthy

1. Improving young people's mental and sexual health and general health

#### Stay Safe

2. Supporting parenting, prevent young people drifting into crime, and increase preventative services for people at risk

#### Enjoy and Achieve

3. Increase access to quality local school places and narrow the achievement gaps for specific groups

4. Increase access to quality local school places and narrow the achievement gaps for specific groups

#### **Make a Positive Contribution**

5. Increase opportunities for children and young people and their families to contribute to decisions about services

#### **Achieve Economic Well-being**

6. Increasing access to employment, education and training, and reducing the numbers of 16 – 18 year olds not in education, employment or training

For each of these outcomes there are a number of target that the local Authority is aiming to achieve by 2010. In addition there is the opportunity to identify stretch targets that will enable the Council and its partners to benefit from reward money, which can then be further utilised to support strategies and initiatives to further improve outcomes for children and young people.

### **3. Frequently Asked Questions about LAA**

- **Does an LAA mean any more money for Lambeth?** Some small amounts but the LAA is really about giving local partners much more flexibility in deciding how they spend funds they already receive from central government and providing the opportunity to pool resources to meet agreed targets.
- **What does this have to do with the local strategic partnership?** Lambeth's local strategic partnership is where all the key partners in the borough make decisions on what needs to be done. Their vision for the borough can be found in the community strategy, the LAA will support the realisation of that vision.
- **How Long will the LAA last?** The LAA begins on April 1<sup>st</sup> 2007, and will run until 2010.
- **I run a voluntary or community group. Will this affect me?** It might mean changes to the way you receive your funding.
- **What impact will the LAA have on Schools?** As a key partner of the Council it is important that schools have the opportunity to contribute to the development of the LAA. As the children and young people block within the LAA is based on the Strategic Children and Young People's Plan, it is an opportunity for schools to link their school's development to this key plan. In addition it is important that schools agree that the priorities identified in the agreement will contribute to an improvement in outcomes for children and young people.
- **Who decides what goes in Lambeth's LAA?** Everyone can get involved. If you are already involved in delivering activities or services that benefit the community then we want to hear from you!

We have been working closely with our partners and the voluntary and community sector to identify indicators and targets to measure these outcomes for children and young people. Opportunities for partners and the voluntary and community sector to challenge, develop and rework the LAA before it is finalise.

### **4. Further Information**

For further information on the LAA in relation to the children and young people block please contact Katie Myhill on 0207 926 1106, [kmyhill@lambeth.gov.uk](mailto:kmyhill@lambeth.gov.uk).

For general information on the LAA and the work of the Local Strategic Partnership please contact Claire Drummond on 0207 926 2751, [cdrummond@lambeth.gov.uk](mailto:cdrummond@lambeth.gov.uk).

## Community Learning Strategies

For additional information please contact:

<b>Peter McNally</b>	<b>Joint Interim Head, Youth &amp; Play Service (Play Strategy)</b>	<b>020 7926 9561</b> <a href="mailto:pmcnally@lambeth.gov.uk">pmcnally@lambeth.gov.uk</a>
<b>Sheila Kelly</b>	<b>Sports and Community Projects Manager (Sports Strategy)</b>	<b>020 7926 9841</b> <a href="mailto:skelly@lambeth.gov.uk">skelly@lambeth.gov.uk</a>
<b>Lambert Allman</b>	<b>Assistant Director - Youth (Youth Strategy)</b>	<b>020 7926 9349</b> <a href="mailto:lallman@lambeth.gov.uk">lallman@lambeth.gov.uk</a>

The purpose of this paper is to inform governors and headteachers about the development of the following community learning strategies:

- **Lambeth Play Strategy**
- **Lambeth Sports Strategy**
- **Lambeth Youth Strategy**

### 1. Lambeth Play Strategy

Play and its value and importance to children, both at a national and London level, is now a high priority. Key new legislation is focused on the needs of children and young people being supported within family and community settings. An All-party Parliamentary Group on Play has been set up. Following the Dobson review “Getting Serious About Play: A review of children’s play” (2004), a strategic funding programme for play provision in England of £155 million, via The Big Lottery Fund, has been allocated to local authorities and voluntary sector organisations based on this review. The Children’s Play Council has produced guidance called “Planning for Play” (2006). Local authorities must now produce play strategies as a way of accessing Big Lottery funding.

In Lambeth too play has become high profile. There is political support from the current Administration including a Play Champion, Cllr Sam Townend, Deputy Cabinet Member, CYPS, as well as cross-departmental engagement from Children & Young People’s Service, Environment & Culture and Housing. The Big Lottery has allocated £834,260 to the Lambeth area. A senior officer Play Strategy Steering Group is leading on its development and implementation and a cross-departmental and voluntary sector project team is managing the process.

The strategy will address the following:

- Gaps in play provision across the whole age range of children and across the borough
- Improve co-ordination in the development and provision of play services both between departments and across the whole sector
- Engage with the new extended services development
- Access Big Lottery and other new funding opportunities

and the following activities will be undertaken:

- Mapping and auditing the range, quantity and quality of play provision across the borough
- Identifying potential development opportunities within estates, school premises and play grounds

- Consultation with children, parents, key partners including play providers, 'friends of parks' groups, headteachers etc.
- Cross-departmental/sector steering group
- Analysing data

The Strategy will be produced and launched in November 2006. We will then work with providers to develop a portfolio of play projects to submit to the Big Lottery, based on the gaps highlighted within the strategy. An Implementation Plan will then be developed to support effective planning and coordination.

Big Lottery funding is only available for play projects that are open to all children, free of charge and freely chosen by them. It is available for 3 years. Local authorities must submit one 'portfolio of projects' application to cover the total allocation. Schools can be part of the portfolio of projects if they meet the criteria but not if they want to provide for their school community only. Lambeth will be submitting the application for the March 2007 deadline.

## 2. Lambeth Sports Strategy

A borough-wide Sports Strategy is being developed by the CYPS in partnership with the Environment and Culture Directorate and key stakeholders. Gaps in the sports and leisure provision have been identified and, as a result, the scope of the strategy and key areas requiring focus, development, and evaluation have been agreed. A working group has been established with the task of delivering the following:

- The key priorities for the strategy
- What the strategy could look like
- Co-ordination of resources
- Timetable for completion
- Consultation

The Sports Strategy will link into the Play Strategy and the Youth Strategy and will be informed by six priorities:

- **Involvement** - children and young people involved in shaping the development and management of services.
- **Management** - to co-ordinate the information, communication, mapping and management of the strategy.
- **Sports** – ensure a wide variety of sports are available and accessible for children and young people in the borough.
- **Transitions** – provide a progressive approach to delivery to ensure that children and young people are able to access sports at all levels.
- **Increased participation** – to increase participation in sports taking into consideration, for example, safety, accessibility, affordability, balancing opportunities for girls, minority communities, disabilities and those with lower incomes.
- **Quality** – ensure the management and delivery of sports in the borough is of high quality.

Key contacts in the borough including schools will form part of the consultation process. Consultation papers will go out in the beginning of the new academic year.

There will be a launch to celebrate the Strategy in early 2007.

## 3. Lambeth Youth Strategy

For the first time in Lambeth, the Youth Strategy captures in one place many of the key developmental priorities for young people. It supports and builds on the Lambeth Children and Young People's Plan and will help to shape the future of young people out of school

provision for the next three years and beyond. It is ambitious and firmly rooted in the five outcomes of Every Child Matters, the New Youth Green Paper – Youth Matters and is consistent with the new Administration’s priority on youth. The strategy has been developed through wide consultation with front line staff, managers, elected Members and young people. Following the launch of the strategy the Youth Senior Management Team are now focusing their efforts on developing an action plan and performance management framework to support and ensure delivery across departments and sectors.

The strategy is based on nine key strategic priority areas, each supported by a number of objectives and performance measures. The strategic priorities are:

- That young people are active members of their community and are welcome in services and facilities
- That young people have equity of access to provision relevant to their needs
- That young people are actively and meaningfully involved in local decision making
- That young people are engaged in a range of positive activities that can clearly demonstrate benefits
- That young people can access volunteering and community opportunities and gain maximum long term benefit from this involvement
- That young people are able to find the solutions they need, and are able to work out positive ways forward
- That vulnerable young people and those involved with the criminal justice system are able to access effective support
- That parents and carers are able to access support as part of holistic services to young people
- That inward investment is enhanced and programmes expanded through excellence in performance management

#### 4. Further Sources of Information

- **Lambeth Play Strategy** - the Children’s Play Council guidance “Planning for Play” website: [www.playengland.org.uk](http://www.playengland.org.uk) and the Big Lottery Fund website: [www.biglotteryfund.org.uk](http://www.biglotteryfund.org.uk).
- **Lambeth Sports Strategy** - for further information please contact Ben Smith on 020 7926 9842, email: [bsmith2@lambeth.gov.uk](mailto:bsmith2@lambeth.gov.uk) or Sheila Kelly on 020 7926 9841, email: [skelly@lambeth.gov.uk](mailto:skelly@lambeth.gov.uk).
- **Lambeth Youth Strategy** – for further information or to obtain a copy of the strategy contact Jenny Lovett at [jlovett@lambeth.gov.uk](mailto:jlovett@lambeth.gov.uk) or 020 7926 9349.

## Reports from the Headteachers' Council Sub-Committees

For additional information please contact:

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

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

The overall purpose of the Headteacher's Council Community Learning Subcommittee (HCCLS) is to improve the co-ordination of community learning within schools and other settings and contribute in the delivery of the five outcomes of Every Child Matters.

The focus of the sub-committee's work for the summer term has been as follows:

- **Lambeth Sports Strategy** - a borough wide Sports Strategy is being developed by the CYPS in partnership with Environment and key stakeholders. The Sports Strategy will link into the Play Strategy and Integrated Youth Strategy and will be informed by six priorities:
  - **Involvement** - children & young people involved in shaping the development and management of services.
  - **Management** - to co-ordinate the information, communication, mapping and management of the strategy.
  - **Sports** – ensure a wide variety of sports are available and accessible for children and young people in the borough.
  - **Transitions** – provide a progressive approach to delivery to ensure that children and young people are able to access sports at all levels.
  - **Increased participation** – to increase participation in sports taking into consideration for example safety, accessibility, affordability, balancing opportunities for girls, minority communities, disabilities and those with lower incomes.
  - **Quality** – ensure the management and delivery of sports in the borough is of high quality.

The Strategy will be launched in October 2006. For further information please contact Ben Smith on 020 7926 9842, email: [bsmith2@lambeth.gov.uk](mailto:bsmith2@lambeth.gov.uk).

### 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 Summer Term has been:

- Extended Schools
- Review of the termly Working Together Event/Booklet
- Pupil attendance
- Primary Admissions issues
- Headteachers' Conference 2007 planning

### 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 spring term has been as follows:

**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, delivered training to school staff and agreed a marketing strategy for the service.

**Recycling** – Monitored the implementation of recycling in all schools and implemented the Lambeth Schools Scrap Challenge competition.

**Service Reviews** - The Committee has been the forum for the critical review of services to schools. It also provided direction for focused service reviews of cleaning, grounds maintenance and refuse and recycling. Reviews on energy management and photocopier contracts are being undertaken in 06/07

### 4. School Revenue Funding Working Group (SRFWG)

The SRFWG met twice between April and July 2006 to discuss the following schools funding related items for 2006/07 and 2007/08:

#### Items discussed for 2006/07:

- SSG personalisation – 2006/07 (see paper on page 30 for further information)

#### Items discussed for 2007/08:

- Provisional Schools Budget - 2007/08
- Review of Special Schools Funding
- Review of the following funding factors and other related funding:
  - Additional Needs Register
  - Small Schools Protection
  - Mobility as it applies to Special Educational Needs (SEN)
  - Orchard School
  - SEN in Secondary Schools
  - School Balances
  - DfES reviews of social deprivation and recurrent school funding

## SCHOOL TERM AND HOLIDAY DATES 2006/07

<b>Term</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>Number of days</b>
<b>Term One</b>	<b>Wednesday 6 September 2006</b>	<b>Friday 20 October 2006</b>	<b>33 days</b>
Holiday	Monday 23 October 2006	Friday 27 October 2006	
<b>Term Two</b>	<b>Monday 30 October 2006</b>	<b>Tuesday 19 December 2006</b>	<b>37 days</b>
Holiday	Wednesday 20 December 2006	Tuesday 2 January 2007	
<b>Term Three</b>	<b>Wednesday 3 January 2007</b>	<b>Friday 16 February 2007</b>	<b>33 days</b>
Holiday	Monday 19 February 2007	Friday 23 February 2007	
<b>Term Four</b>	<b>Monday 26 February 2007</b>	<b>Wednesday 4 April 2007</b>	<b>28 days</b>
Holiday	Thursday 5 April 2007	Wednesday 18 April 2007	
<b>Term Five</b>	<b>Thursday 19 April 2007</b>	<b>Friday 25 May 2007</b>	<b>26 days</b>
Bank Holiday	Monday 7 May 2007		
Holiday	Monday 28 May 2007	Friday 1 June 2007	
<b>Term Six</b>	<b>Monday 4 June 2007</b>	<b>Wednesday 18 July 2007</b>	<b>33 days</b>
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 4<sup>th</sup>/5<sup>th</sup> September 2006 and 19<sup>th</sup>/20<sup>th</sup> 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>
<b>Term One</b>	<b>Monday 3 September 2007</b>	<b>Friday 19 October 2007</b>	<b>35 days</b>
Holiday	Monday 22 October 2007	Friday 26 October 2007	
<b>Term Two</b>	<b>Wednesday 31 October 2007</b>	<b>Wednesday 19 December 2007</b>	<b>36 days</b>
Holiday	Thursday 20 December 2007	Wednesday 2 January 2008	
<b>Term Three</b>	<b>Thursday 3 January 2008</b>	<b>Friday 15 February 2008</b>	<b>32 days</b>
Holiday	Monday 18 February 2008	Friday 22 February 2008	
<b>Term Four</b>	<b>Monday 25 February 2008</b>	<b>Friday 4 April 2008</b>	<b>28 days</b>
Bank Holiday	Friday 21 March 2008		
Bank Holiday	Monday 24 March 2008		
Holiday	Monday 7 April 2008	Friday 18 April 2008	
<b>Term Five</b>	<b>Monday 21 April 2008</b>	<b>Friday 23 May 2008</b>	<b>24 days</b>
Bank Holiday	Monday 5 May 2008		
Holiday	Monday 26 May 2008	Friday 30 May 2008	
<b>Term Six</b>	<b>Monday 2 June 2008</b>	<b>Friday 18 July 2008</b>	<b>35 days</b>
Holiday	Monday 21 July 2008	Tuesday 2 September 2008	

**Total number of days = 190**

**LAMBETH GOVERNOR SERVICES**  
**GOVERNOR SUPPORT OFFICER ALLOCATIONS – SEPTEMBER 2006**

<b>Peter Compton</b> <b>020 7926 9636</b> <a href="mailto:pcompton@lambeth.gov.uk">pcompton@lambeth.gov.uk</a>	<b>David Jones</b> <b>020 7926 9669</b> <a href="mailto:djones@lambeth.gov.uk">djones@lambeth.gov.uk</a>	<b>Pat Petch</b> <b>020 7926 9881</b> <a href="mailto:ppetch@lambeth.gov.uk">ppetch@lambeth.gov.uk</a>
Archbishop Tenison's	Allen Edwards	Christ Church (Brixton)
Christ Church (Streatham)	Archbishop Sumner	Dunraven
Clapham Manor	Ashmole	Durand
Corpus Christi	Bishop Thomas Grant	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 (likely to become VA 9/06)
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 6<sup>th</sup> Floor, International House, Canterbury Crescent, London SW9 7QE, tel: 020 7926 9668 or email: [governor@lambeth.gov.uk](mailto:governor@lambeth.gov.uk).

**NGA NEWS  
AUTUMN TERM 2006**

**New Chair of National Governors' Association**

On 11 May 2006 Judith Bennett was elected as Chair of the NGA. Judith was vice-chair of the National Governors' Council for three years before becoming vice-chair of the merged NGA in February 2006. She is a member of the Oxfordshire Governors' Association. Judith can be reached via the NGA office.

NGA can be contacted at SBQ1, 2<sup>nd</sup> Floor, 29 Smallbrook Queensway, Birmingham, B5 4HG. Tel: 0121-643-5787 or email: [governorhq@nga.org.uk](mailto:governorhq@nga.org.uk)

**Performance Management Consultation**

Over the summer the Department for Education and Skills (DfES) consulted about changes to the performance management arrangements for teachers and headteachers. If implemented the new arrangements will make significant changes to the way performance management in schools operates. The most significant changes will be that:

- The performance review and pay discussions will take place at the same time.
- It will be the reviewer (usually a teacher's line-manager) who will carry out the performance review, discuss pay with the teacher and make a recommendation on pay which is not subject to review by either the headteacher or the governing body.
- The governing body will remain responsible for the headteacher's performance review, although this will be carried out in conjunction with the School Improvement Partner (SIP) rather than the external adviser\*.

\*those schools without SIPs must continue to appoint external advisers. Schools will have to meet the cost of the external adviser from their delegated budget.

**Disability Discrimination Act 2005 (DDA 2005) – Responsibilities on Schools**

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 to introduce a duty on all public authorities (including the governing bodies of schools) when carrying out their functions to have regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to disability
- Promote positive attitudes towards disabled people
- Encourage participation in public life by disabled people
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

These new duties are known collectively as the Disability Equality Duty (DED) or general duty and they apply to disabled pupils, staff and disabled people who use services provided by schools and local authorities. In effect the DED requires public authorities to promote equality at the beginning of the process rather than make adjustments at the end.

The Disability Discrimination Act defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities." The definition is much broader than many people realise. For further information on the definition of disability please see the attached link to the Disability Rights Commission's Code of Practice for Schools. The relevant information is contained in Appendix 1.

[http://www.drc-gb.org/Docs/Schools\\_Code\\_of\\_Practice1.doc](http://www.drc-gb.org/Docs/Schools_Code_of_Practice1.doc)

Local authorities and schools are required to develop a disability equality scheme to support the implementation of the DED. In developing the scheme they must involve disabled people. Local authorities and secondary schools must publish their scheme by 4

December 2006 and primary and all special schools by 3 December 2007. Schools will need to report on the implementation of the scheme annually and review and revise the scheme every three years. The schemes will need to include:

- A statement of how disabled people have been involved in developing the scheme.
- The school's arrangements for gathering information on:
  - the recruitment, development and retention of disabled employees;
  - the educational opportunities available to and achievements of disabled pupils.
- The school's methods for assessing the impact of its policies and practices on disability equality and where improvements can be made.
- Details of how the school is going to use the information gathered, in particular in reviewing the effectiveness of its action plan and preparing subsequent schemes.
- An action plan detailing the steps the school is going to take to meet the DED.

The Disability Rights Commission is producing guidance for schools in England and Wales on the DED. This document will be available to download from its website soon. It has already published an information leaflet which can be found via the attached link.

<http://www.drc->

[qb.org/employers\\_and\\_service\\_provider/disability\\_equality\\_duty/primary\\_and\\_secondary\\_educatio.aspx](http://www.drc-qb.org/employers_and_service_provider/disability_equality_duty/primary_and_secondary_educatio.aspx).

### **The Education and Inspections Bill**

The Education and Inspections Bill is still making its way through Parliament. On 17 October it is due for Report Stage in the House of Lords, followed by a Third Reading in the Lords. It will then return to the House of Commons for consideration of any amendments made in the Lords. It is anticipated that the Bill will be enacted in November.

### **Bullying**

The Education and Skills Select Committee has announced that it is undertaking an inquiry into bullying in schools. The Committee will look at the extent and nature of bullying in schools, its effects on those involved and how best it can be tackled.

NGA will be submitting written evidence to the inquiry. In order to inform our submission we would very much like your views. NGA has produced a questionnaire to gather your views. This is available on the NGA website Policy Section under *Consultations Live*. If you prefer we can email you a copy. Please send any comments you wish to make to Gillian Windass. She can be contacted via:

Email at: [gillian.windass@nga.org.uk](mailto:gillian.windass@nga.org.uk). Post: Gillian Windass, Policy Officer, National Governors' Association, 2<sup>nd</sup> Floor, 29 Smallbrook Queensway, Birmingham, B5 4HG. Fax: 0121-633-7181.

Any comments should be submitted to NGA no later than Monday 25<sup>th</sup> September.

The National Governors' Association is a Registered Charity (Reg. No. 1070331) and Company Limited by Guarantee (Reg. No. 3549029)

# WORKING TOGETHER Autumn 2002 - Autumn 2006

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