

WORKING TOGETHER

SUMMER TERM 2005

**The Executive Director of Education's Report
to School Governors and Headteachers**

CONTENTS

TITLE	Page
1. Executive Director of Education's Report – Summer 2005	3
PART A – FOR ACTION	
2. School Governance Matters	7
3. School Term and Holiday Dates 2005/06 and 2006/07	13
4. The 'New Relationship with Schools' and National Strategies	17
5. Every Child Matters: Pilot Projects in Schools	19
6. Lambeth Schools Forum	22
7. Services to Schools	26
8. School Asset Management Handbook	29
PART B – FOR INFORMATION	
9. New School Funding Arrangements 2006/07	31
10. Building Schools for the Future	33
11. Coordinated School Admissions Schemes	35
12. Hard to Place Pupils Protocol	37
13. Education Department Service Plan	38
14. Extended Schools	41
15. Children's Centres Update	43
16. Education Asset Management Plan	44
17. Workforce Remodelling Update	45

PLEASE NOTE THAT:

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

EXECUTIVE DIRECTOR'S REPORT – SUMMER 2005

Dear Colleague

Welcome back to a new school term after the Easter break. I hope you have enjoyed your holidays and returned well rested.

Children's Services

The Children Act 2004 signals one of the biggest changes in local government in the last 50 years and represents an enormous challenge for all local authorities. One result of this new legislation is the need to restructure services for children across the Council. The reorganisation of both the Education and Social Services Departments is now underway and a new Children's Services Department will provide better integrated services for children.

The Green Paper "Every Child Matters" and the Children Act 2004 require the Council to ensure five key outcomes for children and young people – Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; and Achieve Economic Well-being. These outcomes will drive all of the Department's work for the next three years.

School improvement and social inclusion, underpinned by community learning and early years provision, remain fundamental to Lambeth's vision and the achievement of the five outcomes for children and young people. The Department is continuing to support schools to raise standards of achievement for all children, including the most vulnerable pupils. There is a briefing on the latest developments, particularly concerning pilot projects in schools, at page 19.

Education Department Service Plan 2005-08

The Department Service Plan 2005-08 is in the process of being completed and will be published on the internet in early May. The Service Plan outlines the strategic direction and objectives of the Department over the next three years. The Plan takes account of the Integrated Services for Children agenda and the reorganisation of the council as a whole. In preparing for the establishment of the Children's Services Department in Lambeth, we are reviewing the strategic vision of the Education Department to take account of the joined-up working with Social Services Department to deliver the five national outcomes for children and young people.

We have adopted the following draft statement of our strategic vision, on which we will be consulting you soon:

"In Lambeth, Every Child Matters: with our partners we aim to support children and young people to fulfil their potential".

There is a briefing on the Education Department Service Plan at page 38.

Building Schools for the Future (BSF)

In the previous Working Together I was delighted to announce that the DfES had informed us that Lambeth had been successful in its bid for inclusion in the next wave of funding for BSF. What makes this announcement so important is that this money will help us to transform the lives of every single secondary student in the borough. There is, of course, a long way for us to go before we see new schools being built and existing ones being renovated but the foundations are now set for what will be a brighter future, not only for the children and young people, but for whole communities which will be brought alive with the facilities that BSF funding will pay for. There is a briefing on the latest developments at page 33.

Secondary School Places

Tuesday 1st March was the date for secondary school admission confirmation letters to be sent to parents/carers across London whose children are in the final year of primary school (Year 6).

Due to technical difficulties experienced with a new pan-London software programme in some London boroughs, but not Lambeth, there have been difficulties in providing all parents/carers with confirmation of a secondary school place for their child/children. Lambeth met every deadline set by the company responsible for the pan-London admissions scheme and updated the software as requested on every occasion. In total, Lambeth processed 2400 applications by the 1st March 2005.

Currently Lambeth has 250 children without a confirmed school place (down from 561 since the 1st March 2005) and this is partly due to the problems caused by the computer software that has failed to allocate places cross-borough. However, unfortunately some children have still not yet secured a school place.

We recognise that children and parents from some schools have been affected more than others and we are working closely with the pan-London agency responsible for the computer system and with schools and parents to make sure that this problem is addressed immediately. We are committed to ensuring that every child is secured a school place and a detailed plan of action is in place. There is a briefing in this report which explains the coordinated admissions schemes that Lambeth is or will be managing for both its primary and secondary schools at page 35.

Extended Schools

John Hogarth, Head of the Education Business Partnership, is on secondment to a new role as the lead officer for extending schools, supporting the community, voluntary sector and contributing to the role of education in the new joint service centres. A briefing on progress is included in this report at page 41.

Lambeth schools in the top six nationally for 'value added'

The secondary school league tables published on in January show that Lambeth LEA performance has improved by 6%, placing Lambeth in the top six nationally for 'value added'.

Lambeth's 5+A*-C (five or more A* to C grades at GCSE) rating has improved from 41.7% in 2003 to 47.7 % in 2004. This year's improvement rate is the highest ever recorded in Lambeth and compares favourably with the national improvement of 1%. Lambeth also has the six highest 'value added' ranking out of 150 Local Education Authorities. Five schools – St. Martin in the Fields, Stockwell Park, Charles Edward Brooke, La Retraite and Dunraven – stand out as having particularly high 'value added' scores. Lambeth schools continue improving at a faster rate. The improvement rate at Archbishop Tenison's is 17% - the highest in Lambeth, followed by steady improvement at Stockwell Park, Charles Edward Brooke, Dunraven, Lilian Baylis, Norwood and Bishop Thomas Grant. The LEA value added improvement rate of these schools is much higher than nationally published league tables.

Special schools - Elm Court and Lansdowne - recorded top 'value added' in the national league table.

The primary school league tables published in December 2004 showed that three Lambeth primary schools - Vauxhall, Stockwell and St Helen's - are in the top ten nationally for 'value-added'.

Neighbourhood Learning in Disadvantaged Communities (NLDC)

Lambeth Adult Learning has been commended by the London Central Learning and Skills Council (LCLSC) for its use of Neighbourhood Learning in Disadvantaged Communities fund as 'outstanding'. The fund is used to develop small voluntary and community sector organisations.

LCLSC carried out a study into the use of NLDC funds across all central and east London boroughs and found Lambeth's to be the most innovative and successful.

Increase in learner numbers

The Learning and Skills Council has commended Lambeth Adult Learning for its increase in learner numbers. Against a target of 6400, 8120 actual learners were recruited. Over the last three years the numbers of learners has increased by 238%. Lambeth is the only one of two authorities in central London to see its learners numbers increase, most have seen a decrease as a new computerised system has stopped double counting of students.


The Service also does well in attracting hard to reach learners. Men account for 36% and Black and Minority Ethnic learners 75%, both the highest in the whole of the central London area. 84% of learners are from disadvantaged areas.

Gearing up for Improvement

December's CPA report ended the first (Recovery) phase in Lambeth Council's improvement and set the wheels in motion for the next (Improvement) phase. The foundations that are now in place mean that the Council is now able to focus more on improving and modernising services, and on the regeneration of the Borough. There is still much to be done to achieve our goal of being a "good" authority in 2008. The Recovery Plan priorities we have had since 2003 have been reviewed to see how these can be built on in the new "Improvement Plan" for the next 2005/08 phase.

Proposals for the reorganisation of the council are on the internet so please do take a look at the special website, which has been set up - <http://www.lambeth.gov.uk/revitalise/>. The proposed structure will allow Lambeth to improve and modernise services and to focus on the regeneration of the Borough. All comments about the proposals will be considered, in addition to feedback from future formal consultations, so please give your opinion to the project team by emailing communication@lambeth.gov.uk

Wishing you all the best for the term ahead,



Phyllis Dunipace
Executive Director of Education

PART A – FOR ACTION

SCHOOL GOVERNANCE MATTERS

For additional information please contact:

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

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

1. Getting in Touch with You

Now that the clerking service has ended, we will be setting up arrangements to ensure that we have up-to-date contact details for Lambeth governors. As you know, education is subject to constant change and opportunities so we would like to be in a position to contact you quickly about matters that relate to your governing body.

Every term we will be sending your Clerk (and the chair and headteacher for information) a list printed from our data base setting out the contact information that we hold for your governing body. We will be asking the Clerk to update the list and return it to Governor Services so that we can update our database. Please ask your Clerk to let us know if your contact details change or contact your assigned Governor Support Officer directly. A list of assigned officers is included as an appendix to this briefing. We will continue to use the contact details we currently hold unless we are notified of changes.

2. Terms of Office

All governors have fixed terms of office and it is important that you are aware of the start and end of your own term of office as this affects your legal status as a governor as well as that of the governing body.

Our current records indicate that a number of governors have come to the end of their term of office. We will be asking clerks to confirm the information about terms of office so that we have accurate information about the governors of Lambeth schools.

3. Clerking your Governing Body

You will be aware that the clerking service for school governing body meetings has ended, however **the advice and support service is now free of charge to all governors, headteachers and clerks in the borough.** The name and contact details of the officer who has been allocated as your school's first point of contact is included as an appendix to this briefing. Should your contact officer be unavailable any member of the team will be able to help you.

If you have not yet engaged an independent clerk for your governing body, please contact Governor Services as we can provide you with a model job description and advice on engaging a clerk. We will be contacting the freelance clerks who have undertaken the Lambeth training programme for clerks to governing bodies to find out if any of them are willing to take on additional schools.

We are offering a full programme of training to support new clerks or potential clerks. The course is based on the DfES' recently developed National Training Programme for Clerks to Governing Bodies, and is being offered **free of charge to anybody who works in a school**. Those who have already attended found the course very helpful and have recommended attendance by all clerks - details of the courses for this term and next are included in the Governor Training Programme at the back of this report. The course is offered both during the daytime and the evening and is suitable for all levels of experience, including serving clerks and those who have no experience at all. There is a reasonable fee for freelance clerks wishing to attend the course.

We are continuing to provide a full training programme to governors, clerks and schools. This is available through a Service Level Agreement – see paragraph 6 - or on a pay-as-you-use basis. Details of the courses on offer this term and next are included in the Governor Training Programme, which will be circulated separately.

4. LEA Governor Appointments

The LEA now has an open recruitment policy for LEA governors. The new system includes an informal interview with a panel of two or three experienced governors and headteachers.

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

Panel meetings are held twice or three times a term and we would be grateful if governors and headteachers would consider putting their names forward to be members of the panel. We want to encourage as many governors and headteachers as possible to take part in the process and will try to avoid using the same people too often.

The dates and times agreed for panel meetings for the remainder of the school year are:

- Thursday 16 June 2005 at 4.30pm
- Tuesday 19 July 2005 at 4.30pm

Please let David Jones in Governor Services know if you are willing to be a member of a panel and, if so, what your preferred date(s) would be. David can be contacted on 020 7926 9669 or email: djones@lambeth.gov.uk.

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

5. School Governing Body Model Agenda – Summer Term 2005

A model agenda for Summer Term 2005 governing body meetings can be downloaded from the Governor Services section on the Lambeth website - go to www.lambeth.gov.uk and click on "Education and Learning" under "Services". Click on "Schools and Colleges" then scroll down the page and click on the "Governor Services team" link. Then click on "documents" and a list will appear. There are other useful documents there, including all the previous editions of the Executive Director's Report and Working Together. If you download an electronic version of this report then you can click on the links to go direct to the relevant web pages.

The model agenda will include those items which governing bodies must consider during the Summer Term, as well as other optional items.

6. Governor Services – Traded Services

Although Governor Services no longer offers a clerking service for governing bodies, we are continuing to offer the following:

- **Clerking for Pupil Discipline Committees** (subject to the availability of properly qualified clerks) - the law on exclusion is complex and governors on committees must ensure that they have fully complied with the law and the Secretary of State's guidance on exclusions. After the Committee has been set up the Clerk will provide committee members with a briefing on practice and procedure; provide the committee with guidance papers; attend the meeting to give advice on the law, practice and procedure; clerk the meeting and draft and send appropriate letters following the meeting and provide any agreed follow-up. The charge for this will be £360 for each hearing.
- **Governor Training** - governing training will continue to be offered through the central training programme as well as school-based training sessions for the whole governing body. **Although governors are not personally responsible for paying for the courses they attend, the school will be charged. If you are planning to attend a course from the central training programme, please let your school know in advance.** For the central programme of training courses offered during 2005/06 schools may choose to pay in a number of ways:

Either:

£95 for each attendance by a governor on a course

or

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

or

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

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

7. Reconstitution of the Governing Body

We recognise that two-thirds of the governing bodies in Lambeth have already reconstituted, but if you have not done so yet you are reminded that all governing bodies must choose and adopt a new model for the size and membership of their governing body **by 31st August 2006.**

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

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

Please note that on reconstitution all governors who were appointed or elected after 1 September 2003 have to be re-appointed or re-elected. The longer you leave it before reconstituting your governing body, the more governors this is likely to

affect. If you use reconstitution as an opportunity to make changes to the size of your governing body, you may find that you cannot re-appoint or re-elect governors who have only recently been appointed or elected.

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

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

8. Human Resources

- **Medical screening / health checks for headteachers** - the issue of medical screening/checks for Headteachers and other staff has been raised recently. Headteachers feel that this issue could link to recruitment and retention as well as the employer’s duty of care. LEA officers have undertaken to obtain information on medical service providers should governors wish to avail themselves of such services.
- **Model Pay Policy** - the new draft policy is being reviewed to ensure that it reflects the new requirements for the Teaching and Learning allowances, and the revised draft should be ready for consultation this term.
- **Chartered Urban leaders** - the Chartered Urban Leader scheme has been developed with the Institute of Education, London Challenge, the Office of the Deputy Prime Minister and DfES. Serving headteachers and aspiring headteachers are offered the opportunity to attend an assessment centre, where they will be assessed against nine competencies which have been identified as those required by a successful urban leader. There is a cost for these assessment centres. In addition, assessment centres can be used by governing bodies to help them select candidates for vacant headteacher posts.
- **Race Relations (Amendment) Act** - this Act gives LEAs a **specific duty** to monitor all maintained schools in their area. The Act requires data to be gathered but also to be analysed, reported and the outcomes acted upon. It is made clear that LEAs and schools need to work together and take any action that may be deemed appropriate for the mutual benefit of staff, parents and pupils. All the activities are conducted and controlled at school level so much of the initial data must be collected by the school. It was agreed that the information will be collected and collated by schools and that the HR team will collect summaries of this data on a termly basis. At the end of the year this data will be analysed and published. We have been very strongly advised that any schools which fail to comply with this recording and reporting can be referred to the CRE for failing in its duty to eliminate unlawful racial discrimination, so it is imperative that governors are aware of their statutory duties under this act, and assure themselves that schools have put in place systems to ensure compliance.

If you have queries on any of these matters, please contact Jacinta Gasson-Mulcahy, Head of Schools Human Resources, tel: 020 7926 9798, email: jgasson-mulcahy@lambeth.gov.uk.

9. Schools Forum Membership

There is a separate briefing on the Schools Forum and its new decision-making powers later in this report. This is an important decision-making body and there are still vacancies for headteacher and governor members in the following categories:

- **one headteacher vacancy for voluntary aided schools in the primary sector**
- **two governor vacancies for community schools in the primary sector**

An application form for any governor interested to complete is included with the briefing paper.

9. Further Sources of Information

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

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

For further advice, or if you have any queries, you should contact your Governor Support Officer or Clerk to the Governing Body.

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

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

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

NB. Some school names have been abbreviated for inclusion in this table

All staff in Governor Services are based on the 6th Floor at International House, Canterbury Crescent, London SW9 7QE. Tel. 020 7926 9668.

SCHOOL TERM AND HOLIDAY DATES 2005/06 & 2006/07

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

dgjones@lambeth.gov.uk

The purpose of this paper is to inform headteachers and governors about Lambeth's school term and holiday dates for 2005/06 and 2006/07

1. School Term and Holiday dates 2005/06

The school term and holiday dates for all community schools, including nursery schools and community special schools in Lambeth for the academic year 2005/06 are as shown in Appendix A to this briefing. It is usual practice for voluntary aided, foundation and foundation special schools, who can determine their own dates, to follow the community school pattern. As you will see the dates shown are for the Six Term Year, now known as the Standard School Year.

The regulations governing school term and holiday dates stipulate that schools must be open to pupils for not less than 190 school days in any school year. In addition to these, account must be taken of the 5 professional development days to be used for in service training.

2. School Term and Holiday Dates 2006/07

The dates for the 2006/07 academic year shown in Appendix B to this briefing, and are also based on the six term year model, now known as the standard school year. The main reason that a standard school year has been introduced is to minimise disruption to parents and school staff, many of whom are of course parents as well, from having children in schools in different boroughs with different dates. Significant progress towards achieving greater co-ordination of dates across London was agreed last year. The Association of London Government (ALG) invited representatives from all London LEAs to a meeting on 5 July 2004 to discuss the possibility of a pan-London approach on this matter. It was agreed at that meeting that all LEAs in London should be urged to adopt the standard school year, which with a few exceptions has now happened. Building upon the agreement reached the ALG has recommended a set of dates for 2006/07, as attached. The ALG recommendations are in line with the standard school year framework proposed by the Local Government Association (LGA) and are supported by NASUWT.

The recommendations will standardise the school year across London LEAs by providing a calendar that features, at its core, 190 teaching days and allows for up to 4 fixed days for professional development, to be added to the start or end of the "core" and also allows for the use of twilight sessions. In common with many other authorities, it was the practice in Lambeth to propose dates based on a 195 day year, from which schools would allocate 5 professional development days. However, following advice issued by the DfES in September 2004, the view is that the definition of school term is that these should be dates when children are at school. The Council has therefore changed its practice to accord with this advice. Please note that teachers are still required to work the equivalent of 195 days and the number of pupil days remains at 190.

The dates attached details the 190 "core" teaching days. As specified in the explanatory notes, the ALG preferred model allows for professional development days to be scheduled for 4th/5th September 2006 and 19th/20th July 2007, with a 5th inset day to be scheduled as

twilight sessions at the discretion of schools. While supporting this principle, which would mean greater continuity across boroughs, our recommendation is that at least one whole day should be allocated for staff development prior to the beginning of term one (autumn term) 2006. The arrangements for the other dates should be left to the discretion of Headteachers, in consultation with staff.

We hope that you agree that the adoption of a common framework for term and holiday dates across London will be to everyone's benefit, but any comments you may have would be welcomed. If you do have any comments or questions, please contact David Jones by email, letter or fax by Friday 27 May 2005.

Inclusion and Standards Division - Governor Services

School Term and Holiday Dates for 2005/06

Term One 2005

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

Total number of days = 35

Term Two 2005

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

Total number of days = 37

Term Three 2006

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

Total number of days = 28 days

Term Four 2006

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

Total number of days = 30 days

Term Five 2006

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

Total number of days = 28 days

Term Six 2006

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

Total number of days = 37

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

First day of Autumn Term 2006 = Monday 4 September 2006

Inclusion and Standards Division – Governor Services

SCHOOL TERM AND HOLIDAY DATES 2006/07

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

Total number of days = 190

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

THE 'NEW RELATIONSHIP WITH SCHOOLS' (NRwS) and NATIONAL STRATEGIES

For additional information please contact:

Cathy Twist

Assistant Director, Standards

020 7926 9541

ctwist@lambeth.gov.uk

The purpose of this paper is to provide colleagues with an overview of the major changes in national education policy which will take effect from September 2005. This paper highlights the main components of the 'New Relationship with Schools' and the implications thereof and aims to assist governors and schools in their preparation for the new policy.

It also gives brief information about the change in contractor for the National Primary and Secondary Strategies

RECOMMENDATIONS FOR THE GOVERNING BODY TO CONSIDER:

- How are governors supporting schools in completing SEFs?
- How are governors preparing for short-notice inspections?
- What are the implications of the 'New Relationship with Schools' for your school?

1. Introduction

The Summer Term heralds some major shifts in national education policy. Work must be done by governors and schools to prepare in particular for the 'New Relationship with Schools' which begins from September 2005.

The 'New Relationship' is an attempt to draw together and simplify the demands placed on schools and governing bodies in relation to preparation for inspection and the production and analysis of information.

The main components and implications are:

- **New short-notice inspections by OFSTED**

These will typically give a two day notice period and will be much more tightly focused than currently. Inspections will be shorter; more will be led by HMI and not all teachers will be seen teaching. The focus will be on overall standards and progress based mainly on performance data; personal development and the outcomes of the Every Child Matters agenda (be healthy, stay safe, enjoy and achieve, make a positive contribution and achieving economic wellbeing); quality of teaching and the curriculum; leadership and management.

The quality of the school's leadership and management and associated with this, the school's capacity to improve, are at the heart of the evaluation.

- **On-line school profiles**

All schools will be given a secure web address to complete sections of a 3-4 page on-line school profile which will give brief details of the school's unique approach to education; performance in national tests and attendance data and the findings of the previous Ofsted inspection. The profile will take the place of the school prospectus, annual report to parents and the annual parents meeting – though schools can continue these if they wish.

- **PANDA**

A new PANDA will include 'contextualised value added' data which will place schools' performance in a number of areas into a contextual framework. Factors such as mobility, gender, SEN, ethnicity will be taken into account and comparisons with similar schools will be more evident. Progress in achieving good 'value added' outcomes will be critical.

- **The importance of school self-evaluation**

This is a key change in the 'new relationship'. A self-evaluation form (SEF) will need to be updated on-line annually at least, though many schools will wish to update two or three times a year. This is the 'capture' form of the rigorous self-evaluation process that schools and governing bodies will be carrying out on an annual cycle. This SEF will be the starting point for inspectors in Ofsted inspections. The SEF should be 'signed off' by the governors. Many headteachers are already looking at ways of reconfiguring their School Development Plans and termly reports to governors to tie in with the SEF headings. Many schools are also looking at the Every Child Matters aims and outcomes and ensuring that they are addressed in self-evaluation and forward planning.

- **School Improvement Partners**

This part of the 'new relationship' ties in support and challenge for all schools from a nationally accredited 'School Improvement Partner' (SIP). Serving or recently retired headteachers as well as local authority advisers and inspectors are being invited to become accredited. The initiative will roll out nationally from September '05 with secondary SIPs being the first to be trained. Lambeth is not in the initial tranche and so will not begin this work until at least Spring 06 and possibly Autumn 06. The first tranche of primary SIPs will be rolled out from September 06.

2. National Strategies

Primary and Secondary Strategies and School Improvement Partners will be run by the DfES in partnership with Capita from April 05. Up until now Primary and Secondary Strategies have been run by the DfES in conjunction with the Centre for British Teachers (CfBT). The main implications for us locally will be an alignment of the work overall and an opportunity to tailor these major initiatives to the needs of Lambeth schools. The Secondary Strategy which has to date focused on KS3 will now extend to support teachers working with KS4 pupils and will be called the National School Improvement Strategy.

3. Further Sources of Information

The DfES website for teachers - Teachernet (www.teachernet.gov.uk) - includes a number of briefing papers and publications relating to the New Relationship with Schools: <http://www.teachernet.gov.uk/educationoverview/briefing/currentstrategy/newrelationship/>

The Ofsted website – www.ofsted.gov.uk – includes the latest information relating to school inspection. You can subscribe to a termly online newsletter for schools – Ofsted Direct. The third issue (Summer 2005) is now available – you can register on the home page.

EVERY CHILD MATTERS: PILOT PROJECTS IN SCHOOLS

For additional information please contact:

Sandra Morrison **Assistant Director Access and Inclusion** **020 7926 9952**
(seconded to the IS4C Programme) smorrison@lambeth.gov.uk

The purpose of this paper is to update schools on the work the Council is undertaking with schools to implement Every Child Matters (ECM).

In addition headteachers and governors are asked to discuss the impact of ECM on their school and local community and consider the cluster working arrangements.

1. Introduction

In April 2004 the local Authority and its partners, the Primary Care Trust (PCT), Metropolitan Police (MP) and the South Lambeth and Maudsley Health Trust (SLAM) established A Children and Young People's Strategic Partnership (CYPSP) in response to the Government policy document "Every Child Matters" (ECM). In July 2004 the partnership established a small team to implement the CYPSP's response to ECM and the Children Act 2004.

In responding to this national change agenda the CYPSP decided to take a measured approach to achieving both national and local long-term aims. These include:

- **Clear lines of accountability and responsibility** to be achieved through the appointment of a Director of Children Services (DCS) and the appointment of a lead member for children.
- **Children Trust arrangements** to be achieved through the establishment of systems and processes to enable joint planning and the joint commissioning of services for children and their families.
- **Better support for children and families** to be achieved through the integration of services, improved partnership working and the delivery of services by agencies within universal services (children centres and schools) that are accessible to the local community.
- **Ensuring children and young people achieve the 5 National outcomes:**

Being healthy - enjoying good physical and mental health and living a healthy lifestyle

Staying safe - being protected from harm and neglect

Enjoying and achieving - getting the most out of life and developing the skills for adulthood

Making a positive contribution - being involved with the community and society and not engaging in anti-social or offending behaviour

Economic well-being - not being prevented by economic disadvantage from achieving their full potential in life

The CYPSP decided to focus on achieving its aims through the development and the implementation of a number of pilot projects which will enable the CYPSP to work with universal Services to deliver ECM.

The government policy papers Change for Children in Schools, Change for Children and Young People and Change for Children in the Early Years and ECM focus on the delivery

of services to children, young people and their families through the delivery of services within universal services (universal services are defined as Children Centres, schools and general practices).

The aim is to bring agencies together to create “one-stop” service provision in these settings. Lambeth Council has taken a number of actions to begin to explore what this would mean to schools and children’s centres.

2. Schools Pilot Projects

A number of schools have come together in a ‘virtual cluster’ to begin to look at the impact of ECM on them as individual schools and as a group of schools. Each school has mapped the services that are being delivered in their school and a local needs assessment is under way.

The mapping processed highlighted that in each of the six schools involved in the pilot there are different professionals delivering different amounts of professional support. Over time, it is hoped the development of consistent support by a small number of professionals would better support the notion of multi disciplinary team working across a number of schools.

Headteachers would welcome the opportunity to pool resources to enable them to commission services across the cluster. However, at this moment they are separate schools with separate governing bodies who determine how resources are spent on an individual basis. The development of a multi-disciplinary team with the capacity to support 6/8 schools is the future aim. To realise this aim will require different ways of working that might include pooling resources.

This will require a shift from the individual approach currently taken to meet need, towards a future model where resources are deployed according to the needs of a group of schools who share, for example, a geographical locality. To ensure such a model fully supports the needs of schools and children’s centres, headteachers and chairs will need to review their cluster working arrangements.

A list of schools clustered by Town Centre or by PCT boundaries or other criteria will help other agencies to provide specialist workers to support. If this can be agreed this will enable other agencies such as the PCT SSD or the police to organise professional support based on consistent clusters. Our present arrangements often result in Headteachers finding themselves in a range of different cluster groups. In the meantime, both the PCT and Social Services would like to provide professional to support clusters of schools and would welcome identified groups of schools they could work with.

3. Lambeth Information Sharing and Assessment.

One of the requirements of ECM and the Children Act 2004 is the duty to share information to safeguard children and young people and to enable vulnerable children to be tracked as they move schools or boroughs. All professionals and agencies have a duty to co-operate placed on them by the new Act.

Lambeth’s Information Sharing and Assessment (LISA) project has produced a toolkit and a minimum dataset and draft protocols for sharing information. This toolkit is being piloted in one of our secondary schools. Over time the pilot will expand to a number of primary schools that work with the secondary school as part of the Behaviour Improvement Programme (BIP). In this way the pilot will facilitate the sharing of information between young people in year 6 of primary school and their transition to year 7 of secondary school.

Lambeth’s pilot project is designed to test out the toolkits and allow the development of consensus across agencies as to who should have access to information that is classified as sensitive and confidential.

4. Children and Adolescents Mental Health Services (CAMHS).

One Children's Centre and three schools are involved in this pilot, which is piloting the delivery of CAMHS services in universal settings. SLAM are in the process of recruiting staff to work in children's centres and schools as part of a multi-disciplinary team. This would enable CAMHS workers to work alongside for example, an educational psychologist, family support worker, learning mentor and class teacher, to support a young person and his families to address behavioural or emotional needs. It is expected that workers will be in place by the summer half term.

5. Children with Disabilities

A fourth school pilot involves working with schools that are meeting the needs of children with complex physical, emotional and educational needs.

This pilot is looking at how multi agency working can be used to provide better family support by providing after school provision and identifying issues at an early stage. One Headteacher has introduced an 'early warning' system which involves agencies coming together to jointly plan and share information about vulnerable children and support families to address issues of concern. In addition, the pilot has initiated a joint assessment model which involves the PCT, Education and Social Services Department carrying out 'one' joint assessment. This initiative has been welcomed by parents who have often been distressed by the number of assessments.

6. Discussion and/or Actions

- i. Headteachers and Governors need to discuss how they are addressing the 5 national outcomes. These will impact on new self –evaluation framework schools are required to complete as part of the new inspection regime and new relationship with schools (LEA).
- ii. Headteachers and Governors may wish to review their collaborative working arrangements with other schools and consider whether or not they would wish to pool resources with a number of schools to fund the commissioning of services to support the young people within that cluster.
- iii. The Local authority would like support from schools regarding the engagement of children and young people in discussing ECM and planning how new integrated services should be developed.
- iv. Headteachers may wish to discuss how best to organise clusters to support the establishment of multi-disciplinary teams to support Children's Centre's and schools.

7. Further Sources of Information

The DfES Every Child Matters website - <http://www.everychildmatters.gov.uk> - has a number of documents that headteachers and governors may find useful. Copies of the Government's strategy paper "Every Child Matters: Change for Children" can be downloaded from this website and explanations of what Every Child Matters means for:

- Schools - <http://www.everychildmatters.gov.uk/schools/>
- Parents – <http://www.everychildmatters.gov.uk/parents/>
- Children and Young People - <http://www.everychildmatters.gov.uk/children-young-people/>
- Early Years - <http://www.everychildmatters.gov.uk/early-years/>

LAMBETH SCHOOLS FORUM

For additional information please contact:

Nilesh Jethwa	Schools Group Finance Manager	020 7926 9728 njethwa@lambeth.gov.uk
Valika Eden	Devolved Funding Policy Officer	020 7926 9733 veden@lambeth.gov.uk
Lynne Singerton	Devolved Funding Policy Officer	020 7926 9731 lsingerton@lambeth.gov.uk

The purpose of this paper is to report on the decision to give Schools Forums decision making powers, update governors on the current status and membership of the Forum and to seek further nominations in order to complete the Forum's membership.

1. Introduction

The function of the Schools Forum is for its views to be taken into account in deciding on the disposition of the Schools Budget for the following financial year. Although made up of mainly representatives of headteachers and governors, it also has non-school members representing relevant organisations.

The Forum has three main functions:

- To be consulted by the LEA on changes to its school funding formula
- To be consulted on financial issues relating to the Schools Budget
- To be consulted on the terms of any proposed contract for supplies and services

2. New Decision Making Powers

Under current arrangements, Schools Forums are expected to advise on LEAs' proposals to increase the level of central expenditure within the Schools Budget or to modify the arrangements for the minimum funding guarantee.

As a result of the Education Bill, Schools Forums will be able to directly influence these aspects of the local arrangements for LEA and school funding. Specifically, they will be given decision-making powers, set out in regulations, which will enable them to agree to or refuse requests from their LEAs to:

- increase the level of central expenditure in the Schools Budget above that provided for by regulations; and
- vary the operation of the Minimum Funding Guarantee for specific schools to avoid them receiving unfair budget outcomes.

If the Forum does not agree to the LEA's request, the LEA will still be able to seek approval from the Secretary of State in the same way as now.

These new powers, if enacted, will enable Schools Forums to take decisions relating to the financial year 2006-07. Schools Forums could, therefore be taking these decisions as soon as the 2006-07 regulations are made. It is anticipated that this will be during the Autumn Term 2005.

The DfES will provide Schools Forums and LEAs with clear guidance on the precise operation of these powers, including the minimum levels of information and data that an LEA will have to provide to its Schools Forum to enable it to reach an informed decision.

3. Current Membership of the Forum

Lambeth Schools Forum consists of 20 members comprising 9 primary school representatives, 4 secondary school representatives, 1 special school representative, 1 nursery school representative, 2 Elected Members, 1 Early Years Development & Childcare Partnership representative and 1 Local Strategic Partnership representative.

In addition, there is a vacancy for a representative from the Learning Skills Council which has observer status only.

The current membership is as follows:

PRIMARY SCHOOL SECTOR

Headteachers	School	
Liz Antrobus	Henry Cavendish	community school
Brian Hazell	Clapham Manor	community school
Sally Hindle	Fenstanton	community school
John Wentworth	Corpus Christi	voluntary aided school
vacancy		voluntary aided school

Governors	School	
Mike Richardson	Loughborough	community school
Simon Hooberman	Hitherfield	community school
Caroline Cooper	Immanuel & St Andrew	voluntary aided school
2 vacancies		community schools

SECONDARY SCHOOL SECTOR

Headteachers	School	
Jane Cruse	Charles Edward Brooke	voluntary aided school
Gordon Wilson	London Nautical	foundation school

Governors	School	
Helen George	Dunraven	foundation school
Teresa Clay	Lilian Baylis	community school

SPECIAL SCHOOL SECTOR

Headteacher	School	
Ginni Bealing	Lansdowne	community school

NURSERY SCHOOL SECTOR

Jenny Bruce	Maytree Nursery	community school
-------------	-----------------	------------------

ELECTED MEMBERS

Cllr. Anthony Bottrall
Cllr. Gareth Compton

EARLY YEARS DEVELOPMENT & CHILDCARE PARTNERSHIP

Vacancy

LOCAL STRATEGIC PARTNERSHIP

Vacancy

OBSERVER STATUS

Vacancy *Learning Skills Council*

CURRENT VACANCIES

- 2 governor vacancies for community schools in the primary sector
- 1 headteacher vacancy for a voluntary aided school in the primary sector
- 1 vacancy in the Early Years Development & Childcare Partnership
- 1 vacancy in the Local Strategic Partnership
- 1 observer vacancy in Learning Skills Council – observer status

Any governor who is interested in becoming a representative on the Schools Forum is invited to complete and return the attached form.

4. Meeting Dates

Tuesday 26 th April 2005	Schools Forum
Wednesday 4 th May 2005	School Revenue Funding Working Group
Tuesday 7 th June 2005	School Revenue Funding Working Group
Wednesday 22 nd June 2005	Schools Forum
Tuesday 20 th September 2005	School Revenue Funding Working Group
Tuesday 4 th October 2005	Schools Forum
Wednesday 14 th December 2005	Schools Forum
Tuesday 10 th January 2006	School Revenue Funding Working Group
Wednesday 18 th January 2006	Schools Forum
Tuesday 21 st February 2006	School Revenue Funding Working Group
Wednesday 8 th March 2006	Schools Forum

5. Further Sources of Information

- Education Act 2002
- The Schools Forums (England) Regulations 2002 (No. 2114)
- www.dfes.gov.uk/fairfunding

LAMBETH SCHOOLS FORUM

I am interested in becoming a governor representative on the Lambeth Schools Forum.

NAME : _____

ADDRESS: _____

I am a governor at:

SCHOOL: _____

Type of School:

- **Community/Foundation/Voluntary Aided**
- **Primary/Secondary/Special/Nursery**

Type of Governor: _____

Signed: _____

Date: _____

SERVICES TO SCHOOLS

The purpose of this paper is to provide a summary of LEA specialist services available to assist schools on a chargeable basis, either on a subscription or on an 'as used' basis. For additional information on an individual service, please contact the relevant person listed in the text

Governing bodies are asked to make decisions on which services they wish to purchase from the LEA.

1. Introduction

Lambeth's service providers offer a wide selection of specialist services to schools; from payroll to translation services. All the services provided are tailored to Lambeth schools' needs. Charges are set to reflect the level of support schools receive and take account of the different types of schools.

2. Services

Assessment and Intervention

Contact Michael Donkor 020 7926 9460

The Assessment and Intervention service provides support to schools on assessment and placement, statement management, special education needs (SEN) specialist buy back services, SEN finance and SEN strategy. Training and INSET sessions for school staff and parents can be provided according to individual school needs. The Assessment and Intervention service will agree the cost with schools depending on the amount of resources required to deliver the session.

SEN buyback

Phone 020 7926 9440

Provides specialist service for pupils with literacy difficulties and speech and language difficulties. The team of highly motivated, well qualified teachers works closely with SENCOs, pupils, teachers and parents in striving to achieve the best possible outcome for pupils with whom they work; provides KS1 intervention focusing on early identification of need with the aim to develop successful working partnerships with schools. There are 3 options for literacy support and speech and language support, which the schools can select.

Primary Pupil Referral Unit

Contact Anne Sturman 020 7926 8420

The PPRU was set up to accommodate children who had been permanently excluded from their primary school, and to return them to another primary school (or arrange a secondary transfer) as quickly as possible. Traded services are available for dual registration, intervention support from a re-integration assistant, support via the advisory teacher team and delivery of INSET by the advisory teachers.

Educational Psychology Service

Phone: 020 7926 9460

EPS supports the achievement of children and young people aged 0-19 years by promoting child development and learning through the application of psychology. Traded service

includes observation work followed by consultation with school staff and / or parents or carers followed by consultation reviews. Individual assessments to inform interventions within different learning contexts may be developed, where negotiated, following consultations. School based INSET is normally customised to meet individual schools' needs.

Lambeth Payroll Services

Contact Shida Ashrafi 020 7926 9535

Lambeth Payroll Services is a comprehensive payroll service to all employing units of the borough. Professional development service SLA provides a comprehensive payroll service (including bureau and added value).

Professional Development Services

Contact Doreen Clouden 20 7926 9319

The Professional Development Centre offers a comprehensive range of courses, conferences and seminars aimed at raising attainment and improving the quality of school education. As well as being the main training venue for the borough, facilities are available for exhibitions, workshops or other events. Purpose-built, air-conditioned rooms offer flexible layout options and a wide range of presentation equipment including SMART boards and LCD projectors enabling us to meet most requirements from private, informal training rooms to a theatre hall.

Ethnic Minority Achievement Team

Contact Amy Thompson 020 7926 9689

EMAT is committed to providing experienced, expert support to all school staff to improve the capacity of schools to meet the needs of pupils with English as an additional language (EAL), ethnic minority pupils, gypsy traveller and refugee asylum seeker pupils. Although most of the services are non chargeable, there are some services provided by the Interpreting and Translation Service which are chargeable including translation service.

Social Inclusion

Contact Diane Burton 020 7926 9590

The service supports schools through its Education Attendance Intervention Officers and Education Inclusion and Support Officers by promoting pupil punctuality, raising individual and whole school attendance rates and by reducing unauthorised absence so that children and young people can fully benefit from their time at school. Chargeable services include education attendance intervention service, child protection training, Governor training and consultancy.

Excellence in Cities

Enquiries 020 7926 0368

Excellence in cities (EiC) is a government initiative designed to remove barriers to learning. EiC services are available free of charge to EiC schools only. However, all schools are encouraged to contact the service for informal discussions.

Governor Services

Contact Pat Petch 020 7926 9881

Governor services provides specialist advice and practical support for all governors, headteachers and clerks to governing bodies of maintained schools in Lambeth. The Unit also provides written briefing papers and advice on all aspects of governance, model policies, procedures and committee terms of reference and a full programme of governor training, and a training programme for clerks and prospective clerks based on the DfES national programme. Traded services are provided to cover clerking for pupil discipline

committees and Governor training including a seminar for Chairs, courses for parent and teacher governors and a regular induction programme for new governors.

Finance Support Service

Contact Nilesh Jethwa 020 7926 9728

The School Finance support service offers a range of traded services targeted from providing a bursarial service to cover financial administration (short term cover), financial consultancy on technical accounting issues and training on FMS. The school finance and accountancy SLA provides structured support for budgeting, forecasting, accounts preparation and financial reporting.

Human Resources

Phone 020 7926 9798

The Schools' Human Resources team provides a range of support through a combination of personal visits from an assigned HR Manager/Officer, a telephone help-line, HR Matters bulletins, training sessions and attendance at governing body meetings. SLA includes support for recruitment and selection, HR advice, contracts, policy advice, casework, employee relations, staff development and publications on employment law, procedures & policies and new initiatives.

Lambeth Energy Management Unit

Contact Catherine Roe 020 7926 2128

The Energy Management Unit (EMU) negotiates, tenders and manages gas, electricity and fuel oil bulk supply contracts for all council premises and maintains a computerised database of all billings. The centralised bulk procurement also secures cost savings through lower unit prices and relieves clients staff of the risks and complexity of operations in the deregulated utilities marketplace. The EMU can undertake energy surveys and audits of your school and other Council premises, generate and evaluate proposals to reduce your energy and water consumption and costs.

Education Business Partnership

Phone 020 7926 9840

Lambeth EBP provides a range of services to schools, businesses and the community. We have a strong track record of successful fundraising, project development and management, and monitoring and evaluation. The majority of the programmes are grant funded and are provided free to schools, one exception being work experience, where schools are offered a quality support service to assist in providing work experience placements for students in Year 10 and above, throughout the year. The service includes support and advice for staff responsible for co-ordinating work experience.

3. Further Sources of Information

A comprehensive description of all services listed above, traded and non-chargeable is provided in the 2005/06 Services to Schools publication, copies of which have been sent to all headteachers and chairs. The Guide lists all chargeable options available together with the cost of the service and a complete list of contacts.

If you are a chair or headteacher and you have not yet received a copy of Services to Schools, a limited number of spare copies are available. Please contact Kate Hayes on 020 7926 9236.

SCHOOL ASSET MANAGEMENT HANDBOOK

For additional information please contact:

Dennis Martin

Programme Manager

020 7926 9435

dmartin@lambeth.gov.uk

The purpose of this paper is to inform governors about the School Asset Management Handbook and to recommend that

- **the use of Devolved Formula Capital is made a regular item for the agenda of the appropriate governing body committee.**

1. Introduction

In order to meet the growing demand for advice, assistance and guidance on property related issues, Asset Management Planning and Development has produced a desk-top guide for schools. This is intended to serve as a point of reference for the repair, maintenance and development of school premises.

2. The Handbook

Three copies of the handbook were delivered to each school at the beginning of March. It was anticipated that the Headteacher would keep one copy; one would be for the Premises Officer, and the third copy for the Chair of Governors.

3. Delegated Formula Capital

An innovation introduced in the Handbook is the forms for the reporting of spending of Delegated Formula Capital by Schools under the supervision of the Governing Body. Completion of these forms will give AMPD the opportunity to offer support, advice and guidance where appropriate. The information provided by schools will also facilitate updating of the AMP database.

It is recommended that the use of Devolved Formula Capital is made a regular item on the agenda of the appropriate governing body committee.

PART B – FOR INFORMATION

NEW SCHOOL FUNDING ARRANGEMENTS 2006/07

For additional information please contact:

Nilesh Jethwa	Schools Group Finance Manager	020 7926 9728 njethwa@lambeth.gov.uk
Valika Eden	Devolved Funding Policy Officer	020 7926 9733 veden@lambeth.gov.uk
Lynne Singerton	Devolved Funding Policy Officer	020 7926 9731 lsingerton@lambeth.gov.uk

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

1. Introduction

The DfES has issued a consultation document to LEA's and schools, which follows the commitment first published in the Five Strategy for Children and Learners in July 2004 to provide schools with three-year budgets. The consultation will run for twelve weeks from 17 February ending on 13 May 2005. All schools are urged to provide any comments they may have on the consultation back to the LEA so that LEA can inform the Schools Forum and consequently provide a holistic response to the DfES. Schools are also welcome to respond directly to DfES in relation to the consultation.

2. School Funding 2006-07

The consultation proposes the introduction of the Dedicated School Grant (DSG) a new ring fenced grant based on current levels of funding provided by the LEA. It is envisaged that in time this grant will converge to the level dictated by a national formula, which will be similar to that currently used to determine the Schools Formula Spending Share (SFSS).

The consultation is divided into chapters:-

- Chapter two specifically deals with the financial framework for the three-year budgets for schools aligned to academic year and responsive to pupil number changes
- Chapter three deals with the new DGS
- Chapter four deals with the distribution of funding from LEA's to schools

It is proposed that these new arrangements allow schools to plan for the future with greater certainty than at present thereby allowing schools to make better informed and more strategic longer term decisions about the allocation and use of all available resources leading to better value for schools.

Alongside the proposed reform of school funding the DfES proposes to reform the grants that schools currently receive specifically for initiatives to improve their standards. Over the next two years the DfES:-

- will merge all existing grants (excepting Leadership Incentive Grant) allocated to schools in the Standards Fund into one single grant and abolish match funding from 2006/07.
- move the schools Standards Grant towards a lump sum plus per pupil allocation with suitable damping arrangements to ensure stability

3. Further Sources of Information

A copy of the DfES consultation document or the summary can be downloaded from www.dfes.gov.uk/consultations. Alternatively, hard copies can be requested by e-mail from SchoolFunding.Consultation@dfes.gsi.gov.uk.

An analysis of the responses to this consultation will be placed on the DfES website and on Teachernet: www.teachernet.gov.uk/management/schoolfunding.

BUILDING SCHOOLS FOR THE FUTURE

For additional information please contact:

Kate Hayes

BSF Project Consultant

020 7926 9237

khayes@lambeth.gov.uk

The purpose of this paper is to inform headteachers and governors about the progress of the Building Schools for the Future programme in Lambeth.

1. Introduction

In February 2004 the Prime Minister and the Secretary of State launch Building Schools for the Future (BSF) – a national programme to lift educational attainment through a complete transformation of England's secondary schools. The 10-15 year programme will see new schools built or existing schools upgraded to meet the needs of communities in the 21st century.

The London Borough of Lambeth submitted a proposal for BSF funding in October 2003 and was successfully included within Wave 2 allocation announcements in 29 November 2004. Lambeth stands to receive over £200m funding towards projects that will provide the cornerstone for transforming secondary education in Lambeth over the next five years.

This paper provides an overview of development and implementation timelines for the BSF programme in Lambeth.

2. Policy Framework

BSF will provide the cornerstone for transforming secondary education in Lambeth, incorporating objectives derived from four key policies:

- Every Child Matters
- The Lambeth Community Strategy
- The Five Year Strategy for Children and Learners
- Lambeth's policy to continue to 'narrow the achievement gap'

3. Programme Structure

The BSF incorporates a formal eight stage process, including:

- Stage 1: project initiation
- Stage 2: strategic planning
- Stage 3: business case development
- Stage 4: procurement planning
- Stage 5: procurement
- Stage 6: contractual/commercial close
- Stage 7: construction
- Stage 8: occupation and operations

4. Project Initiation

As part of the eight stage BSF process, Stage 1 (Project Initiation) defines the BSF project and forms the basis for managing and assessing the success of the project. This stage has now been completed. Key outcomes of this stage were:

- project scope and objectives
- establishment of project team to manage the programme implementation
- identification of project governance and approval process

The BSF project board authorised the project team to proceed to stage 2 in February 2005.

5. Current Status and Forward Plan

The BSF programme in Lambeth is currently in Stage 2 of the BSF lifecycle - Strategic Planning.

Key outcomes of this stage will be:

- vision and strategy for transforming secondary school education in the area
- asset management strategy
- Strategic Business Case (SBC)

The education vision will clarify purpose and direction when developing the strategic business case (SBC). The SBC will clarify in greater detail options, budgets, funding requirements, asset management plans and risks.

The education vision and strategy and the SBC are being developed concurrently in consultation with key stakeholders. The anticipated completion date for both documents is June 2005. Approval will be sought from the project board, partnerships for schools (PfS), the executive and the DfES, before proceeding to stage 3.

6. Further Sources of Information

You can find more information about BSF in Lambeth by visiting www.lambeth.gov.uk/weneedschools

The DfES' Building Schools for the Future website can be found at www.bsf.gov.uk.

COORDINATED SCHOOL ADMISSIONS SCHEMES

For additional information please contact:

Peter Scott	Service Manager, Admissions	020 7926 9506 pascott@lambeth.gov.uk
Ruth Wright	Admissions Officer	020 7926 9500 rwright@lambeth.gov.uk
Iain Whistlecraft	Secondary Transfer and Child Employment Assistant	020 7926 9504 lwhistlecraft@lambeth.gov.uk

This paper provides a summary of the new coordinated Admissions Schemes that Lambeth LEA will be managing for both its primary and secondary schools.

1. Introduction

The Education Act 2002 requires every local education authority (LEA) in England to coordinate admissions to maintained secondary schools in their area for children starting in Year 7 from 2005 onwards. The London Schools Admissions System takes the statutory requirements a stage further. To establish a fairer and simpler system, all 33 London boroughs together with eight counties and unitary local LEAs bordering the capital have signed up to a new system to coordinate admissions to their secondary schools.

Every year some 60,000 pupils living in London transfer to secondary school, many of them crossing borough boundaries to do so. Previously many parents applied to several schools, often in more than one borough. Consequently, many parents received offers of places at more than one school. Other parents, however, initially received no offer of a school place at all.

2. The New System for Secondary Admissions

To establish a fairer and simpler system, all 33 London boroughs together with eight counties and unitary local education authorities (LEAs) bordering the capital have signed up to a new system to coordinate admissions to their secondary schools. The new London Schools Admissions System will work as follows:

- Parents will list the schools they would prefer their child to go to (up to six) on one form, ranking them in order of preference. This will be sent to the LEA where they live – the ‘home LEA’.
- If all of an applicant’s preferred schools are within their home LEA, the LEA will inform the admission authorities for those schools. For community schools, the home LEA will also be the relevant admission authority. For other schools, the governing body of the school is the relevant admission authority.
- Unless specifically required to do so by the published admissions criteria of the school, the home LEA will not pass on to the admission authority details of where the school was ranked.
- If one or more of the applicant’s preferred schools are outside of the home LEA, the home LEA will pass on the application details to the LEA in which the school is situated (the “maintaining LEA”) using the Pan-London Register. The maintaining LEA will then inform the admission authorities for those schools of the application.
- Where schools are over subscribed, each of the admission authorities will assess each application against its published admissions criteria and provide a list of all applicants in rank order. This will be sent to their maintaining LEA, which will identify which children are in a position to be offered a place at more than one of its schools. In such cases,

the LEA will only hold the offer of a place at the school the parent ranked highest on their form. Other lower ranked offers will be released allowing an offer to be made to the next child on the school's list.

- The maintaining LEA will inform the home LEA (where different) of the highest ranked offers for its schools using the Pan-London Register.
- The home LEA will then determine the highest offer to its resident pupils from all the schools applied to, releasing lower ranked offers. The outcome of this process will be passed back to each maintaining LEA via the Pan-London Register, allowing released places to be offered to the next child on the school's list.
- This process of the home LEA allocating the highest preference offer and releasing lower offers for reallocation by the maintaining LEA will continue between LEAs until there are no further changes and all places have been allocated.
- The outcome of applications will be sent to parents by their home LEA.

3. Who set this scheme up?

Each London borough and the eight councils bordering London that are taking part in the scheme made a voluntary decision to take part. The project to set up the scheme is being managed by a committee of representatives from different participating councils.

4. Are all schools included in the coordination process?

All schools maintained by these councils are included in the scheme. City Technology Colleges are not required to be part of the scheme, but they can choose to participate. Independent schools are not part of the scheme.

5. How does the London Schools Admission System affect primary school admissions?

LEAs will be required to coordinate primary admissions from 2006, within their own authority only, although some LEAs are doing this already. There are no plans to coordinate primary admissions across London and its bordering areas.

6. Will coordinated admissions affect a school's admissions criteria?

Coordinated admission arrangements in general and the operation of the London Schools Admission System in particular will not affect a school's admissions criteria. The admissions authority for every school (the LEA for community schools, the governing body for voluntary-aided and foundation schools) must still decide and publish their admissions criteria. If a school is over subscribed, the published criteria must be followed in determining to whom places can be offered.

HARD TO PLACE PUPILS PROTOCOL

For additional information please contact:

Peter Scott	Service Manager, Admissions	020 7926 9506 pascott@lambeth.gov.uk
Claudia Smith	Senior Inclusion & Support Officer	020 7926 9610 csmith2@lambeth.gov.uk

The purpose of this paper is to provide headteachers and governors with information about the “Hard to Place Pupils” Protocol that LEAs, including Lambeth, are required to adopt.

1. Introduction

All Local Education Authorities (LEAs) should have a protocol for the placement of hard to place pupils in place by September 2005.

2. Why Have a Protocol?

The pupils covered by the protocol will be the ones who are hard to place in a school and who need to be admitted to a school quickly.

There is often a balance to be struck between finding a place quickly, in an undersubscribed school or one facing challenging circumstances, and finding a school place that is appropriate for the child. It is also important that no school should be asked to take an excessive or unreasonable number of pupils who have been excluded from other schools. To ensure that the needs of the child and the needs of the school are taken into account, the Government expects that every local Admission Forum which does not already have one will agree a protocol for sharing hard to place pupils, and that these protocols will be agreed with schools and in place for the school year starting September 2005 at the latest. Although this is aimed at secondary schools in the first instance, Forums should decide whether protocols are also required to cover primary schools in their area.

3. Brief History

In December 2004, Charles Clarke, Secretary of State for Education wrote to LEAs advising them that every local Admission Forum must agree a protocol for sharing hard to place pupils if it does not already have one.

In February 2005 the new Secretary of State for Education, Ruth Kelly, informed LEAs that admission protocols for 2005 for hard to place pupils need not apply to excluded pupils. This is to allow time for schools and LEAs to strengthen support to schools dealing with disruptive pupils. However, by September 2007 protocols must include pupils who have been excluded from school.

Lambeth has had a protocol in place since 2004 to ensure that all excluded pupils are placed as quickly as possible via the Pupil Placement Panel (PPP).

4. Protocol Requirements

The Admission Forum is responsible for agreeing a protocol.

The protocol will be a firm voluntary agreement that will apply to all schools including community, voluntary aided, foundation schools and Academies, and it must be agreed through the Admission Forum with those schools. The protocol will apply to all admissions of hard to place children, but the Admission Forum needs to agree how to balance the circumstances of the pupil and the circumstances of schools. Differing arrangements can apply to different types of schools as appropriate, but all schools are expected to sign up to the general principle that they will play their part in taking hard to place children. The protocol must set out the circumstances in which it will apply to admission to school and how decisions about the admission of hard to place children will be agreed. It is worth bearing in mind that in the vast majority of cases, children requiring a school place will continue to be admitted in accordance with the usual admission procedures, rather than through the protocol.

In the case of excluded pupils, the general principle is that no school should be required to admit an unreasonable number of these children. The protocol should state a maximum percentage of previously excluded pupils that an individual school will be asked to admit in any year group.

Forums could consider whether to set up a placement panel as a means of identifying which school is appropriate for the child. Such a panel might include LEA members from Social Services, welfare and inclusion, as well as head teachers or governors, as these people may already be involved in the child's case or they may be needed to provide additional support once the child is admitted to the school.

5. Which Pupils will be Covered by the Protocol?

The protocol should cover looked after children and pupils excluded from other local schools. Forums could also agree, depending on local circumstances, to extend the protocol to include children of compulsory school age in some, or all, of the following categories:

- Children attending PRUs who need to be reintegrated back into mainstream education
- Children who have been out of education for longer than one school term
- Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places
- Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place.
- Children of refugees and asylum seekers not in accommodation centres
- Children with statements of special educational will not be covered by the protocol as their needs must be considered separately.

6. What Will Happen if Forums Fail to Reach an Agreement?

We expect that the protocol to be agreed by the Forum and have the backing of all schools, the LEA and everybody else involved in supporting a hard to place pupil.

However, if any Forums fail to agree protocols on a voluntary basis, the Secretary of State will consider whether to introduce legislation requiring them to do so, with the ability to impose a protocol if agreement cannot be reached.

The School Admissions Code of Practice will be amended in due course to make it clear that schools can be directed to comply with an agreed protocol.

7. Further Sources of Information

Visit the DfES website for a full downloadable version of the report and recommendations from <http://www.dfes.gov.uk/exclusions/guidance/> - then click on the link for **admission protocols**.

EDUCATION DEPARTMENT SERVICE PLAN 2005-08

For additional information please contact:

Jason Preece

Head of Policy and Performance

020 7926 7777

jpreece@lambeth.gov.uk

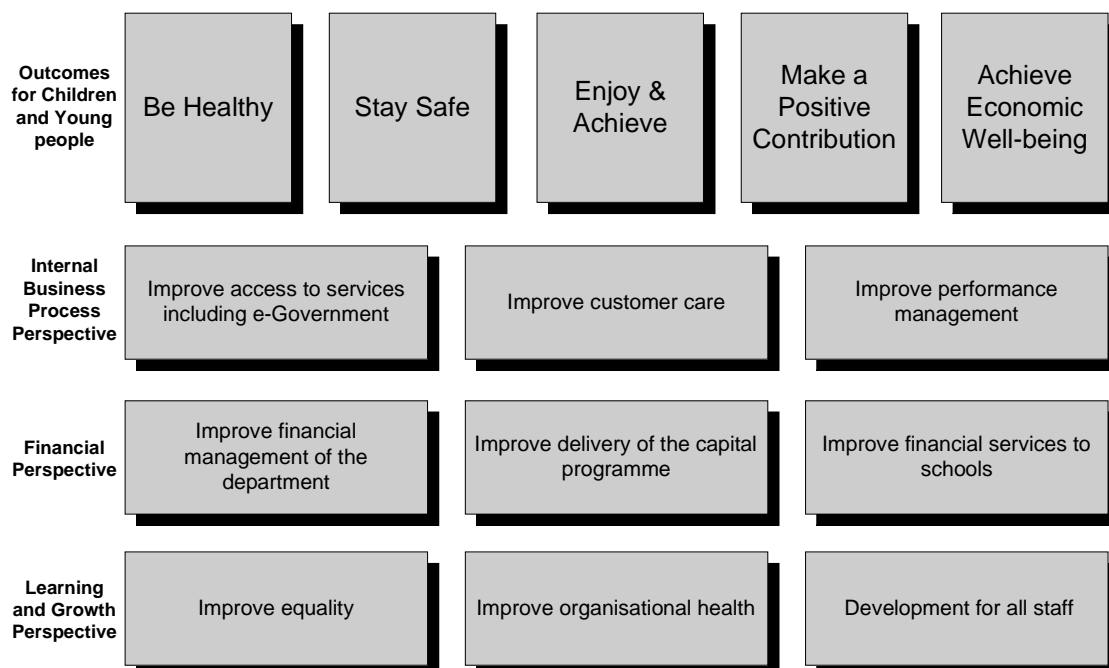
The purpose of this paper is to inform headteachers and governors about the development of the Education Service Plan 2005-08

The Department Service Plan 2005-08 is in the process of being completed and will be published on the internet in early May. The Service Plan outlines the strategic direction and objectives of the Department over the next three years. The Plan takes account of the Integrated Services for Children agenda and the reorganisation of the council as a whole. In preparing for the establishment of the Children's Services Department in Lambeth, we are reviewing the strategic vision of the Education Department to take account of the joined-up working with Social Services Department to deliver the five national outcomes for children and young people. We have adopted the following draft statement of our strategic vision, on which we will be consulting you soon:

“In Lambeth every child matters, with our partners we aim to support children and young people to fulfil their potential.”

This draft vision will be consulted on with all our staff and partners in the coming months to ensure it fully embraces the integration of children services. Our vision is central to our strategic objectives and guides our direction as a council department. The Department's strategic objectives for the next three years are contained in our balanced scorecard, illustrated below. This framework will be used to improve performance throughout the whole organisation. The five outcomes for children, from Every Child Matters, are central to what the department aims to achieve. The outcomes for children and young people will drive all of the Department's work over next three years.

Our strategic objectives are:



The creation of a Children's Services Department in Lambeth will require the Service Plan to be revised and updated to take account of the new structure for delivering improved outcomes for children and young people. We cannot do this without the support of schools, governors and partners in other agencies in the community and all our partners will be fully consulted on revisions of the Service Plan.

EXTENDED SCHOOLS

For additional information please contact:

John Hogarth Programme Director, Extending School
and Community Services

020 7926 1075

jhogarth@lambeth.gov.uk

The purpose of this paper is to update headteachers and governors on progress within the borough to support schools and key partners in the development of extended schools and services.

1. Introduction

Since the last briefing on extended schools in Lambeth, the LEA has seconded a senior officer to the post of Programme Director, Extending School and Community Services, to lead the support and development of extended schools /services.

A draft framework has been produced setting out how the authority proposes to support schools develop their response to the extended schools agenda. The framework will be circulated to schools and key partners for consultation during the first half of the summer term.

The framework will set out the strategic role of the LEA, and particularly how it will support schools and partners deliver on the Government's proposals outlined in "Choice for parents, the best start for children: a ten year strategy for childcare" and the "5 Year Strategy for Children and Learners". Both strategies will have a long-term impact on the development of extended services within schools.

The Government's objective is that all parents will have access to high-standard early education and childcare for their children and for childcare provision to be flexible, good quality, affordable and accessible, fitting into the lives of families.

The Government intends that much of the childcare to be available will be based in schools, and that schools will offer wrap around care throughout the year.

Key childcare targets and outcomes outlined in the strategies are:

- By 2010 all families will have access to year round affordable school based childcare for all children aged 5-11. Half of all families will be able to enjoy this provision by 2008 or before. The childcare offer will either be based in the local primary school, or in a neighbouring one, or on a different site provided in partnership with voluntary and private sector providers. This partnership may also include local childminders. Parents who choose to use this childcare will be able to book the hours they need and will have to contribute towards the cost. Many children will continue to attend the range of before and after school activities that are currently offered by schools either free of charge or for small nominal charges.
- By 2010 all secondary schools will be open from 8am to 6pm on weekdays all year round, offering a range of activities such as music, sport and holiday activities. By 2008 at least a third of secondary schools will be making this offer, either by themselves or in partnership with private and voluntary sector providers. The nature of the activities will vary in different school communities and depending on the age

of the child. Parents will be expected to pay for some of them, but many will be eligible for childcare help through the childcare element of the Working Tax Credit.

Schools and local authorities have a crucial role in delivering the strategies. However, the proposal is not about teachers providing childcare. Many schools will make partnership arrangements with voluntary and private sector providers who will deliver the service on the school premises or nearby, with supervised transfer arrangements for children. Other schools may wish to recruit additional childcare staff to provide the offer and will also wish to consult with existing support staff who may be interested in taking up new opportunities. Many schools will also work in clusters to deliver provision.

In addition the Government wants all schools to offer wider extended services including parenting support, study support and referral systems to multi-agency support, as well as opening up their facilities such as ICT and sports to the wider community. Again, not all schools will provide all services but the offer should be available across local clusters of schools and providers. For older children and their families, it is intended that extended schools will provide a gateway to local services. The local authority has a key role in strategically planning and supporting schools in developing these services.

To deliver this vision, local authorities will have a new duty to secure sufficient provision to meet local childcare needs, building on current responsibilities in relation to the provision of nursery education. The Authority will need to work with local communities, schools, private and voluntary sector providers and other key partners to develop accessible, integrated services which meet the needs of local families. Subject to Parliamentary approval, the new legislation will be in place by 2008.

Over the next term the LEA will be consulting with head teachers, governing bodies, and key partners, to ensure that Lambeth has a coherent and co-ordinated approach to delivering the proposed strategy within the wider extended schools agenda.

From the end of April, a dedicated part of the Education section on the Lambeth Council internet site (<http://www.lambeth.gov.uk/services/education-learning/>) will provide news, key information, and documentation to assist school and partners develop extended services.

2. Further Sources of Information

Choice for Parents - 10 year Strategy for Childcare – HM Treasury 2004
http://www.hm-treasury.gov.uk/media/426/F1/pbr04childcare_480upd050105.pdf

DfES 5 year Strategy for Children and Learners – DfES 2004
<http://www.standards.dfes.gov.uk/innovation-unit/pdf/DfES5Yearstrategyfull.pdf>

Extending Schools – providing opportunities and services for all – DfES 2002 Ref: EXSG

Information and news on Study Support and links to other key sites
<http://www.standards.dfes.gov.uk/studysupport/>

CHILDREN'S CENTRES UPDATE

For additional information please contact:

Jane Theadom Assistant Director, Early Years and Sure Start Service 020 7926 9547

jtheadom@lambeth.gov.uk

The purpose of this paper is to provide governors with a progress report on the Children's Centre Project in Lambeth.

1. Introduction

The Children's Centre Programme is an initiative developed from the success of Sure Start Local Programmes. Its core purpose is to ensure that all young children between the ages of 0-5 and their families benefit from excellent childcare and family support. Each Centre will deliver integrated childcare, early education, health services and family support.

2. First Wave

The first Wave of the project includes 14 Children's Centres located across the borough, some of which are in existing Sure Start areas. Eleven of the Centres are linked to primary schools and will become a central part of their extended services. All Children's Centres are required to have the support of a Qualified Teacher and so the remaining three Children's Centres are developing a partnership with a local primary school.

In addition to the 14 Children's Centres, five primary schools are extending their services by providing additional childcare places for 3-4 year old pupils both before and after school. All Children's Centres will provide a 'core offer' of services for childcare, family support, health and employment. They will operate for 48 weeks per year and be open from 8am until 6pm.

The success of the Children's Centre Programme is contingent on the development and sustaining of partnerships between education, health, social services and housing in addition to the Sure Start Local programmes.

All of the Capital Projects are being managed by Lambeth Education's Asset Management Team. All are currently running within time and are expected to meet their planned opening dates. There will be revenue available to each Centre to fund key management and teaching posts. The revenue from fees will be planned to cover additional salary costs. All Centre Heads are receiving support from the LEA in the form of advice for HR, governance, business planning, marketing and publicity.

3. Second Wave

There will be a second Wave of Children's Centres developed across the Borough and principally in areas of greatest need.

3. Further Information

For further details please contact Jane Theadom: jtheadom@lambeth.gov.uk.

EDUCATION ASSET MANAGEMENT PLAN

For additional information please contact:

Michel La Rue Asset Management Plan Project Officer

020 7926 9419

mlarue@lambeth.gov.uk

The purpose of this paper is to inform headteachers and governors about the latest developments concerning Lambeth Education's Asset Management Plan.

1. Introduction

Lambeth Education's Asset Management Plan (AMP) was approved by the DfES last year during our Ofsted inspection. The results of the surveys in the Plan are used by DfES to determine our levels of funding, and they are used by AMPD and by the Diocesan Boards to select projects for each year's New Deal for Schools (NDS) funded projects. The DfES also expect reference to be made to the AMP in any applications for funding.

Copies of the condition survey for your premises were sent to each school in June 2003. It is expected that Governors will have reference to this survey data when allocating their Devolved Formula Capital.

2. Extension of the surveys

Following a lengthy OJEU process, a firm of surveyors has been appointed, initially for three years. The surveyors, Dearle and Henderson, have undertaken similar work for other London Education Authorities. They will be undertaking work for other Lambeth Council property holders as well as education, as well as surveying our non-school properties. The scope of the data to be collected is being extended to include asbestos surveys and access audits (DDA/SENDA). The Asset Management Plan Strategy Group has decided that the Condition surveys should be continually updated, with some 20% of schools being resurveyed each year. Dearle and Henderson will be contacting your school in due course to arrange for dates for visits.

3. Internet database

As part of our services to schools, the database of survey results is being made available on line. The AMP database is supplied by The Technology Forge, although the actual data is hosted on a server in Lambeth. The web link is <http://edu-assets.lambeth.gov.uk/techforge/>. Your User ID is (usually) the name of your school, and your password is your DfES number. We hope to arrange for training shortly. Information from the new surveys will be added as it becomes available.

4. Asset Management Plan Strategy Group (AMPSG)

The body that guides the AMP is the AMPSG. This, presently, is chaired by Councillor Bottrall and includes representative headteachers, the Diocesan Boards Buildings Officers, and officers of Lambeth Education. There is currently only one governor representative but more volunteers would be very welcome. If you are interested in joining the Asset Management Plan Strategy Group please contact Michel la Rue – contact details above.

WORKFORCE REMODELLING UPDATE

For additional information please contact:

Dorothy Horsford Teaching & Learning Consultant
(Workforce Remodelling)

020 7926 9899

dhorsford@lambeth.gov.uk

The purpose of this paper is to give an update on the developments in the borough relating to the Remodelling agenda.

1. Introduction

Schools are reminded that they are bound by a number of requirements relating to the National Agreement. Schools should by now have implemented arrangements to ensure that they have successfully met the requirements of Phase 1 and 2 of the Agreement and have plans in place to successfully meet phase 3, which becomes effective in September 2005.

2. National Agreement – Phase 3

From 1 September 2005, all teachers are entitled to a minimum 10 percent of their timetabled teaching time guaranteed for planning, preparation and assessment (PPA). Schools are coming up with many different solutions to make this happen and further information is available in the PPA Resource Pack or on the NRT website (www.remodelling.org).

Any school that would like a further copy of the PPA & Finance training programme developed by the NRT and used with schools across the country should contact dhorsford@lambeth.gov.uk

To support schools with implementing phase 3 of the National Agreement, WAMG (Workforce Agreement Monitoring Group) has now also produced a guidance pack on exam invigilation. A copy has been sent out to all Lambeth schools and further copies can be ordered from Prolog on 0845 602 2260 quoting reference NRT/0065/2005 or downloaded from www.remodelling.org. The pack offers guidance on strategies and good practice in implementing the contractual changes relating to invigilation.

3. Remodelling Progress

Schools' engagement with the Remodelling agenda is logged and registered on the NRT website and shared with WAMG. The information provided is based on a range of information sources, including feedback from schools to the termly questionnaires sent by the LEA and attendance at LEA functions. The classifications used to measure schools' progress are as follows;

- **Not yet engaged:** the LEA has no knowledge/engagement of the progress the school is making.
- **Aware:** the LEA has engaged with the school and the school is aware of the remodelling change programme. Characteristics of an Aware school may include (but not be limited by):

- **Launching the programme.** School is aware of requirements; both contractual and remodelling process

- **Forming a School Change Team.** School has formed a Change Team with representatives from across the school workforce
- **Devising a remodelling plan.** School has developed a plan
- **Developing:** the school is engaged in the remodelling process and is making progress, although no attributable benefits have yet been realised. Characteristics of a Developing school may include (but not be limited by):
 - **Creating a Vision.** Develop a vision for achieving remodelling objectives, consider and develop understanding of emotional, political and rational aspects of change, consider scope and sustainability
 - **Collaborating regionally.** School collaborates with colleagues in the region through, for example, regional events, school learns from practical examples of where aspects of remodelling and contractual changes have been implemented elsewhere
 - **Using tools and techniques.** School uses team-building tools and techniques to solve workload issues
- **Sustainable:** The school is engaged in the remodelling process and is realising sustainable change. The school should be focused on sustaining the capability to repeat the process for new issues. Characteristics of a Sustainable school may include (but not be limited by):
 - **Implementing solutions.** SCT implements solutions that are sustainable
 - **Advocating and sharing learning.** SCT shares learnings and solutions with other schools, school / SCT becomes advocates of change

4. Based on the information on NRT website the statistics for Lambeth schools are as follows:

Progress	Number of schools	Percentage of schools
Realising benefits	35	41%
Developing	43	51%
Aware	7	8%
TOTAL	85	100%

5. Contractual Changes

In relation to the contractual changes the classifications used to measure the developments in relation to the contractual changes are as follows:

- **Unknown:** the LEA has no knowledge of this school's status in relation to this phase of the contractual changes
- **No Plan:** there is no plan in place to implement this phase of the contractual changes for this school.
- **Have Plan:** there is a plan in place to implement this phase of the contractual changes for this school, but it has not yet been implemented
- **Done:** the school has successfully implemented this phase of the contractual changes

Based on the information available the figures for Lambeth are as follows:

CC Phase 1		
Unanswered	2	2%
Unknown	0	0%
Have no plan	0	0%
Have a plan	0	0%
Done	83	98%
Total	85	100%

CC Phase 2		
Unanswered	2	2%
Unknown	0	0%
Have no plan	0	0%
Have a plan	0	0%
Done	83	98%
Total	85	100%

CC Phase 3		
Unanswered	2	2%
Unknown	8	9%
Have no plan	0	0%
Have a plan	58	68%
Done	17	20%
Total	85	100%

Please do not hesitate to contact me (926 9899 or dhorsford@lambeth.gov.uk) if you would like further information about the survey or jawilliams@lambeth.gov.uk if you would like more detailed information about your school, or to update your school information.

6. Further sources of information

For more information about WAMG's role, the role of the NRT (National Remodelling Team) or the National Agreement, please log onto the NRT website at www.remodelling.org.

For information about developments in Lambeth log onto www.lambeth.gov.uk/remodelling. The site carries information about developments nationally and locally, examples of good practice around the borough and country plus further local and national sources of information. In addition it will have examples of draft policies and procedures and JDs which reflect the legislative requirements of the Workforce Reforms and the National Agreement.

For further information about developments in Lambeth and the National Remodelling programme please contact:

Dorothy Horsford, Teaching & Learning Consultant (Workforce Remodelling)
0207 926 9899 or dhorsford@lambeth.gov.uk

Andy Mathieson, School Adviser
0207 926 9869 or amathieson@lambeth.gov.uk

Jago Williams, Administration Officer
0207 926 9461 or jawilliams@lambeth.gov.uk

Also see:

- Time for Standards: Cover Resource Pack.
- Time for Standards: Guidance accompanying the Section 133 Regulations issued under the Education Act 2002; DfES
- Time for Standards: School Teachers Pay & Conditions Document – Section 4
- Time for Standards: Planning, Preparation and Assessment - Resource Pack.
- School Workforce Reform: Financial Planning & Planning, Preparation and Assessment (PPA) training folder
- Time for Standards: Invigilation Resource Pack

All these documents can be downloaded from www.remodelling.org.

Also go to:

- www.lambeth.gov.uk/remodelling/
- www.teachernet.org
- www.teachernet.gov.uk/management/remodelling (regulations on supervision arrangements);
- www.teachernet.gov.uk/paydoc/ (guidance on the School Teachers' Pay and Conditions Document)