



Lambeth

# Working Together Autumn 2011

Report to governors and headteachers



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# **Working Together**

**Autumn 2011**

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

**Report to School Governors and Headteachers**

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## Executive Director's Report – Autumn 2011

Dear Colleagues

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

This edition provides you with information on the James Review/School Buildings and government response - as well as updates on local developments including the SEN review, School budgets, Children's Centres, Cooperative Council, School Improvement policy, modernising pay & conditions (Single Status) and the Lambeth Charter.

This new academic year brings a rapidly changing school and education environment nationally and in Lambeth. We welcome 3 Academy Converter schools – Dunraven, Johanna and Corpus Christi – to the Lambeth family of schools. The education/schools transformation agenda is particularly highlighted by the opening of 24 new 'free' schools in the UK. The national debate focuses on the benefits of more diversity. I am concerned about the risks around an increasingly stratified school system and the absolute importance of sustaining a robust and fair Admissions Code and a funding system that does not disproportionately favour the new models. These will be issues I will be lobbying Government on in my role as Vice-President of the Association of Directors of Children's Services (ADCS).

I am delighted to celebrate the provisional GCSE results for Lambeth schools which are up for the thirteenth successive year; this time by 7.4% - a stunning achievement. These results again take us above national and local averages which demonstrate both to the community, our young people and indeed the external world that there is no place for complacency here in Lambeth and that here is where one finds some of London's most successful schools. Lambeth's 5A\* - C grades including English and Maths have risen from 53% in 2010 to 60.4% in 2011. These excellent results are on top of provisional results at Foundation Stage, KS1 and KS2 – all of which are improvements on last year and above national figures.

The start of the school year has once again been met by relentless pressure on our admissions colleagues with a particular focus on primary school places. Our experiences (in common with other boroughs) have illustrated starkly the pressures in London and the need for an ongoing 'whole London' campaign which remains a priority for all members.

The Government has accepted (with a phased implementation) all the Munro recommendations regarding the future of Child Protection Services. We are working on local implementation and this will mean a focus on professional autonomy and accountability and a move away from a tick box culture, but does not mean a relaxation of standards or abdication of responsibility. This edition of Working Together provides an update. We are awaiting the government's response to the outcome of the Consultation on the Schools Funding Formula which is likely to have a major impact on schools, particularly in Inner London.

Although we are well into 'business as usual' it was only a few weeks ago that terrible images of burning buildings and violence on the streets filled the media both here and across the world. There has been and continues to be extensive debate over what, how and why, and most importantly, what next. It is important to restate, as we reflect and plan, that the Council's commitment to co-operative working – co-production and community commissioning is the starting, mid and end point of our response to the summer events. The Minister announced a formal Commission following the disturbances, to be led by Darra Singh and involving Heather Rabbatts (a former Lambeth Chief Executive), as well as Tom Chigba, a young person from Lambeth.

Prior to the disorder, we ran a Crime Summit to look at how we tackle some of the difficult gang related issues in Lambeth and we have established a Community Leaders' Forum of crucial local community leaders so that we can determine the most effective way forward. Working with our Youth Mayor and the Youth Council, we know that young people want us to focus on job creation, providing facilities and opportunity. The emphasis for us and them is on ambition and potential.

I would not want to underestimate the impact of the disturbances, however, on our young people especially at the start of a new academic year where there may well be anxieties for some as well as concerns for parents. Throughout we worked closely with Members, other agencies and Community leaders – spending a great deal of time debunking media hype as well as dealing with the realities on the ground in order to ensure that offenders were held to account. The reality of course was that the vast majority of offenders were over 18. This point has been repeatedly made by our young people and will no doubt be re-affirmed at the major Youth Summit planned for the 11<sup>th</sup> October. This edition of Working Together includes feedback from the first Youth Crime Summit convened detailing the issues that emerged and how schools can contribute.

CYPS challenges for this academic year include:

- Supporting all our schools and other education provision to provide the very best opportunities for our children and young people as they face a challenging year on many fronts.
- Ensuring that our response to this summer's events and youth crime in particular remains consistently measured, holistic and Child, (not problem), focused.
- Exploiting every opportunity the SEN review presents in the context of the SEN White Paper.

I look forward to working with you this term to continue the track record of success in Lambeth.

Best wishes

Debbie Jones  
**Executive Director**  
**Children and Young People's Service**

# **PART A – DIVISIONAL UPDATES**

# Early Intervention and Targeted Services Division Update

For additional information please contact:

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**This paper provides an update on the work of the Early Intervention and Targeted Services Division and on national and local developments affecting its work.**

## 1. Introduction

Early Intervention covers early intervention in relation to age and in relation to need.

It has been a busy time for the Early Intervention and Targeted Services division. Ofsted inspections of the Kennington Park Bridge to School (Primary Pupil Referral Unit) and Kennington Children's Centre have resulted in judgements of at least good.

## 2. National and Local Developments

**Youth Offending and Young & Safe:** Our first time entrants into the criminal justice system continues to reduce as does our rate of re-offending, although serious youth crime remains high.

**Lambeth's Youth Council** is inviting young people from across the borough to meet with the Leader of the Council and the Lead Member for CYPS on 11 October 2011 to discuss and challenge members and senior officers on a range of issues, including:

- Who decides what should be cut?
- Engagement and participation of young people in decision making
- Access to health services

**Payments by Results (PBR):** We have been successful in our bid to pilot "payment by results" regime which will be introduced in Early Years Service and Children Centres.

**SEN Review:** Phase 1 – data gathering stage is about come to an end. This phase included speaking to parents, voluntary and community groups, officers and members. The findings are outlined in a separate briefing paper: **Special Education Needs (SEN) Review Update**.

**Co-operative Council:** The Council has stated its vision to become a co-operative council and deliver services in accordance with co-operative council principles to enable the borough to use different models of service delivery in partnership with schools, voluntary organisation and community groups. Developments are included in a separate briefing paper: **Co-operative Council Programme: Youth and Play Services**.

CYPS have services which are early adopters of the co-operative council service model which include

- Young and Safe
- Youth Centre
- Adventure Playgrounds
- Stay and Play One O'Clock Clubs

24 stakeholder meetings have been held to allow local communities to discuss the co-operative service model.

## 3. Key Contacts

- **Divisional Director, Early Intervention and Targeted Services:** Sandra Morrison, [smorrison@lambeth.gov.uk](mailto:smorrison@lambeth.gov.uk), 020 7926 9705

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## Education Estates and Capital Projects Division Update

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**Divisional Director**

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**The Education Estates and Capital Projects Division is the successor to the Buildings and Schools for the Future Division, but with some additional responsibilities. It is responsible for delivering the CYPS capital projects, overseeing the schools' estate, schools' ICT systems, planning for sufficient places in our schools, and managing the schools' admission process.**

Following the curtailment of the national Building Schools for the Future programme and the changes to the way school capital funding will be administered and managed amongst central government, local government and schools, the team responsible for delivering capital projects within the Lambeth CYPS estate has changed name to become **Education Estates and Capital Projects**.

The Education Estates and Capital Projects (EECP) division is primarily responsible for managing the education estate and property of the local authority and for delivering schools and community capital building projects. It is now also responsible for planning the provision of school places, and the vital admissions function which allocates those places.

Despite the enormous changes to the funding available to local authorities, over the next two years there will still be about £100m of investment in Lambeth's secondary and primary schools, from funding already secured. EECP will be responsible for delivering several projects which will provide new school buildings, renew and refurbish existing buildings, and expand others to meet the continuing growth in demand for school places.

EECP are also responsible for the strategic procurement, contract administration, estate master planning, asset management and ICT strategy within Lambeth's schools. The division also encompasses the Education Strategy team which includes an enlarged Admissions team and pupil place planning.

There has been a significant restructuring of the division in terms of people and roles, but many of the individuals within the team will remain familiar. Mike Pocock remains the Divisional Director with overall strategic responsibility for the division's work. His senior team includes Charles Booth, Assistant Director Capital Projects who will see an increase in responsibility to include all secondary projects. Maggie Harriott continues as Education Strategy Manager and will lead the pupil planning and admissions teams. David O'Neill also continues as ICT Strategy Manager.

These roles are joined by three new senior posts of a Strategic Estates Manager, Brendan Wells, who will focus on strategic asset management and masterplanning within the CYPS estate, Programme Office Manager, Gerard McCauley, who will coordinate and plan all our activities, and a Commercial Manager who will be responsible for all commercial negotiations and oversee the division's contracts.

We look forward to continuing to work closely with our colleagues in Lambeth's schools to deliver successful projects that will continue to bring real tangible benefits to the young people of Lambeth.

Probably the main areas of focus for the division are around meeting the council's key priority of increasing the number and quality of school places. It is a major challenge for the division, indeed the council, but we are working very hard to provide sufficient extra places for reception age children in spite of limited funding announced at a late stage, at a time of greatly increased demand.

There are a number of projects underway to increase the provision and when complete they will have provided 11 additional forms of entry at reception stage and 8 forms of entry at year 7 (in addition to the places in the recently opened new schools, The Elmgreen, and Evelyn Grace). Because of the late confirmation of funding for these projects they are running to very tight programmes creating many challenges for our management team. We are also doing much to encourage the government to provide further funding and in a separate paper we set out some of their announcements in this context which should

lead to further projects in Lambeth to increase the number of reception places, albeit with reduced funding compared with previous expansion projects.

Of course while funding announcements come through later than all would wish we will still need to create many temporary “bulge” classes and this also commands much attention from the EECF team.

Another very important issue for us is to improve the work of the admissions service which joined the division earlier this year. Their workload has greatly increased recently, and is much more difficult as the shortage of places becomes more acute, and we are taking a number of actions to ensure an improvement. These include increased staffing levels, better equipment and improved processes and systems. We hope schools will see the effects of this shortly, but any constructive feedback from schools would be very much appreciated to help us improve.

By now all schools will have been contacted about the possibility of procuring a second generation *ICT managed service*, for primary and secondary schools, to succeed the Lambeth Connected Learning Project (LCLP) from 2012/13 onward. We hope to be able to arrange for something that builds on the very positive aspects of the Lambeth Connected Learning Programme, but also spreads to many more schools.

## Contact Details

Key members of the team with contact details are set out below

- **Divisional Director, EECF:** Mike Pocock, [mpocock@lambeth.gov.uk](mailto:mpocock@lambeth.gov.uk), tel. 020 7926 3220
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# Resources and Strategy Division Update

For additional information please contact:

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Division

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**This paper provides an update on the national and local developments in Children and Young People's Service Resources and Strategy.**

## 1. Introduction

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

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

## 2. Resources and Strategy Division update

### • Schools balances at close of last year

Lambeth maintained schools LMS balances at 31<sup>st</sup> March 2011 were £11.5m, a small reduction on the previous year's total. This is the third year that the total level of balances has fallen. Up until March 2011, excessive surplus balances were subject to the Authority's Balance Control Mechanism, whereby any balances over the threshold that were uncommitted, were subject to claw back. From April 2011, the DfE announced that local authorities were no longer required to control surplus balances and those which were considered excessive were not subject to claw back. Both Durand Primary School and Stockwell Park Secondary School converted during 2010/11 and under the new rules the accumulated surpluses were transferred to the new successor schools.

### • Number of schools in deficit

7 schools reported deficit budgets totalling -£0.5m at the end of March 2011; down from 9 schools in the previous year. Small schools continue to be vulnerable to unforeseen costs particularly related to staff, in responding long term sickness and maternity absence. Other contributing factors include unplanned expenditure on emergency/ restorative building works. Deficit schools are supported by, amongst others, the Schools Finance team through undertaking cost reduction reviews, budget setting and monitoring to ensure a balanced budget is restored in a planned and sustainable manner.

### • CYPS Reshaping

Phase 2 of the CYPS reshaping is now complete and the new divisional structures in place. Phase 3 reshaping is currently being considered as part of the Strategic Financial Planning process. Schools are unlikely to experience significant changes in services provided through the Resources and Strategy division. There is a review of all support services within the Council being undertaken corporately.

## 3. Recent National and Local Developments

### • Lobbying to change Academy top-slice process

As part of the 2011/12 local government settlement, Lambeth Council had a reduction in its formula funding of £0.8m in respect of services. It was deemed that it was no longer providing some support to formerly maintained schools converting to academy status. Lambeth, together with 28 other local authorities filed for a judicial review of the decision on the basis that the action contravened the established principle of the 'New Burdens Doctrine' where savings/ additional

costs of any transfer of activity between central and local government must be quantified prior to any funding adjustment. The action has been stayed as the Secretary of State for Communities and Local Government has offered to reconsider the amount of the deduction and to this effect undertook a consultation on this during August 2011.

- **Children and Young People's Plan 2011-14**

The Children and Young People's Plan 2011-14 (CYPP) has been published and can be accessed on the Lambeth First website and Council internet site. The Plan sets out the vision and aspirations of the Children and Young People's Strategic Partnership for children and young people in Lambeth. The Plan is focused on a number of shared strategic priorities that will drive the continued improvement in outcomes for children and young people.

The plan demonstrates the commitment of the partnership to integrating service delivery, sustaining partnership working, raising achievement, safeguarding children and young people, and developing the children services' workforce.

- **Lambeth Child Poverty Reduction Strategy 2011-14**

Lambeth Council and partner organisations have developed a Child Poverty Reduction Strategy 2011-14 to address this serious issue in the borough. The Strategy has been published on the Lambeth First website and Council internet site.

- **Schools Emergency Planning Guidance**

Schools Emergency Planning Guidance has been updated and revised and will be sent to schools via the Schools Bulletin in September. This guidance is to help schools and other educational establishments develop their own arrangements to respond to a major incident or emergency and provide details of key CYPs staff to contact in respect of emergency planning.

#### 4. **Key Contacts**

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# Schools and Educational Improvement Service Update

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This paper provides an update on the work of the Schools and Educational Improvement Service (SEIS).

## 1. Introduction

The direction defined in the Education Bill has been developed as a number of reviews are completed. These include the Tickell Review on the Early Years; primary and secondary curriculum reviews; behaviour and discipline in schools – new guidance published in April 2011; a DfE consultation on school funding and academy funding; SEN and Disability Green Paper – published December 2011; Graham Allen report on Early Intervention - part 2 published in May 2011; Wolf Report on Vocational Education (March 2011); James review of Education Capital (April 2011); a National Child Poverty Strategy published; a new Ofsted inspection framework due to be published in September and due to take effect in January 2012. A new Education Act is also due to take effect in January 2012. This is just to name some of the key developments that will shape our work over the coming months and years.

## 2. National and Local Developments

In the Schools and Educational Improvement Service (SEIS) we continue to roll out our new relationship with schools and move towards Phase 3 of the CYPS reshaping following the loss of or changes to grant allocation and funding. We retain a smaller **core School Improvement team of education advisers and consultants with expertise across the age phases, with specialists in SEN, data analysis, governance, Human Resources and finance**. This will ensure that the Local Authority can support schools and fulfil its **newly redefined role of ensuring high quality education provision, championing excellence and challenging and supporting schools**. Part of this work is provided as a core service and other parts are traded.

Other developments in the SEIS:

- **Traded Services** - the traded Services to Schools and Academies offer for 2011-12 has been available since 1 April 2011. The Traded Services brochure outlines local authority services specifications and charges that schools can consider and purchase. For an electronic copy of the brochure and the service order form or if you have any further queries, please contact [tradedservices@lambeth.gov.uk](mailto:tradedservices@lambeth.gov.uk)
- **Lambeth Learning Hub** - the web based Lambeth Learning Hub (LLH, 'the Hub') was further developed over the summer and has subsequently been in a period of trial, however, it is now nearing readiness for use by all Lambeth schools. Schools are encouraged to attend training so that it can be fully functional by the end of the Autumn Term. The Hub is an online tool to support school improvement work and communication between our schools, and can also be used as an area for storing resources and documents for schools to access anytime.
- **School Cluster Partnerships** – ten cluster partnerships are now established and, although there has been some movement of schools between clusters, all are generally working together well. Partnerships are at different stages in the development but the majority are well organised and have developed or are developing a wide range of services and exciting opportunities for their pupils and students.
- **Lambeth Teaching Schools Alliance pilot**

The Lambeth Teaching Schools Alliance is working towards accreditation as a national teaching school. The Alliance of over 40 Lambeth schools is working with the Institute of Education and the Lambeth City Learning Centre. An innovative pilot programme has been developed covering three key areas – **initial teacher training; continuous professional development and school**

**to school support.** In the first year over 50 student teachers will have the opportunity to take up school placements in different phases and key stages, including the Early Years Foundation Stage and special schools. This is part of **the 'gold' offer to students** when they come to train in Lambeth and aims to enthuse them to start their career in our schools. We intend to consider submission to the National College for School Leadership (NCSL) for national accreditation in 2012.

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

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

**From September 2011 the School Improvement Adviser programme** means that each school will continue to have an attached Adviser funded by the LA who will focus on key aspects of the **school improvement cycle** in termly visits and write a short report. As the grant that paid for school improvement will now be passed straight to schools we ask that any additional work you wish an Adviser to carry out - such as school reviews, mock Ofsted, support with staff recruitment, preparation for Ofsted etc – will be paid for by schools. We hope in this way to continue the highly **positive LA-school relationship** and to ensure that we can act swiftly to support when necessary. The advantage of schools continuing to work with a centrally managed team is that schools can be assured that the high calibre of advisers will be maintained and that Advisers will be regularly informed of national and local developments which can be shared with schools.

### 4. **Key Contacts**

- **Secondary Manager** is Graham Jackson ([gjackson@lambeth.gov.uk](mailto:gjackson@lambeth.gov.uk));
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# Specialist and Commissioning Division Update

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**The purpose of this paper is to provide an update on the national and local developments in safeguarding children and young people.**

## 1. Introduction

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

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

## 2. Recent National and Local Developments in Safeguarding

**Schools and Social Care: Forging Stronger Links:** Specialist Services has announced a number of additional supports to strengthen our relationship with schools in safeguarding the most vulnerable children:

- Each school cluster in Lambeth has been appointed a designated Specialist Services Head of Service or Assistant Director to liaise with regarding Children Looked After, Children in Need and Children subject to Child Protection Plans.
- Additional support is available to schools with the highest numbers of children subject to child protection and children in need plans. Our newly appointed Schools Liaison Manager is responsible for liaising with these schools and establishing weekly contacts with relevant Head Teachers, Special Education Needs Coordinators and Inclusion Managers to facilitate information sharing and provide updates on referrals.
- Open Days were held in June and July with Head Teachers, SENCOs and Inclusion Managers to inform referring partners of how we work within Specialist Services. Head Teachers who attended our open days found them very useful.

In addition to these new supports, schools will continue to receive general safeguarding and training support from the Safeguarding Children and Young People's Managers.

**New NSPCC helpline text service launched:** The public can now contact the NSPCC via text message if they suspect that a child is in danger. The text service is likely to be used by members of the public who want to report child abuse 'on the spot'. The launch of the new service follows an NSPCC survey which found that people may be unlikely to report a concern unless they do so immediately. The number for the NSPCC helpline text service is 88858. Anyone sending a text to the helpline will receive an immediate response confirming that their message has been received. A trained NSPCC Helpline counsellor will reply within three hours to offer advice, ask for additional information about the person's concerns, or confirm that a referral has been made to the Police or Social Services.

**Competence still matters:** The London Safeguarding Children's Board has redrafted 'Competence Still Matters: Safeguarding training for all employees and volunteers', a guide to the safeguarding responsibilities of all organisations. The document is designed to assist employers and voluntary organisations to meet the minimum requirements for providing safeguarding children training. Audiences for training include the whole of the children and young people's workforce and those

working with adults who are parents or carers. Competence Still Matters is available at [www.londonscb.gov.uk/training\\_subgroup/](http://www.londonscb.gov.uk/training_subgroup/).

**Lambeth Safeguarding Children Board Communications:** the purpose of LSCB is to promote good working practices that safeguard children and promote their welfare. Staff are currently working on a magazine aimed at secondary school children which will be produced for Universal Children's Day and Anti-Bullying Week in November. The magazine will address important safeguarding issues, in an appealing and accessible format.

**Free Lambeth Safeguarding Children Board Training:** The LSCB Training Brochure for 2011/2012 gives details of free courses available between until 31st March 2012. The brochure is available at [http://www.lambethscb.org.uk/training\\_professional\\_section](http://www.lambethscb.org.uk/training_professional_section). On 3rd November the LSCB will be running a new course in Fabricated and Induced Illness Course, please see the brochure for details.

**LSCB E-learning Package:** Lambeth Safeguarding Children Board has purchased a level one e-learning about safeguarding children. The package can be used to assist agencies with their initial safeguarding induction for staff and volunteers. It should be used to support the immediate provision of basic information prior to workers having access to training within their own agency or via the multi-agency courses provided by LSCB. Access the package on line through the LSCB website: [http://lambethscb.org.uk/training\\_professional\\_section](http://lambethscb.org.uk/training_professional_section).

**Lambeth's Child Poverty Reduction Strategy:** Following extensive consultation, Lambeth Council and partner organisations have developed a Child Poverty Reduction Strategy 2011-14. The latest Government figures show that 59.1% of children and young people are living in poverty in Lambeth; that is children and young people who live in families in receipt of out of work benefits or tax credits where reported income is below 60% of the national median income. The Strategy identifies 4 overarching priorities to reduce child poverty in Lambeth:

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

For further information, please contact: Roy Gopaul, Commissioning Development Manager, Children and Young People's Service [rgopaul@lambeth.gov.uk](mailto:rgopaul@lambeth.gov.uk).

**Lambeth Children and Young People's Service Departmental Service Plan 2011 – 2014:** Lambeth Borough Council's Children and Young People's Service Improvement Plan 2011 to 2014 was launched on 18 August. It sets out important priorities and objectives, linking them to the Council's priorities of creating a fair and socially just borough which is caring, safe and secure and aspirational. The CYPS Service Improvement Plan 2011-14 builds on previous achievements and represents a further step towards ensuring excellent services for children, young people and their families.

**Mock Inspection and Audit of Multi-Agency Lambeth Child Protection Cases:** In February 2011 Lambeth arranged a mock inspection of Safeguarding services. Issues for partner agencies raised in the Mock inspection included a need for better timeliness in returning network checks and the need for agencies to take greater responsibility for promoting and initiating early intervention referrals for children with additional need. The LSCB will produce an action plan and a timetable for agencies to co-ordinate future co-operation in announced inspection multi agency audits.

**Ofsted consultation on new unannounced universal safeguarding inspection:** Ofsted are consulting on new arrangements for local authority children's services inspections. The proposed inspections will focus on the effectiveness of services for children who may be at risk of harm, including the effectiveness of early help and services for children in care. The proposed inspection framework would examine the effectiveness of the contributions of all local services, not just Local Authorities, in protecting children. Ofsted also propose that the inspection of children's social care services be unannounced, on-site for two-weeks. The consultation is available at <http://www.ofsted.gov.uk/resources/arrangements-for-inspection-of-local-authority-childrens-services>. The consultation will close on 30 September 2011 and the new inspection arrangements will come into effect from May 2012.

**Inspection preparation:** Until the introduction of the new inspection regime, unannounced inspections of Local Authority Referral and Assessment services by Ofsted will be held every 18 months. The Announced Looked After Children and Safeguarding inspection is expected before April

2012. The Multi Agency Inspection Group has been reinstated by Andrew Wyatt and statutory and voluntary agencies in Lambeth will be invited to participate in future mock inspections.

### **CLAMHS move to International House**

The Children Looked After Mental Health Service (CLAMHS) works with children and young people who are looked after by Lambeth Social Services between the ages of 0 – 18 years. The CLAMHS service has moved to International House in Brixton to co-locate with the Local Authority's Children and Young People's Service. This will lead to improved communications amongst professionals across agencies. All telephone numbers and contact details remain the same.

### **Education One Stop Shop**

The Education One Stop Shop in the reception area of International House has been relocated to the Brixton Customer Centre at Olive Morris House. This move will ensure customers can obtain information and guidance on all Council services as well as on education, from one single location. Payment of court fines around school attendance will continue to be received at International House.

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

- National Safeguarding Standards for the Voluntary and Community Sector – [www.safenetwork.org.uk](http://www.safenetwork.org.uk)
- Competence still matters – [www.londonscb.gov.uk/training\\_subgroup/](http://www.londonscb.gov.uk/training_subgroup/) .
- Free Lambeth Safeguarding Children Board (LSCB) Training brochure: [www.lambethscb.org.uk/training\\_professional\\_section](http://www.lambethscb.org.uk/training_professional_section).
- LSCB E-learning Package: [www.lambethscb.org.uk/training\\_professional\\_section](http://www.lambethscb.org.uk/training_professional_section).
- Lambeth Child Poverty Reduction Strategy 2011-14 - Roy Gopaul, Commissioning Development Manager, Children and Young People's Service [rgopaul@lambeth.gov.uk](mailto:rgopaul@lambeth.gov.uk).
- Lambeth Children and Young People's Service Departmental Service Plan 2011 – 2014: [www.lambeth.gov.uk/Services/EducationLearning/ChildrenYoungPeoplePolicy/CYPSDepartmentalServicePlan2011To2014.htm](http://www.lambeth.gov.uk/Services/EducationLearning/ChildrenYoungPeoplePolicy/CYPSDepartmentalServicePlan2011To2014.htm)
- Ofsted consultation on new unannounced universal safeguarding inspection: <http://www.ofsted.gov.uk/resources/arrangements-for-inspection-of-local-authority-childrens-services>

# **PART B – FOR ACTION**

## Action Summary

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

**During Autumn Terms 1 and 2 2011 all governing bodies are asked to:**

<ul style="list-style-type: none"> <li>consider how their school may wish to be involved in the Co-operative Council Programme.</li> </ul>	Page 24
<ul style="list-style-type: none"> <li>make arrangements to consider the Charter for the Lambeth Learning Community and to support its principles.</li> </ul>	Page 26
<ul style="list-style-type: none"> <li>make arrangements for governor representation at one of the free briefing sessions on the new Ofsted inspection framework - details to be circulated.</li> </ul>	Page 28
<ul style="list-style-type: none"> <li>consider whether to respond to the DfE proposals on school funding reform.</li> </ul>	Page 30
<ul style="list-style-type: none"> <li>consider the Schools Financial Value Standard (SFVS) documentation and conduct an assessment against the SFVS in due course.</li> </ul>	Page 32
<ul style="list-style-type: none"> <li>ensure that it is aware of its Health and Safety responsibilities; that the school has appropriate systems in place and that staff are suitably trained to meet their responsibilities.</li> </ul>	Page 33
<ul style="list-style-type: none"> <li>formally adopt the Pay and Grading agreement and agree to the backdating and re-evaluation of posts where the impact of job evaluation has increased the grade, resulting in back pay.</li> </ul>	Page 35
<ul style="list-style-type: none"> <li>ensure that it is familiar with the new arrangements for assessment at Key Stage 2 and the planned trials for 2012 when known.</li> </ul>	Page 36
<ul style="list-style-type: none"> <li>make 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.</li> </ul>	Page 38
<ul style="list-style-type: none"> <li>make arrangements to respond to the public consultation on the recommendations of the Tickell review of EYFS, where appropriate.</li> </ul>	Page 40
<ul style="list-style-type: none"> <li>consider whether to arrange a half-day audit of EYFS provision in schools where this is relevant.</li> </ul>	Page 40

## Governance Matters – Autumn 2011

For additional information please contact:

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

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

### 1. School Governing Body Model Agenda – Autumn 2011

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

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

### 2. Governor Training and Development Programme 2011/12

The Governor Training and Development Programme for 2011/12 is now available on the Governor Services webpage. There are some courses scheduled right through until the end of the academic year, but we will be adding more, particularly to the Summer 2012 programme, during the course of the year. The take up of face to face training by Lambeth governors has increased over the last couple of years and most courses now have up to 20 governors attending. The programme can be found here:

<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/GovernorTrainingProgramme.htm>.

For the central programme of training courses offered during the 2011/12 financial year schools can pay in three ways:

- **£95 for each attendance by a governor on a course, charged after each attendance; or**
- **a discount rate of £400 for any five governor attendances, payable in advance; or**
- **£800 for an unlimited number of attendances throughout the year, payable in advance**

Also offered, **either in conjunction with a block purchase or as a separate arrangement if you don't wish to purchase one of our SLAs**, please consider subscribing to **Modern Governor** and the **National Governors' Association**:

- **Modern Governor** - some Lambeth schools have already subscribed to Modern Governor, an e-learning service for governors, and have found it usefully complements traditional face-to-face training. Modern Governor provides “bite sized learning” with short courses, typically lasting 30 minutes, structured as short, self contained modules, to allow governors to dip in and out of a course. The courses have been produced with the help of experts in their field and professionals who work with governors and include examples, case studies and scenarios. There are currently 8 modules in the Modern Governor programme containing 18 topics including My Role as a Governor, Preparing for Ofsted, Health and Safety, Understanding School Finance and Child Welfare Basics, with others in the pipeline. An online forum is planned so that governors can share ideas, good practice and suggestions about learning and development. I am

attaching a couple of information leaflets but please feel free to email me if you are interested or if you would like to know more. Or you could visit [www.moderngovernor.com](http://www.moderngovernor.com). **The cost is very reasonable - an annual subscription with unlimited access costs £89 per school.**

**However, this rate is only available as a group purchase arranged via Governor Services.** You do not have to purchase a Governor Training Service Level Agreement to subscribe to Modern Governor but you do need to include it on your School Service Order Form.

- **The National Governors' Association** is an independent membership organisation which represents school governors across England and produces high quality information and advice for its members. Schools that join at the cost of £58 per year receive a weekly e-newsletter for all governors, five copies of the bi-monthly 32 page NGA Magazine Matters Arising (**recommended by Lambeth Governor Services**), access to the NGA Members area of the website and a free place at NGA member regional events and national conferences. This is a £5 reduction from the standard governing body membership rate of £63 from April 2011. Subscribers also receive a handy weekly news digest by email with links to source material on the NGA website. The NGA weekly news briefing gives details of new research, government consultation papers, policy announcements and legislation, together with a summary of recent education stories in the media. Please visit <http://www.nga.org.uk/> for more information about the NGA.

For further information about subscriptions and training, please contact Peter Compton, Coordinator of Governor Services – contact details above.

### 3. Revised Department for Education (DfE) Health and Safety Advice for Schools

The DfE has issued revised health and safety guidance for schools, replacing a number of earlier guidance documents. The new document – “Health & Safety: Department for Education: Advice on legal duties and powers for local authorities, head teachers, staff and governing bodies” is just eight pages long. It is aimed at school employers (including LAs), head teachers and other school staff, and is intended to make it easier for schools to give pupils more opportunities to learn outside the classroom; the DfE has also prepared a model consent form, which parents can sign once, when their child enrolls at a school, to cover school trips and other off-site activities throughout their time at the school.

The Health and Safety Executive (HSE) has published a short (3-page) document aimed at dispelling ‘health and safety myths’ about school trips and outdoor learning activities. These publications are part of the response to “Common Sense, Common Safety”, the review of the ‘compensation culture’ and health and safety regime undertaken by Lord Young of Graffham, who observed that a disproportionate approach to health and safety has had a negative impact on education, and has decreased the number of opportunities available to children to experience risk in a controlled environment.

The revised guidance can be found here:

<http://www.education.gov.uk/schools/adminandfinance/healthandsafety/f00191759/departmental-advice-on-health-and-safety-for-schools>.

The HSE document can be found here: <http://www.hse.gov.uk/services/education/school-trips.pdf>

### 4. Performance Management

Although there has been much discussion about changes to the statutory performance management process for teachers and headteachers, to date there has been no change to the regulations.

Information about the proposed changes, including a timetable, can be found here:

<http://www.education.gov.uk/schools/leadership/deployingstaff/a0077454/performance-management-consultation#faq1> but you will see that new regulations will not come into force until 2012.

Consequently governing bodies must still appoint three governors to carry out the Headteacher's performance review; the review **must take place by 31 December 2011** and the appointed governors should have received appropriate suitable training. Although schools are no longer required to have a School Improvement Partner, an External Adviser to the governors appointed to carry out the Headteacher's performance review is still required. Your LA School Improvement Adviser will carry out this role free of charge as part of the LA's core service to the school, but governors could choose to appoint an alternative, suitably qualified person if they so wish.

## 5. Vetting and Barring Scheme and CRB Checks

Although the Government's review of the existing Vetting and Barring Scheme (VBS) has been completed and a report and recommendations released, implementation requires legislative changes which will not happen until 2012. A review of the Criminal Records Bureau scheme was carried out in parallel and the intention is to implement both sets of recommendations as a single vetting strategy via the Freedoms Bill.

The report and recommendations following the review of the vetting and barring scheme can be found here: <http://www.homeoffice.gov.uk/publications/crime/vbs-report>. Key recommendations include:

- the merging of the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) to form a streamlined new body providing a proportionate barring and criminal records checking service;
- a large reduction of the number of positions requiring checks to just those working most closely and regularly with children and vulnerable adults;
- portability of criminal records checks between jobs to cut down on needless bureaucracy;
- an end to a requirement for those working or volunteering with vulnerable groups to register with the VBS; and
- stopping employers who knowingly request criminal records checks on individuals who are not entitled to them.

**However, it is important to note that in the meantime very little has changed, with the existing responsibilities of employers and the Independent Safeguarding Authority (ISA) still in place.**

## 6. Local Authority (LA) Governor Appointments

The open recruitment policy for the appointment of LA governors is continuing to work well. 50 governors have been appointed since September 2010 with governors from 15 schools taking part as members of appointment panels, for which we are very grateful. There are now 183 LA governor places on the governing bodies of Lambeth schools and management committees and at the end of August 2011 there were only seven vacant places. However, it is now LA policy that LA governor appointments cannot be confirmed until satisfactory CRB checks are completed. Unfortunately this sometimes means a considerable delay between recruitment and an appointment at a school being confirmed. There are currently ten LA governors provisionally allocated to schools awaiting CRB clearance.

LA governor application forms are available to download from the School Governors page on the Lambeth website –

<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/GovernorRecruitmentApplicationForm0505.htm> - or on request from Governor Services. **We want to increase the number of appointments from black and minority ethnic communities, currently under-represented, so please encourage people you know to apply.**

**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.

## 7. School Term and Holiday Dates

In the Working Together Summer 2011 we invited comments on the recommended school term and holiday dates for the academic year 2012/13. The dates have now been confirmed as recommended and can be found in Part C - Standard Updates - at the back of this document. We will be writing to headteachers later in the term to ask for information on professional training days selected and any other variations from the standard dates.

The school term and holiday dates for the current year 2011/12 are also listed in Part C for your information.

## 8. Further Sources of Information

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

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

For further advice, or if you have any queries, in the first instance you should contact either the Clerk to the Governing Body or your Governor Support Officer – see the list at the back of this report. **Our advice and support service is completely free of charge and we have the advantage of having good connections within the Council and extensive local knowledge.** Alternatively you could contact Governorline – 08000 722181 or [www.governorline.info](http://www.governorline.info) – an independent source of advice, information and support for school governors but **please be aware that if you give only a partial account of the issue you wish to discuss then the likelihood is that the advice you receive will be wrong.**

Other useful websites are as follows:

- The National Governors’ Association (NGA) has a website with useful information for governors which does not always require membership - [www.nga.org.uk](http://www.nga.org.uk).
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - [www.governors.fsnet.co.uk](http://www.governors.fsnet.co.uk).
- Times Educational Supplement (TES), the governors’ section of the TES – [www.tes.co.uk/governors](http://www.tes.co.uk/governors).
- [www.ukgovernors.org.uk](http://www.ukgovernors.org.uk) which has been set up as an alternative to the discussion boards/forums on Governornet, but is purely for discussions and does not have any downloadable content or background materials.
- There is a blog for governors called Supergovernor, with free advice for governors on everything from school policies to how to balance work and governor activities - [www.supergovernor.co.uk](http://www.supergovernor.co.uk).
- School Governors’ One-Stop Shop, which aims to recruit people with transferable skills from the world of work to fill vacancies on governing bodies – [www.schoolgovernors-oss.co.uk](http://www.schoolgovernors-oss.co.uk).
- Teachers’ TV – following the closure of Teachers TV, the DfE has ensured that the 3500 programmes in the archive, including the programmes for governors, are still available to watch online. You can watch the programmes free of charge via either of the links below:
  - <http://www.schoolsworld.tv/>
  - <http://www.teachersmedia.co.uk/>

# Co-operative Council Programme: Youth and Play Services

For additional information please contact:

Sandy Cotton

Assistant Director

020 7926 9349

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

The purpose of this paper is to provide an update about the Co-operative Council programme in youth and play services and information about how schools can get involved.

**RECOMMENDATION:** that the governing body considers how their school may wish to be involved in the Co-operative Council Programme.

## 1. Introduction

As you may know Lambeth Council has launched its intention to become a 'Co-operative Council'. Lambeth is developing its approach to delivering public services with a focus on working with users, the community and local stakeholders to jointly design, manage and deliver services.

In Lambeth's Children and Young People's Service (CYPS) there are a number of services which are 'early adopters'. The aim is to develop new ownership/delivery models for services currently run directly by the Borough and to have these new arrangements in place by April 2012. These services are:

- Adventure Playgrounds (APGs)
- One O' Clock Clubs
- Young and Safe Service
- Youth Clubs

## 2. Progress to date

We are talking to users and stakeholders across these services to get their views about:

- Key issues, priorities and potential improvements for the service
- How they consider the service could be delivered differently and
- How they wish to be involved in service design and delivery

There have been site based sessions and there is also an on line questionnaire. Further information and the on line questionnaire are available at the CYPS link below.

## 3. Next steps

Schools may wish to get involved by either completing the on line questionnaire available at the CYPS link below or contact by phone or email (details above).

We aim to have the information gathered through this exercise collated and available by late September. Following this, we will be holding stakeholder workshops in early October for organisations and users who wish to contribute to the design of the future delivery model. These sessions will be facilitated by Public Service Mutuals, part of the Co-operative Group, who are providing expertise to the Council. The aim of these workshops will be to explore the options for and reach agreement on a model to be recommended for individual services and how they may work together.

## 4. Further Sources of Information

- Further information on the Co-operative Council can be found at:  
<http://www.lambeth.gov.uk/Services/CouncilDemocracy/MakingADifference/TheCooperativeCouncil/>

- Further information on the Children and Young People's Services (CYPS) programme can be found at:  
<http://www.lambeth.gov.uk/Services/CouncilDemocracy/MakingADifference/TheCooperativeCouncil/Youthandplayservices.htm>
- Further information on the Co-operative Group and Public Service Mutuals can be found at:  
<http://www.co-operative.coop/corporate/Public-Service-Mutuals/>
- Email: [cooperativemutual@lambeth.gov.uk](mailto:cooperativemutual@lambeth.gov.uk)

# Charter for the Lambeth Learning Community

For additional information please contact:

Graham Jackson

Secondary Adviser

020 7926 9936

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

**The purpose of this paper is to provide information about the principles upon which Lambeth LA wishes to establish a reciprocal relationship with schools – a Charter for the Lambeth Learning Community.**

**RECOMMENDATION: that the governing body makes arrangements to consider the Charter for the Lambeth Learning Community and to support its principles.**

## 1. Introduction

The draft Charter has been devised in anticipation of changes to the national and local educational landscape whereby the devolution of funding, trading of services, increasing conversion to academy status and encouragement of free schools are likely to lead to greater independence for schools and other educational settings and to a corresponding reduction in the power and direct influence of local authorities. The idea of the Charter has evolved from initial discussion between the lead member for education, the executive director and other senior officers in Lambeth Council.

The draft Charter will be presented for consultation with headteachers and chairs of governing bodies at the Working Together events in September and October. Subject to its acceptance the finalised version of the Charter will be published on the Lambeth website.

## 2. Background

The government's educational policy for the prioritisation of the Academies programme has resulted in a significant national trend of acceleration in terms of schools converting to Academy status. This trend is set to continue and is reflected locally where around a third of Lambeth secondary schools and a small minority of primary schools are currently converting. There has also been interest from several groups in establishing Free School provision within Lambeth.

Lambeth Council accepts the reality of this changing educational context and has promoted an open dialogue with all schools in the local community on the issue of academy conversion. It has also adopted a position of neutrality as regards the possibility of Free Schools locating in the area. Lambeth Council is committed to the principle of "learning together" with all schools and educational settings working for an enhanced quality of education focused on enabling improved life chances for all Lambeth children and young people. Lambeth Council is also working closely with schools to promote the development of locality based learning clusters, several of which include academies as active partners. Another example of a thriving collaborative arrangement exists in the case of the South London sixth form group which has recently expanded from three to six active members.

Lambeth Council has always sought and for the most part successfully achieved active and reciprocal liaison with academies situated in the borough, whilst at the same time recognising their independence. Secondary schools about to convert have indicated that they wish to continue to liaise closely with Lambeth Council and other schools as well as buying into elements of Lambeth Traded services.

Lambeth Council is firmly committed to the principle of working together with all local schools particularly through the Children and Young People's Service to achieve positive outcomes for children and young people as future citizens. This commitment is based on the clear rationale that successful and mutually cooperative schools will impact positively on the local economy in significant ways. There is an extremely positive record of improvement on which to continue to build as shown by then impressive trend of improvement at all Foundation Stage, Key Stage 2 and Key Stage 4 since 1998. Lambeth averages are now in line with the national figure for each of the above including the key measure of 5+A\*-C GCSE grades including English and maths. In addition to this success Lambeth schools working together with the council have achieved very significant

successes in narrowing the gap in the cases of previously under-performing groups. More needs to be done to build on and sustain these improvements and this will be best achieved through a continuation of cooperative working and partnership between Lambeth council and all schools within the Lambeth community irrespective of their status.

### **3. Principles**

The principles of Working Together with all schools are designed to

- ensure that Lambeth Council continues to fulfil its statutory responsibilities
- encourage a positive climate of openness through dialogue, mutual challenge and support in the interest of developing the highest quality of education for all Lambeth children and young people
- maintain a shared responsibility to achieving the highest standards for all Lambeth children and young people
- promote and share opportunities for enhancing life chances and opportunities for all Lambeth children and young people in a context of diversity and socio-economic challenge
- remove barriers to learning and close attainment gaps for underperforming groups of pupils
- promote the emotional wellbeing and safety of all Lambeth children and young people
- promote the sharing of information with regard to local trends and issues
- disseminate best practice in all aspects of school provision.

Lambeth Council recognises that there will be a need to develop different levels of liaison with schools ranging from intensive support where necessary to more informal “keeping in touch” visits. Lambeth Council provides core services to all maintained schools as well as additional traded services as outlined in the Lambeth Traded Services booklet. The full range of services on offer is available to all schools on a traded basis.

The Charter is in draft. In its current format it includes a rationale for the LA and schools/academies collaborating in the interest of Lambeth Children and Young People. This is followed by the inclusion of the “Six Principles” drafted by Tim Brighouse which take the form of a contract or statement of intention based on moral values for all schools in collaborating within a local learning community. The final section attempts to outline a broad commitment in key areas for collaboration on the part of both the LA and schools.

### **4. Intended impact of the Charter**

It is intended that the Charter will provide a broad base for agreement and a foundation for the development of subsequent relationships. It is also hoped that the discussion it generates will obviate the possible extremes of the localism agenda which could result in dissipation and the risks of undermining coordinated approaches for vulnerable children, young people and their families, in the context of a borough with high levels of socio-economic need and challenge.

# New Ofsted Inspection Arrangements

For additional information please contact:

Richard Blackmore      School Improvement Adviser

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**The purpose of this paper is to inform governors and headteachers about changes to the Ofsted inspection framework: the new arrangements for the inspection of maintained schools from January 2012 and the trial, unannounced behaviour inspections being carried out during Autumn 2011.**

**RECOMMENDATION: that the governing body makes arrangements for governor representation at one of the free briefing sessions on the new Ofsted inspection framework - details to be circulated.**

## 1. New Ofsted Inspection Framework

The Importance of Teaching: Schools White Paper and the Education Bill, which is taking forward many of its proposals, refocus school inspections on the quality of teaching and learning, backed by excellent leadership and management, and good discipline and behaviour.

The new inspection framework is designed to deliver that new focus. What it means in practice is that schools will be judged on a smaller number of core aspects than before, but they will be examined in greater depth. The changes will result in more streamlined inspections, with fewer judgements and grades, leading to sharper reports on the quality of education provided by schools and the most important aspects of their performance.

A very important document providing the criteria by which schools are assessed by inspectors when they are in a school called the 'Evaluation Schedule' is due to be released at the end of September. It is crucial schools have an understanding of the new criteria and subsequently how their school will be judged. The new arrangements, subject to the successful passage of the Education Bill, will commence in January 2012.

**Briefings on the new inspection framework and how it affects governors will take place once the new Evaluation Schedule is published. Information about these briefings will be sent to chairs and clerks once arrangements have been made.**

## 2. Unannounced Behaviour Inspections

This autumn, Ofsted will trial some unannounced monitoring visits of satisfactory schools where behaviour is a weakness. The trial will help determine whether unannounced visits are workable and give a clearer picture of behaviour in schools. The results will inform Ofsted's future monitoring visits to schools where there is a significant need to improve behaviour. **If your school's overall effectiveness and behaviour was judged to be satisfactory or less at its last inspection or where your current self evaluation judges behaviour to be satisfactory or less, the governing body should ensure that:**

- **the school's self evaluation of behaviour is up-to-date against the evaluation criteria for behaviour (see section 3).**
- **the evidence base is secure, for example, have governors observed behaviour at first hand and reported back in writing? Have governors discussed behaviour with the Senior Leadership Team?**
- **the governing body has approved a comprehensive action plan for improving behaviour.**

The new approach comes on top of changes Ofsted is already planning to the way Ofsted inspect schools, which will see a greater focus on behaviour and bullying in schools. From January 2012, 'behaviour and safety' will be one of the four key judgements made by school inspectors when visiting a school.

Miriam Rosen, HMCI said: 'Where behaviour is poor young people are being denied the quality of education they deserve. As we develop our new inspection plans we are determined to get the focus on this right. By testing out unannounced monitoring visits, we will see if there is even more we can do to help schools address behaviour problems.'

To check on how well pupils behave at the school, as part of the new inspection arrangements, inspectors will spend more time in classrooms, evaluate the ways teachers promote good behaviour, observe pupils as they move around the school, and consider how pupils treat each other and whether they show respect for each other and for adults. Inspectors will also talk to pupils and parents to get their views about the standards of behaviour in the school.

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

- The new evaluation schedule will be published on the Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).
- The current evaluation criteria for behaviour are set out on page 19 of the existing evaluation schedule: <http://www.ofsted.gov.uk/resources/evaluation-schedule-of-judgements-for-schools-inspected-under-section-five-of-education-act-2005-sep>.

# Department for Education (DfE) Consultation on School Funding Reform

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The purpose of this paper is to provide a briefing on the current developments in school funding. The Department for Education (DfE) launched a consultation on school funding in July, running for 12 weeks until 11 October 2011.

**RECOMMENDATION:** that the governing body considers whether to respond to the DfE proposals on school funding reform.

## 1. Introduction

The Department for Education (DfE) is seeking views on proposals for reforming the funding system for schools on the basis that the current method of allocating funding to local authorities is not based on pupil needs, but on historical spend allocations. As a consequence, similar schools in different areas can receive significantly different levels of funding.

The DfE's objective is to develop a new formula for allocating funding to local authorities which is "clear, transparent and supports the need of pupils by directing funding to raise attainment levels. Additionally, the new system aims ensure that schools and academies will be funded on a fair and transparent basis by 2014-15".

As part of the reform, the role of Schools Forum is also under consideration, with proposals to strengthen its decision-making powers.

## 2. Proposed changes for consideration

A new national formula for allocating funding to local authorities which sets out funding within four specific blocks:

- Schools block based on the following:
  - A basic amount per pupil
  - Additional deprivation funding per pupil
  - Additional funding to protect small primary schools
  - An adjustment for areas with higher labour costs
- Early Years block
- High Needs Pupils block
- Non-delegated items Central Services block

Local authorities and School Forums will still have autonomy to agree to move funding between the blocks and determine a local formula in order to distribute funding between schools and Private, Voluntary & Independent (PVI) early years providers.

Although there is no proposal for a national formula for maintained schools and local intervention will be retained; there are proposals for limitations to the factors which can be used within local formulae, in order to provide greater consistency across the country:

- Basic entitlement per pupil where amounts are fixed ratios between primary and secondary (currently Age-Weighted Pupil Units [AWPU])
- Funding for additional educational needs (deprivation and English as an Additional Language [EAL])
- Rates, exceptional school site factors
- Lump sums

The limitations will be on the number of local factors used and the amount of money delegated through the factors.

In addition

- Local authorities will continue to be responsible for high need pupils with special educational needs (SEN) but the DfE will determine the level of support for SEN that should be funded from the schools delegated budgets nationally.
- The DfE proposes that high need institutions, such as special schools, be given a basic sum per place, or pupil, of approximately £10,000, with top-up funding for individual pupils from the local authority or commissioner.
- It is intended that Pupil Referral Units (PRUs) should also receive delegated budgets similarly to schools, subject to the Education Bill.
- the Early Years Single Funding Formula will be simplified by removing the ability to have supplements other than the deprivation supplement.
- Pupil Premium will remain outside of the Dedicated Schools Grant (DSG) but the intention is to extend the entitlement to pupils who have been eligible for Free School meals (FSM) in the last 3 or 6 years.

A new body called the Education Funding Agency (EFA) will be created and will be responsible for paying funding to academies and providing scrutiny over local authority formulae. There are proposals for the EFA to calculate the funding for academies or there is an option for local authorities to calculate budgets for academies and for the EFA to check allocations and passport funding to the academies based on the information provided by the local authority.

The EFA will also be responsible for funding Free Schools. Currently Free Schools are funded based on the average school budget share in the authority they are in where as academies are funded based their pupil numbers and the formula of their local authority. The consultation considers whether Free Schools should be funded similarly to academies or whether the funding differential should remain.

### **3. Impact**

The proposals will have a significant impact on each school, and local authority, as it will inform how funding is distributed to the local authority and influence how funding is then allocated to individual schools.

The changes to the Area Cost Adjustment and English as an Additional Language will impact significantly on London authorities, which are likely to see significant reductions in the funding levels for their schools.

In particular; by determining a national SEN basic value of £10,000, our SEN place funding may decrease accordingly; typically in Lambeth SEN places range between £10,094 and £18,170. Fixing the ratio of funding between secondary and primary sectors may result in a transfer of funding from one sector to the other.

Similarly, limiting the factors that can be used in local formula may result in the removal of funding factors, such as curriculum protection which protect small secondary schools or funding for mobile pupils, and remove funding from our agreed priorities.

Additionally, by streaming all deprivation funding through FSM eligibility, deprived pupils with no recourse to public fund would not attract deprivation for their schools.

### **4. Further sources of information**

The full consultation documents and response form are available at:  
[www.education.gov.uk/consultations](http://www.education.gov.uk/consultations)

# DfE Schools Financial Value Standard (SFVS)

For additional information please contact:

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The purpose of this paper is to provide a briefing on the new schools financial value standard requirements, which comes into effect from April 2012.

**RECOMMENDATION:** that the governing body should consider the Schools Financial Value Standard (SFVS) documentation and conduct an assessment against the SFVS in due course.

## 5. Introduction

In July 2011, the Department of Education (DfE) launched the Schools Financial Value Standard (SFVS) to replace the Financial Management Standard in Schools (FMSiS), which was withdrawn by the Secretary of State with effect from November 2010. The SFVS has been designed to assist schools in managing their finances and to give assurance that they have secure financial management in place. As governing bodies have the formal responsibility for the financial management of their schools, the standard is primarily aimed at governors.

Maintained schools will be required to conduct an assessment against SFVS once a year from April 2012. The SFVS will not be externally assessed like with FMSiS, instead schools will undertake self-assessments which must be signed by the chair of governors and must be sent to the local authority on an annual basis. Since SFVS will be brought within the scope of the legal framework for financing schools, it will be in scope of local authorities' powers to issue a notice of concern or in extremis to withdraw financial delegation from schools that fail to complete the SFVS as required.

## 6. Requirements of the standard

The standard consists of 23 questions which governing bodies should formally discuss annually with the head teacher and senior staff. The questions which form the standard cover the following areas:

- The governing body and school staff
- Setting the budget
- Value for money
- Protecting public money

The school must send a copy of the signed standard to their local authority's finance department. There is no prescription of the level of evidence that the governing body should require. The important thing is that governors are confident about their responses.

## 7. Next steps

Maintained schools which did not attain FMSiS by the end of March 2010 must complete and submit the SFVS to the local authority by 31 March 2012; and conduct an annual review thereafter.

For all other maintained schools, the first run through is required by 31 March 2013; and an annual review thereafter.

## 8. Further sources of information

More information and guidance is available at:

<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolsFinancialValueStandard.htm>

# Health & Safety in Schools

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The purpose of this paper is to provide an overview of the responsibilities of the Council, its schools and governing bodies respectively with regard to health and safety, in particular those that are the responsibility of schools.

**RECOMMENDATION:** that the governing body ensures that is aware of its responsibilities; that the school has appropriate systems in place and that staff are suitably trained to meet their responsibilities.

## 1. Introduction

The main legislation covering this area is the Health and Safety at Work Act 1974 and regulations made under that Act, particularly the Management of Health and Safety at Work Regulations, 1999. Under this legislation

- the employer (the local authority, governing body or proprietor) is responsible for health and safety, though tasks may be delegated to staff.
- employees also have a duty to look after their own and others' health and safety.
- employers, school staff and others also have a duty under the common law to take care of pupils in the same way that a prudent parent would do so.

The London Borough of Lambeth wishes to ensure, so far as is reasonably practicable, the health, safety and welfare of **all** its employees and others, particularly children and young people, who may be affected by the activities or services offered in the borough. This includes the provision of safe systems of work and adequate information, instruction, training and supervision, as well as briefing on the legal requirements which could be applicable in respect of health and safety.

## 2. Who is Responsible?

Accountability for Health and Safety lies with the employer. Who the employer is depends on the category of school.

- **Foundation, Foundation Special, Voluntary Aided Schools and Academies** - the governing body is the employer in such schools and it has a duty to ensure, as far as is reasonably practicable, the health, safety and welfare at work of all employees, as well as all affected, such as pupils and visitors. The governing body must ensure that adequate health and safety systems are in place; it must monitor their application; and it must ensure that staff are suitably trained to carry out their responsibilities. The guidance below for community schools and others may help such governing bodies ensure they fulfil their responsibilities.
- **Community Schools, Community Special Schools, Voluntary Controlled Schools, Maintained Nursery Schools and Pupil Referral Units** – although the Local Authority is the employer **it has delegated its responsibilities in such schools to the governing body and headteacher** (see section 3).

## 3. Roles and Responsibilities of Governing Bodies of Community, Community Special, Voluntary Controlled and Nursery and Nursery Schools and the Management Committees of Pupil Referral Units

**Where the local authority is the employer (community, voluntary controlled, community special schools, maintained nursery schools and pupil referral units), it may give a direction concerning the health and safety of persons (including pupils) on the school's premises or taking part in any school activities elsewhere and, in accordance with section 29(5) of the Education Act 2002, governing bodies of such schools and management committees of pupil referral units must comply with any such direction from the local authority.**

Lambeth CYPS's Health and Safety Policy and the standards to which it relates are applicable to governors and headteachers of community, voluntary controlled and community special schools and the management committees of pupil referral units. **The requirements of this Policy, relating to such schools and settings, are to be regarded as a direction of the Local Authority by virtue of Section 39(3) of the School Standards and Framework Act 1998.** Under this Act, governing bodies have a duty of care to ensure health and safety compliance is implemented, including the Health and Safety at Work Act 1974, which provides an overarching responsibility for health and safety for the employer.

It is the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees, as well as all affected such as pupils and visitors. Ultimately the duty of care is bound with the local management of health and safety within schools. **The Local Authority has, as indicated above, delegated these responsibilities to schools through the governing body and headteacher, as duty holder.** Further information on the responsibilities thus delegated were set out in a letter sent to headteachers and chairs of governors by Mike Pocock, Divisional Director for Education Estates and Capital Projects, in July 2011 - copies are available on request. The principal responsibilities of governing bodies are set out below.

#### **4. Responsibilities of Governing Bodies and Management Committees**

The principal responsibilities delegated are as follows:

- ensuring that decisions of the governing body take account of, and comply with, the Lambeth CYPS Health and Safety Policy;
- ensuring that sufficient resources are allocated to meeting the mandatory minimum standards of the CYPS Health and Safety Policy and any legal requirements relating to health and safety;
- ensuring that health and safety standards in the school are monitored, and reviewing the standards achieved by considering reports from the Headteacher at least every term;
- review the school health and safety policy on an annual basis;
- ensuring that school staff are aware of their responsibilities for health and safety, and are suitably trained to meet those responsibilities;
- ensuring that school premises, buildings, and equipment for which they are responsible, are adequately maintained and inspected, so as to ensure the health and safety of staff, pupils, visitors and contractors who may visit, use, or work on the premises;
- ensuring that where contractors are engaged to undertake work on school premises, or buildings, an adequate assessment of the prospective contractors involved is undertaken in order to ensure that any contractor selected has adequate resources and competence to undertake the work safely and without putting the contractor's employees, or school staff, or pupils at risk;
- ensuring that where volunteers are used to give assistance to the school activities, or undertake work in school premises, such work is adequately planned, organised and supervised, and the volunteers used have sufficient competence so as to ensure the health and safety of both those undertaking the work and anyone who may be affected by it;
- ensuring that where school premises for which they are responsible are made available to external or associated groups that the premises are suitable for the intended use and that the organisation of any meeting or event will take adequate regard to fire safety and means of escape from the premises.

#### **6. Health & Safety Information, Instruction & Training**

It is our intention to facilitate appropriate levels of health & safety information, instruction and training to schools and staff, either in house or provided by an external training provider. We are currently procuring professionally delivered health and safety role & responsibilities training from external training providers.

By procuring this service on an estate-wide basis we envisage there will be value for money savings for schools when accessing this service. We will be offering these courses to schools to help train their staff over the next few months.

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

For further information and to obtain a copy of the letter to headteachers and chairs of governors referred to, please contact Patrick Howell – contact details above.

# Implementation of Single Status/Pay & Grading Review

For additional information please contact:

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The purpose of this paper is to provide an overview of the work that is being undertaken in relation to Single Status/Pay & Grading Review.

**RECOMMENDATION:** that the governing body formally adopts the Pay and Grading agreement and agrees to the backdating and re-evaluation of posts where the impact of job evaluation has increased the grade, resulting in back pay.

## 1. Introduction

Single Status/Pay & Grading is an approach to modernising pay and conditions in Local Government and to resolve historic equal pay issues affecting former female manual workers. The Council has put a proposed offer to the trade unions, which is currently subject to ballot by the trade unions members to determine whether or not the offer will be accepted.

## 2. Background

The 2004 national pay settlement committed all Local Authorities to completing Single Status negotiations by 31 March 2006 and to implement their agreements by 31 March 2007. Across Lambeth Council and schools, most former manual worker areas of work are outsourced to contractors, but there are roles remaining on spot points, or roles that have not been evaluated using the new job evaluation scheme. Within schools this predominantly impacts on roles such as Cleaners, Premises Officers and Teaching Assistants where the job descriptions have not been evaluated using the Greater London Provincial Job Evaluation Scheme.

## 3. What is Covered by Single Status?

The APT&C (officers) and Manual National Joint Councils were merged to form the National Joint Council for Local Authority Service ('Green Book'), in addition there was a reduction in the working week for former manual workers to 35 hours as worked by former APT&C staff, which in the main has already been actioned, and finally to have a fair and non-discriminatory grading structure, but also a single job evaluation scheme that will enable the grading of jobs to be reviewed at a local level and meet the requirements of the equal pay legislation.

## 4. What is in the Draft Agreement?

All former manual worker posts to be evaluated using same grading regime as all other Council employees below Head of Service, effective date of implementation 1<sup>st</sup> April 2007, compensation to be paid to those who qualify of up to 2 years and compensation to all other APT&C staff whose posts grades have increased as a result of re-evaluation under the new GLPC scheme by way of relevant pay back dated to 1st April 2007 (or date they commenced).

## 5. What Happens Next (Schools)?

Finalise the exercise of identifying which roles in schools are affected for those that have supplied the information, chase schools where information is still outstanding and finalise job evaluations, undertake cost analysis impact for schools affected and finally undertake risk analysis for schools in terms of exposure to Equal Pay or Work of Equal Value claims. Following this the information will be provided to the Headteacher and taken to Schools Forum. Thereafter a full briefing/information pack will be prepared to take to the Governing Body for consideration and formal adoption of the agreement (community schools).

# The Future of Assessment at Key Stage 2

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The purpose of this paper is to provide an update on the findings from Lord Bew's report into Key Stage 2 testing and the government response.

**RECOMMENDATION:** ensures that it is familiar with the new arrangements for assessment at Key Stage 2 and the planned trials for 2012 when known.

## 1. Introduction

Lord Bew, the cross-bench peer who chaired the panel, and the headteachers and education experts represented on it, said their recommendations would make the system fairer for schools, teachers and pupils, and would help raise attainment. They said they hoped the system they had devised would achieve a stable consensus among teachers and the Government.

Education Secretary Michael Gove set up the review last year. He said external accountability at Key Stage 2 was vital because it was shown to drive up standards but agreed the current system was flawed and could be improved.

The panel found that there must be external school-level accountability in the system but that more trust should be placed in teachers, with a greater weight given to their assessment of pupils. A wider range of data – including new progress and attainment measures, and rolling averages – should be taken into account to give a less arbitrary and fairer picture of a school's performance.

## 2. Recommendations

The report recommended that:

- The current writing test should be replaced by teacher assessment of writing composition. This will ensure pupils can be more creative and will overcome the dangers of teaching to the test. This teacher assessment should always make up the larger part of any overall writing judgement.
- As part of writing, there should be a spelling, grammar, punctuation and vocabulary test. The panel believes a test will raise attainment in these areas and is appropriate because there are clear right or wrong answers.
- Maths should continue to be externally tested.
- Reading tests should continue but should be refined over time.
- Science should continue to be teacher assessed with a sample test to monitor national standards.
- Speaking and listening should continue to be teacher assessed.
- Three-year rolling averages should be introduced to give a rounded picture of a school's performance.
- There should be a greater emphasis on the progress of pupils:
  - Progress should be one of the two headline published measures, alongside attainment. Any overall judgement of a school by the Government, local authorities or Ofsted should give at least as much weighting to progress as attainment.
  - There should be a strong focus on the progress of every pupil, as well as greater emphasis on the progress of each Year 6 cohort. A new progress measure should be introduced to focus on the performance of lower-attaining pupils. Schools which work hard to accelerate the progress of those who started with low prior attainment should be recognised. This will help stop schools focusing on children on the Level 3/4 borderline.
- New progress and attainment measures should be introduced for pupils who have completed all of Years 5 and 6 in a school. This would recognise that schools should not be held wholly responsible for the performance of pupils who have just joined them.

- Teacher assessment judgements should continue in English, maths and science, and should be submitted before test results are announced. This will mean more weight is attached to them and allow longer for these results to inform Year 7 teaching and learning.
- Transition to secondary school should be eased for pupils and their new teachers. There should be more detailed reporting to secondary schools so Year 7 teachers know right from the outset a pupil's attainment and the areas where extra work is needed.
- Pupils who are ill on the day of a test should have a week to sit it, rather than two days.

### 3. Key Changes

Key changes to the current system will include:

- Replacing the current writing test with teacher assessment of writing composition from 2013. This will ensure pupils can be more creative and will overcome the dangers of teaching to the test. This teacher assessment will make up the larger part of the overall writing judgement.
- Introducing a test of some of the essential skills needed to become fluent, confident writers – spelling, grammar, punctuation and vocabulary. This will be trialled in 2012 so that it can be introduced in 2013.
- Publishing more data in the 2011 performance tables onwards, including new three-year rolling averages from 2012, to give a rounded picture of a school's performance.
- Placing a greater emphasis on progress made by pupils.
- Giving secondary schools teacher assessment judgements before test results, from 2012. This will mean there is more weight attached to them and allow longer for them to inform Year 7 teaching and learning.
- Primary schools providing more information on pupils' performance to secondary schools so Year 7 teachers know right from the outset children's attainment and the areas where extra work is needed. This will start in summer 2013.
- Trialling in 2012 of an extension to the testing period, so that pupils who are absent (e.g. due to illness) on the day of a test will have a week in which to sit it, rather than two days.

### 4. Further Sources of Information

The government response to Lord Bew's report in full:

<https://www.education.gov.uk/publications/eOrderingDownload/CM-8144.pdf>.

# School Profiles and Key Stage 1, Key Stage 2, Key Stage 3 and GCSE Contextual and Value-Added Reports 2011

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**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:

- Individual 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, and KS2 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 will 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: Foundation Stage profile, 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 (secondary schools only)?
- How does your KS1 and KS2 or KS3 and GCSE performance compare with similar schools, Lambeth average and national results?
- 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 LA average?
- What is the relative performance of girls and boys?
- What is the relative performance of mobile and stable pupils compared to the LA 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, and KS2 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, and KS2 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 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, are 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.

# Changes to the Early Years Foundation Stage (EYFS)

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The purpose of this paper is to provide information about changes to the Early Years Foundation Stage (EYFS).

**RECOMMENDATION:** that the governing body

- makes arrangements to respond to the public consultation on the recommendations of the Tickell review of EYFS, where appropriate.
- considers whether to arrange a half-day audit of EYFS provision in schools where this is relevant.

## 1. 2010-2011 Lambeth Early Years Foundation Stage (EYFS) results

Once again, Lambeth schools have seen a significant improvement in threshold results ( the percentage of children gaining 6 + points in all personal, social, emotional and communication , language and literacy scales along with 78+ points across the profile) . in addition the gap between the lowest 20% and the median score has reduced by 2%. This is a great result and testament to the effective EYFS provision in place in our schools.

## 2. Consultation on the Recommendations of the Tickell Review of the EYFS

The government is currently consulting on the recommendations from the Tickell review of EYFS: the consultation closes on 30<sup>th</sup> September 2011. The EYFS statutory framework will continue to apply for 2011-2012 and arrangements for Foundation stage profile assessments at the end of Reception year are unchanged. The EYFS education consultants are offering a free half day audit to schools to support self evaluation. Please contact Jan Bennett ([jbennett1@lambeth.gov.uk](mailto:jbennett1@lambeth.gov.uk)) to arrange a date.

## 3. Ofsted Inspection Framework

It is likely that EYFS will no longer be inspected separately under the new Ofsted framework, which will take effect from January 2012. However, EYFS will continue to be inspected under the four headings, achievement, behaviour and safety, teaching and leadership and management.

## 4. Recently published information on the government's offer to

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The Government has recently published "Families in the Foundation Years" which sets out the offer to parents from pregnancy to the age of 5. The document confirms that reception classes are part of the Early Years Foundation Stage and that schools should be delivering an early years curriculum.

## 5. Code of Practice

The code of practice for free early learning for three and four year olds will be reviewed by the Department for Education in the autumn.

## 6 Further Sources of Information (if appropriate)

The consultation on recommendations from the Tickell review of the EYFS can be accessed on <http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1747&external=no&menu=1>

Further information about Families in the Foundation Years can be found here: <http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/early/b0077836/introduction>

# **PART C – FOR INFORMATION**

# Election of Parent Governor Representatives (PGRs)

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the outcome of the election of Parent Governor Representatives to serve on Lambeth Council's Children and Young People's Service Scrutiny Sub-Committee.

## 1. Introduction

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

## 2. Outcome of the Recent Election

The closing date for eligible parent governors to nominate themselves was Friday 24 June 2011, by which date three nominations had been received, from Paul Ebanks and Fusheini Sualisu, parent governors at Richard Atkins Primary School and Paulette Roberts, parent governor at Norwood School. Ballot papers were sent out to parent governors eligible to vote on Monday 4 July 2011. The deadline for the receipt of ballot papers was Friday 29 July 2011. The Returning Officer has confirmed that 22 valid ballot papers were received and that the votes cast for each candidate were

**Paul EBANKS**                    **16**

**Paulette ROBERTS**        **19**

**Fusheini SUALISU**        **5**

Thanks are due to candidates, parent governors and headteachers who participated in the election process. Congratulations to Paulette Roberts and Paul Ebanks, who have been elected as PGRs for two years from 1 September 2011.

Paulette Roberts asked for this opportunity to introduce herself:

*"I have lived in the Streatham area of Lambeth all my life. I attended Norwood School when it was a girls' school and have a son currently in Year 8, which makes me feel proud to be part of the governing body. I have worked in local authorities for 28 years; my current role as a Senior Technical Manager gives me an insight into ensuring a safer environment for all. I was a committee member for a housing association for 10 years on a voluntary basis. I volunteered to be a parent governor in January 2011. I propose to bring my transferrable skills and knowledge gained. I will endeavour to ensure pupils have respect and that teaching times for both pupils and teachers are productive."*

Please see below for Paulette's contact details.

Paul Ebanks asked for this opportunity to introduce himself:

*"I live in Lambeth where my two children attend school. I am an estate champion for a Housing Association. I have been a fashion designer for over 20 years and still find tailoring to be very exciting, especially when teaching. Examples of my work are Churchill's and Ant and Dec's outfits at Madame Tussauds and the costumes for We Will Rock You. A member of the South London Harriers club since 1998, I have taken part in many events, cross country being my favourite. My training and certificate in electronics from TGB Learning Centre in Lambeth provided the necessary*

*foundation to support my work as a recording artist and audio engineer. I would now like to give something back to my community. I would like to be a PGR because I feel I could make a difference, especially to young people. Young people need to have a voice. The future depends on today, and the children are the future of tomorrow, so it would be a humble pleasure to help to shape the future of modern man."*

Please see below for Paul's contact details.

### **3. Further Information**

For further information about the election process please contact David Jones, Governor Support Officer, on 020 7926 9669 or [djones@lambeth.gov.uk](mailto:djones@lambeth.gov.uk).

**If you wish to contact Paulette Roberts you can telephone her on 07956 399481 (m) or 020 8679 5349 (h) or email [tjenglishwear@hotmail.co.uk](mailto:tjenglishwear@hotmail.co.uk). If you want to write to her you can do so c/o Norwood School, Governor Services or Governance and Democracy Services:**

- Norwood School, Crown Dale, SE19 3NY
- Governor Services, 6<sup>th</sup> Floor, International House, Canterbury Crescent, SW9 7UE
- Governance and Democracy Services, Lambeth Town Hall, Brixton Hill, SW2 1RW

**If you wish to contact Paul Ebanks you can telephone him on 07932 953798 or email [spectrum1records@hotmail.co.uk](mailto:spectrum1records@hotmail.co.uk). If you want to write to him you can do so c/o Richard Atkins Primary School, Governor Services or Governance and Democracy Services:**

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# Special Education Needs (SEN) Review Update

For additional information please contact:

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**Keith Makin**            **Independent Reviewer**

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

## 1. Introduction

The need for a Special Educational Needs (SEN) review has been identified to allow the Council to respond to the findings of the SEN Green Paper and to respond to its own local issues. A SEN review will impact on all schools, both mainstream and special, as will the finding of the SEN Green Paper and their impact on the inclusive nature of our schools.

Schools are key stakeholders in any review of provisions and the complexities that surround the arrangements we make for young people with SEN are immensely important to schools and we would wish for them to be deeply involved in the review.

The funding arrangements that also need to be considered as part of the review are important as many schools do not feel they are appropriately funded to meet a high level of need.

## 2. The Review

It was been agreed that an independent, fresh pair of eyes should review our arrangements in Lambeth. An experienced former Executive Director, Keith Makin, has been commissioned to undertake a review of SEN arrangements in Lambeth and will attend the Working Together Event to be introduced to headteachers.

**Phase I** of the review is nearing completion. The emerging themes are set out below. In summary, compared with comparable LAs, Lambeth currently has:

- A high number of statements of SEN
- Too many Out Borough placements
- Too many Tribunals
- A high cost of Independent Boarding School provision
- High transport costs
- An internal system split between the Special Educational Needs (SEN) and Children With Disabilities (CWD) teams
- A commissioning process which is not holistic and strategic
- A lack of policy direction in respect of inclusion
- An inadequate plan for the distribution of resources between schools
- Insufficient involvement of parents/families/young people in the planning and design of services
- An under developed personalisation and self directed support approach
- A disconnect between the decision making and assessment systems in SEN, CWD and mainstream intervention services for children
- Undeveloped arrangements with neighbouring Boroughs

## Priority themes for action in **Phase II**.

The priority themes listed here follow from early work during Phase I of the review and all have an implementation timescale of on or before 1/4/12:

- Design and development of a new **Commissioning Strategy**. This to be in active cooperation with Health.
- Work on and agreement of the Borough's **Inclusion Policy**.
- Agreement on the **distribution of resources** across schools based on a commissioning agreement between the LA and individual schools.
- The creation of a **co – production** approach to service planning with service users.
- Detailed planning for a change in **structures** within CYPS to achieve common management lines for SEN and CWD. This to include budgetary implications as well as Human Resources / Information Technology considerations.
- The design of a **Common Assessment System** encompassing Health, Social Care and Education needs. This could be in the form of a core assessment with modular add-ons relevant to individual need. There is an opportunity to pursue this through the Pathfinder status bid.
- A realignment of **budgets** to reflect the planned changes over the next 5 years, including a detailed analysis of the shift from Out to In Borough provision, the changes to transport arrangements and the redistribution of resources to In Borough schools
- A working group (including service user representatives) to plan and implement the changes to the **transport** set up, including inter Borough discussions.
- Joint work with Adult services to design a jointly delivered **Transition Service**.
- Work on a plan to increase the use of Individual budgets, accelerating the **Personalisation of Services** with the aim of self directed support being the core basis of the offer to the public.

The Divisional Director lead is Sandra Morrison (contact details above) and the Strategic Leadership Board (SLB) sponsor is Debbie Jones, Executive Director CYPS.

### 3. **Next steps**

Agree school representation by headteachers and governors in the governance arrangements.

# Munro Review of Child Protection Services

For additional information please contact:

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**The purpose of this paper is to provide an update on the outcome of the Review of Child Protection Services by Professor Eileen Munro and the Government response. In addition, this paper provides an overview of how Lambeth plans to implement the Government support recommendations arising from the Review.**

## 1. Introduction

The Secretary of State for Education commissioned a review of child protection by Professor Eileen Munro in June 2010. The final report of the Munro Review of Child Protection Services was published in May 2011.

The final report 'A child-centred system' reiterates the main points from the first two reports and includes Professor Munro's 15 recommendations for reform. The recommendations aim to reform the child protection system to create a system that maintains a focus on individual children by providing responsive service delivery and fostering professional practice. A key feature of the proposed reforms is the reduction of excessive regulation; including the removal of some statutory timescales, with formal child protection procedures to be cut back and greater emphasis placed on local discretion and professional judgement. However, the Review also suggests a new duty be placed on local authorities and partner agencies to secure sufficient provision of local "early help" services for children, young people and families and to produce a strategy outlining how they plan to do so.

The Government's response was released on 13 July 2011 and was informed by an Implementation Working Group comprising professionals from local authority children's services, the social work profession, education, police and health. The Government's response agrees with Professor Munro that the recommendations should be taken together to create a holistic reform of the child protection system. The Government supports all of the 15 recommendations either entirely or in principle, with the exception of the recommendation related to Serious Case Reviews, which the Government will consider further.

## 2. Key reforms

The key reforms arising from the Review of Child Protection Services are as follows:

### **Developing a system that values professional expertise and encourages local practice and reduced prescription.**

The Review emphasises that the child protection system must remain focussed on the needs of children and young people rather than centrally imposed standardised procedures and targets. It recommended that the Government revise statutory guidance including *Working Together to Safeguard Children* and *The Framework for the Assessment of Children in Need and their Families* and their associated policies to remove unnecessary or unhelpful prescription and focus only on essential rules for effective multi-agency working and the principles of good practice. The report recommended that central prescription around the timeliness and format for risk assessments, including the distinction between initial and core assessments, be removed. This approach is currently being piloted in four local authorities.

The Government agrees that the system has become too focused on compliance with rules and procedures and agrees to the reduction of central prescription and placing greater trust in local leaders and skilled frontline professionals. The Government will collate emerging evidence from the four trial authorities in autumn 2011 to develop its revised policy for assessment. The trials will be extended until December 2011 and the Government is considering extending the trial to a further five

authorities. Subject to evidence emerging from the trials an interim amendment will be made to *Working Together to Safeguard Children* to remove the prescription of timescales and the distinction between core and initial assessments and include the parameters for good assessment by December 2011.

A full revision to the statutory guidance *Working Together to Safeguard Children* and *The Framework for the Assessment of Children in Need and their Families* will be completed by July 2012. A young person's guide to the statutory guidance will also be produced.

### **Reforming the Inspection Framework**

Munro recommended changes to the inspection framework to support the change from compliance to a learning culture. The Review worked closely with Ofsted to examine how inspection can examine what really matters ie. whether children have been helped. The report recommended replacing Ofsted's current inspection program with a more intensive process of unannounced inspections to reduce bureaucratic burden. Munro recommended that inspections be more holistic and examine contributions of all services within local safeguarding partnerships including health, education, police, probation and the justice system.

The Government agrees with the recommendation and Ofsted is currently consulting on a new inspection framework that will focus on the effectiveness of help given to children and young people. Ofsted intends to have the new framework in place by May 2012.

Alongside the new oversight arrangements, the Report recommended Local Authorities and their partners use a combination of nationally collected and locally published performance information to help benchmark performance, facilitate improvement and promote accountability. However, Munro stresses that this information should not be used as a face value measure of good or bad practice but should be accompanied by more detailed discussion and analysis.

The Government will work with the Children's Improvement Board to finalise the draft data set for the consideration of LSCBs, practitioners and managers. The Government will confirm by December 2011 what the suite of locally published performance information should be. The aim is for publication of the suite of new nationally collected performance information by May 2012 with data then coming on-stream after that.

### **Early Intervention/Help**

The Review recommended that Government require local authorities and their statutory partners to provide local early help services for children, young people and families where families need assistance but do not meet the criteria for children's social care services.

The Government agrees in principle that early help is crucial and supports common and shared assessment processes should be agreed and established locally among practitioners and agencies. During summer 2011 further consideration will be given to how best to achieve these local arrangements, and whether an additional statutory duty to secure early help for children and families is needed or whether alternative approaches would be more effective in securing an increase in the range and number of preventative services on offer to children and families. The Government will work with partners to identify the appropriate route to effect the responsibility for the provision of early help. Local partners will be responsible for determining the pace at which early help offer frameworks should be in place locally, with plans quality assured by LSCBs.

### **Role of Senior Leaders**

The Review emphasises the importance of clear lines of accountability for the range of agencies involved in child protection. The role of the Directors of Children's Services is supported and the Review emphasised this role should not be diluted or weakened. The DCS, established under the Children Act 2004, provides a single point of professional accountability for children on the local authority senior management team and was intended to oversee the education and children's social care functions of the local authority. The Review criticised local authorities restructuring senior management teams in ways inconsistent with the aims and objectives of the Children Act 2004. Examples include re-creating the split between education and children's social care services or combining children's and adult's services under a single director. In light of the importance of individuals in senior positions being responsible for children's services, the Review recommended that statutory guidance be amended to establish the principle that it is not appropriate to give additional functions unrelated to children's services to Directors of Children's Services and Lead Members for Children's Services unless exceptional circumstances arise.

The Government accepts this recommendation in principle. The Government will retain the statutory status of the DCSs and the Lead Member for children's services. The Government is working with local authorities, the Lead Member, the Association of Directors of children's Services (ADCS) and the Society of Local Authority Chief Executives (SOLACE) to revise the statutory guidance on the role of the DCS. The Government notes that final structures are matters for local determination, however, it is likely the guidance will ensure a local test or 'assurance' so that councils can consider the merits and risks of allocating additional duties to the DCS.

The Review stressed the equal importance of the designated lead for safeguarding in schools and designated safeguarding children professionals for health, particularly in the context of health reforms. The Review recommended that the Government work collaboratively with the Royal College of Paediatrics and Child Health, the Royal College of General Practitioners, local authorities and others to research the impact of health reorganisation on effective partnership arrangements and the ability to provide effective help for children at risk of significant harm.

The Government will establish a co-produced work programme to ensure the development of effective arrangements to safeguard and promote children's welfare as central considerations of the health reforms. The Department of Health will work with the Department for Education, NHS bodies, local authorities, professional bodies and practitioners to agree to a co-produced work programme by September 2011. It is anticipated that the work programme will include developing a shared understanding of future roles and responsibilities; clarifying future safeguarding training arrangements; developing clinical commissioning groups; and drawing on health sector learning on systems approaches to improving patient safety.

### **Local Safeguarding Children Boards (LSCBs)**

The Review supports independently chaired LSCBs and recommended their role be strengthened. To ensure the LSCB annual report is seen by key people with influence over the various services, the Review recommended that LSCBs produce an annual report to the Chief Executive and Leader of the Council, and subject to the passage of legislation, to the local Police and Crime Commissioner and the Chair of the Health and Wellbeing Board. Under the new system it will be important for local authorities to liaise with the Police and Crime Commissioner on a regular basis and keep local safeguarding high on the Commissioner's agenda.

The Government agrees that accountability for the safety and welfare of children must start with senior strategic local leaders and that the receipt of an annual report from the LSCB is an important element of such accountability.

The Review found that LSCBs play an important role in encouraging multi-agency training on safeguarding. Research shows multi-agency training on safeguarding helps professionals improve multi-agency service delivery. However the Munro Review found that participation in such training varies between professionals with low take up from, for example doctors and adult services staff. The Review recommended that *Working Together to Safeguard Children* be amended so that when monitoring and evaluating local arrangements LSCBs assess the effectiveness of multi-agency training to safeguard children and young people.

In addition, the Review recommended that *Working Together to Safeguard Children* be amended to require LSCBs to also assess the effectiveness of help provided to children and families (including the effectiveness and value for money of early help services).

The Government agrees that LSCBs are well positioned to assess the effectiveness of the help provided to children and their families. The Government will work with national LSCB chairs ADCS and partner organisations to consider existing and new mechanisms that could be in place to assess the effectiveness of early help and protective services. *Working Together to Safeguard Children* will be amended to enhance the role of LSCBs in assessing the effectiveness of the help being provided in early help and protective services by December 2011. The Government will consider how the resources for training, including joint training, and increased monitoring should be made locally available.

### **Serious Case Reviews**

Serious Case Reviews (SCRs) were criticised for failing to identify or explain the factors that have contributed to poor practice. To help improve professional practice through SCRs the Review recommended a change in approach by using systems methodology, currently used in the health sector, in future SCRs. The systems approach focuses on a deeper understanding of why

professionals have acted the way they have, so that any resulting changes are grounded in practice realities. Rather than focusing on prescriptive approaches to practice, it focuses on professional learning and increasing professional capacity and expertise. The Review recommended that Ofsted's evaluation of Serious Case Reviews should end.

The Government will consider this recommendation further. The Government agrees that systems review methodology should be used by LSCBs when SCRs are undertaken and that there should be a group of accredited reviewers to support the local application of this methodology. It also agrees that the reviewers should contribute to national learning and thematic reviews of practice.

The London Safeguarding Children Board is currently piloting the recommended Social Care Institute for Excellence *Learning Together* model across several London LSCBs. The Government advises that these and other systems review models will inform the transition to systems review methodology.

The Government accepts in principle that Ofsted SCR evaluations should end but believes it is important to plan carefully the transition to new arrangements.

### **Social Work Expertise**

To facilitate the shift from a compliance culture to a learning culture, the Review includes a number of recommendations to strengthen professional practice. The Review recommended creating an effective learning system with a focus on continual improvement. Recommendations include amending the Social Work Reform Board's Professional Capabilities Framework and encouraging greater collaboration between employers and Higher Education Institutions so that social work students are better prepared for the challenges of child protection work. The Government supports these recommendations and is working with the Social Work Reform Board, the College of Social Work as well as Higher Education Institutions to implement these reforms.

The Review also recommended strengthening the representation of frontline practitioners. The Review recommended that local authorities designate a Principal Child and Family Social Worker – a senior manager with lead responsibility for practice, who remains involved in frontline child protection practice. This will be mirrored at the national level with a Chief Social Worker within Government to advise on social work practice.

The Government supports the recommendation and will work with local authorities and the College of Social Work to determine the relationships between the Principal Child and Family Social Worker and other professionals and the role that they should play in improving practice. The Government envisages that most local authorities will appoint a Principal child and Family Social Worker by April 2012 and that all will have done so by July 2012. The Government plans for a Chief Social Worker to be appointed by late 2012.

### **3. Proposed Action Following Munro Final Report and Government Recommendations**

- Lambeth and its partner agencies are committed to delivering excellent services which improve outcomes for children and young people. The Government supported reforms arising from the Munro Review have significant implications for the way that child protection services will be run at a local level. It is important that agencies prepare for these significant anticipated changes without delay.
- Given the varied nature of the reforms, Lambeth's implementation will involve both short and long term actions.
- To ensure an informed local response to the reforms, the Divisional Director Specialist Services is consulting with key stakeholders to progress the recommendations directed at Specialist Services and LSCB agencies. A consultation workshop was recently held on 3 August to gather the views of Specialist Services Managers and Social workers on the reforms and how they can be implemented in Lambeth. The LSCB and business support will be consulted in the upcoming months.

# Updated Lambeth School Improvement Policy 2011-12

For additional information please contact:

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**The purpose of this paper is to inform heads and governors about the LA's revised School Improvement Policy, which has been updated in the light of changes to the responsibilities and freedoms given to schools and the different role now developing for local authorities.**

## 1. Introduction

The Lambeth School Improvement Policy was last updated in 2009 and, in light of changes to the responsibilities and freedoms given to schools and the different role now developing for local authorities, it is necessary to review and update the document. The Policy reflects the Council's strategic role in promoting high standards of education and care in all schools in the borough, ensuring gaps in educational achievement are narrowed and supporting, challenging and monitoring schools to improve. It also outlines the newly developing relationships with Academies and Free Schools and the expectations that the Council has of provision in all the borough's schools.

It highlights the continuing responsibility of Local Authorities to act as champions for parents, families and vulnerable pupils; to support Lambeth LA maintained schools performing below floor standards and to develop their own school improvement strategies. Strong schools are essential in developing strong communities – they provide an essential universal service for our children and young people, identifying and providing effective early intervention strategies where needed. They are integral partners in the Council's work on pupil disaffection and crime. It is therefore essential that the Policy is robust and its purpose forms part of the core relationship between the Council and schools. The Policy also includes updated advice about School Self Evaluation.

## 2. Objectives

It is intended that the policy is a comprehensive guidance tool for headteachers, governors and LA officers. Its main objectives are to:

- support, in inverse proportion to success, all LA maintained schools and educational settings to become good or outstanding;
- identify vulnerable LA maintained schools and initiate early interventions to support and challenge leadership in improvement;
- support maintained schools performing below the current floor standards in attainment and progress of 60% at KS2 and 35% at KS4 to improve quickly;
- close the gaps between the highest and lowest performance;
- promote and disseminate good and innovative practice.

## 3. Practice

These objectives are underpinned by regular visits by schools' designated School Improvement Advisers. The process of supporting schools requiring intervention includes the regular School Improvement Monitoring Group which is updated on the progress of schools that receive this additional support. After appropriate interventions, the Group, in conjunction with the individual school leadership, then decides how to manage withdrawal of support so that the school can manage its own improvement independent of the Local Authority. All information about individual schools that are receiving additional support is kept within the School Improvement Monitoring Group and shared only with the Headteacher, Chair and other persons who are involved in the school's Support Plan.

## 4. Further Sources of Information

The revised policy will be published on the Lambeth website and the Lambeth Learning Hub.

# School Capital Programmes – the James Review and the Government's Response

For additional information please contact:

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**The purpose of this paper is to provide information about the James review of schools' capital programmes, and the government's response.**

## 1. Introduction

Following the curtailment of the Building Schools for the Future and Primary Capital programmes last July, the Government launched a comprehensive Review of all capital investment in schools, early years, colleges and sixth forms. Led by Sebastian James, Group Operations Director of DSG international plc, it was to look at how best to meet parental demand; make current design and procurement cost-effective and efficient; and overhaul how capital was allocated and targeted.

On 8 April 2011 the review of School's Capital was finally published. The document identified problems with – and learning from – previous school capital projects, particularly the Building Schools for the Future (BSF) programme. It went on to make recommendations to government about new ways forward for the investment of capital in schools.

## 2. James Review Summary

Headlines of the report recommendations (in the words of DfE) were:

- Better target funding to where it is needed most, through use of robust data on where school places are needed, and the condition of buildings;
- Give local areas more flexibility on how funding is then used, in the context of clear overarching national priorities. There should be local area decision-making processes on the priorities for capital, involving all the relevant local partners. This would generate an agreed investment plan;
- More standardised approach to the design of buildings, so that unnecessary costs are removed, buildings can be high quality but fit for purpose, and procurement savings become possible through more certainty about what materials and components will be needed;
- Procure and project manage larger works through an expert central body, in order to deliver efficiency savings and support delivery of continuously improving and better value education buildings. This central capital body should be staffed by people with commercial expertise;
- Reduce bureaucracy and unnecessary burdens by simplifying the school premises regulations.

There was much debate from key stakeholders about the feasibility of some of the proposals announced and whether they would further delay much needed investment.

## 3. The Government's response

The government's response in July accepted some of the recommendations but launched a consultation on two of the potentially most significant measures:

- the approach to local prioritisation of projects;
- central procurement and management of projects.

The government also announced two additional sources of funding for projects:

- a PFI scheme to deal with buildings in very poor condition where the majority, if not all the school needs to be rebuilt;
- £500m of basic needs funding to address the shortage of places in schools.

Lambeth has been lobbying the Government for funding to address the lack of pupil places and the poor condition of a number of school buildings, and these announcements perhaps indicate some success, but we await further information to see if it will be anywhere near sufficient.

It set out certain overall points:

- Agree fully with its aims of focusing the available capital where it is needed most and getting the best possible value from the capital that is spent.
- Clear that the scale and pace of change to the current system needs to be proportionate to the benefits that can be achieved, and taken forward consultatively with partners.
- Must ensure that buildings are procured as efficiently as possible, so that the greatest possible number of children and young people benefit from the funding available.
- Must also ensure that buildings are fit for purpose.

The following **recommendations** were **agreed**:

- Department for Education must urgently collect robust data on where additional school places are needed for children and young people, and on the physical condition of buildings;
- Funding available should be flexible but used efficiently, allocated by a funding formula that addresses greatest need; there should be flexibility in how best to deploy the available funding locally, with partners working together strategically to agree priorities;
- Potential efficiency benefits from using a menu of standard drawings and specifications for buildings, with national contract and procurement frameworks.
- Need to review the regulations and guidance on school premises and will develop proposals on this for further consultation in September.

Recommendations for **further consideration** through detailed **consultation**:

- Approach to procurement (potentially national procurement and management) given wide range of established options on how this can best be achieved.
- Local decision making processes on funding allocation that are fair and robust, and achieved with minimum bureaucracy.

The following comments also appeared in the government's response document:

- "we do not intend to over-ride existing local or regional procurement and project delivery arrangements where they are shown to be as efficient and effective at building or improving schools to a high standard"
- "some or all of the 2012-15 period could be a transitional period, with budgets being allocated largely on the same basis as 2011-12"
- "each local authority area should provide the Department with an initial investment plan in spring 2012"

**New funding proposals.** The government also announced funds to be made available shortly for capital works in schools. These are:

- **Basic Needs Funds** - the government announced the availability of £500m of basic needs funding. Details of how allocations were to be made were due to be provided over the summer and the allocations finalised in the autumn. London Councils believe 64% as a minimum should come to London.
- **PFI funding** - the second announcement was about the Private Finance School Building programme, subsequently changed in name to the Priority Schools Building Programme. This funding stream will be mainly be used to address buildings in the greatest need of repair but will also allow for expansion. Other features of this funding stream include addressing the criticisms of the previous PFI schemes and it is only likely to be viable where most of the buildings are not retained (ie. mainly new-build). It will require rigorous survey of the buildings that will be the subject of the bid and it will look as if schemes will be procured and managed centrally by the government. Schemes could be bundled with other Local Authority schemes. The application deadline is 14<sup>th</sup> October 2011.

The EECF team will discuss the PFI scheme with schools which might meet the government's criteria, but await further announcements on the basic needs funding.

# Continuous Professional Development (CPD) for Schools

For additional information please contact:

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The purpose of this paper is to introduce the new Continuous Professional Development (CPD) training offer for schools 2011/12 which is clearly structured to capture and align training to all staff in schools.

## 1. Introduction

Lambeth CYPS is pleased to offer this programme of continuous professional development (CPD) for schools, early years settings and other educational establishments. It is focussed on the needs of the whole school workforce, recognising that staff are your most valuable assets.

## 2. This Year's Offer

This year's offer is structured to meet the needs of the following target audiences within educational settings:

- Leadership & Management
- Governance
- Key Stages Curriculum (EYFS, Primary & Secondary)
- NQTs
- Teaching Assistants
- Learning Mentors
- Business & Support
- IT Microsoft Training (2003 or 2007 for all business and curriculum staff)

The majority of our courses will be held at International House. Please note that full refreshments are included in course fee. In addition, training and meeting rooms are available to hire by request..

## 3. CPD Brochure

The latest version of the CPD brochure 2011 is available on the **Lambeth Learning Hub (LLH)**. The Lambeth Learning Hub (LLH) is a web based system developed by Lambeth City Learning Centre (CLC) to support school to school communication, trading and sharing, and is being implemented on a number of fronts to ensure that it becomes a tool used regularly by schools to support collaboration and cluster working. There is also an area on the site for CYPS to upload information including: news and updates, training and buyback services, calendars and other useful documents that we would wish to share with schools. **If you would like a username and password to access the LLH please contact Marie McLeod - contact details listed below.** You can then click on this link to login to the Hub: [www.lambethlearninghub.org](http://www.lambethlearninghub.org).

Easy to download copies of the CPD training brochure, as well as the Traded Services to Schools offer, are available from the CYPS section of the Hub. Please note that discounts are available for certain courses and block bookings detailed on the LLH.

Our workforce strategy team are also pleased to offer bespoke training needs analysis services to schools to identify and plan training required at all levels within individual schools. Please see below for further information.

## 2. Further Sources of Information

Course bookings	David Baptiste	Email: <a href="mailto:cypslearning&amp;development@lambeth.gov.uk">cypslearning&amp;development@lambeth.gov.uk</a>
School Training Offer	Marie McLeod	Email: <a href="mailto:mmcloed@lambeth.gov.uk">mmcloed@lambeth.gov.uk</a>
PDC Venue hire	Evette Niles	Email: <a href="mailto:eniles@lambeth.gov.uk">eniles@lambeth.gov.uk</a>
Bespoke Training Needs Analysis	Ruth Smith	Email: <a href="mailto:rsmith7@lambeth.gov.uk">rsmith7@lambeth.gov.uk</a>

# Year 1 Statutory Phonics Screening Check

For additional information please contact:

Sue Quirk

School Improvement Adviser

020 7926 8847

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

The purpose of this paper is to provide information about Government proposals to introduce a statutory phonics screening check during the current academic year.

## 1. Introduction

It is the intention of the present Government to introduce a new, statutory phonics screening check for all pupils in Year 1 during the current academic year. The check will take place in a week-long window in mid-June 2012, although the final arrangements are subject to the independent evaluation of the pilot, which took place in June 2011. The Department for Education (DfE) will confirm the dates for the screening check once the evaluation of the pilot is complete.

Later this term schools will receive a document on the assessment and reporting arrangements for the Year 1 phonics screening check and headteachers and Year 1 teachers should familiarise themselves with the assessment arrangements.

## 2. Purpose of the Year 1 Phonics Screening Check

The purpose of the Year 1 phonics screening check is to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

Pupils who have not reached this standard at the end of Year 1 should receive support from their school to ensure they can improve their phonic decoding skills. Pupils will then have the opportunity to retake the screening check in the autumn term of Year 2.

## 3. The Design of the Screening Check in the Pilot

The screening check used in the pilot was a list of 40 words, which pupils read one-to-one with a teacher they knew. Half the words were real and the other half were non-words. Pupils who can read non-words should have the skills to decode any unfamiliar word. Non-words were included in the pilot to make sure the check assessed phonic decoding as intended. As non-words are new to all pupils, they do not favour pupils with a good vocabulary knowledge or large visual memory of words.

## 4. Further Sources of Information

For further information, please see the Department for Education website:

<http://www.education.gov.uk/a00197709/developing-a-new-year-1-phonics-screening-check>

# Children's Centres Update

For additional information please contact:

Laura McFarlane      Head of Children's Centres and  
Integrated Services

020 7926 9547  
[lmcfarlane@ambeth.gov.uk](mailto:lmcfarlane@ambeth.gov.uk)

The purpose of this paper is to provide a summary of national and local children's centres Ofsted inspection outcomes to date, and to update governors about current issues for children's centres.

## 1. Introduction

Ofsted introduced an inspection framework for children's centres in May 2010. Since then 498 children's centres have been inspected.

## 2. National picture

- Of the 251 children's centres inspected between 1 January 2011 and 31 March 2011, **three quarters (75%) were judged as good or outstanding for overall effectiveness** and almost all (98%) were judged to be at least satisfactory. Four were judged inadequate.
- A slightly higher proportion of children's centres were judged good or outstanding for the other key judgments compared to the overall effectiveness judgment. **Seventy-eight per cent of children's centres were good or outstanding for the quality of provision and the outcomes for users; 77% were deemed as such for the leadership and management of the centre.**
- The **strongest aspects of provision were found in the quality of care, guidance and support and the extent to which children are safe and protected**, where 91% and 89% were judged good or outstanding respectively.
- The **weakest aspects of provision was in the use of evaluation to improve services and the extent to which children are developing skills for the future and parents are developing economic stability and independence**. Sixty per cent and 66% of children's centres were judged good or outstanding for these aspects, respectively.

*Data from Ofsted's Official Statistics Release – Children's Centre Inspections and Outcomes, June 2011.*

## 2. Lambeth's Ofsted outcomes

To date four Lambeth children's centres have been inspected. Two of the centres were rated as good, one good with outstanding features, and one outstanding. We are expecting further inspections in the Autumn term.

## 3. Core offer to core purpose

The DFE have been consulting with local authorities to develop a clear statement about the core purpose for children's centres – moving away from the prescriptive core offer. The focus of the core purpose statement is the development of services, informed by assessment of local need. The core purpose encourages children's centres to provide an integrated offer to children and families, targeting those families most in need.

The intention behind the core purpose is to enable greater flexibility of local authorities and children's centres to commission services based on an assessment of local need. You can contribute to the development of the core purpose by completing a short questionnaire:

<http://www.education.gov.uk/childrenandyoungpeople/children-centres-form>.

## 4. Payment by Results

The Government wants to use payment by results to incentivise a focus on the proposed core purpose of children's centres: to improve child development and **school readiness among young**

**children** and to reduce inequalities. This includes identifying, reaching and supporting the most disadvantaged families to improve their parenting aspirations and skills and to promote family health and life chances.

**What are the key aims of introducing payment by results?**

- Incentivise local authorities and providers to reach families in greatest need, and improve their outcomes
- Improve local transparency and data quality to inform commissioners and support parental choice
- Longer term improvement of cost effectiveness so public money is focused on achieving results

Lambeth has submitted an application to be part of the trials and we are expecting to hear in the Autumn.

**5. Further Sources of Information**

The Ofsted Official Statistic release - Children's Centre Inspections and Outcomes, June 2011 - can be found at: [www.ofsted.gov.uk/resources/official-statistics-childrens-centres-inspections-and-outcomes](http://www.ofsted.gov.uk/resources/official-statistics-childrens-centres-inspections-and-outcomes).

Information about the Core Purpose document can be found here: [www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/a00191780/core-purpose-of-sure-start-childrens-centres](http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/a00191780/core-purpose-of-sure-start-childrens-centres).

# **PART D – STANDARD UPDATES**

## School Term and Holiday Dates 2011/12

For additional information please contact:

David Jones Governor Support Officer

020 7926 9669

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

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

**Total number of days = 194**

### **Bank and public holidays**

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

## School Term and Holiday Dates 2012/13

For additional information please contact:

David Jones    Governor Support Officer

020 7926 9669

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

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

**Total number of days = 195**

### **Bank and public holidays**

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

**LAMBETH GOVERNOR SERVICES**  
**GOVERNOR SUPPORT OFFICER ALLOCATIONS – AUTUMN 2011**

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

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