

# **WORKING TOGETHER**

**SPRING 2006**

**The Children and Young People's Service  
Executive Director's**

**Report to School Governors and Headteachers**

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## PLEASE NOTE THAT:

- You should take your copy of "Working Together" to your school's governing body meeting.
- A copy of the Spring Terms 3 and 4 model agenda has been sent to all Clerks, Chairs and Headteachers separately.
- The Spring 2006 Governor Training Programme is sent out in a separate booklet.

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

Dear Colleague

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

### **Children and Young People's Service**

Lambeth's new Children and Young People's Service was established on 1 November 2005 with a launch event for staff on 5 November. This new service brings together the children and young people's education and children's social care in Lambeth to begin to develop integrated services and ensure the delivery of the five national outcomes of the government's "Every Child Matters" programme - that every child and young person should be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well being - for all Lambeth's children and young people, including the most vulnerable.

To celebrate and mark the launch of the new Children and Young People's Service and the vision for partnership working, a Children's Service Stakeholder Launch event was held on 29 November, which over fifty people attended. This event gave stakeholders, such as headteachers, representatives from the Primary Care Trust and from community and voluntary groups, an opportunity to come together and discuss ways of working more closely together. I was impressed by the commitment of all to the development of the new service.

The new Directorate's management structure is being reviewed to embrace the new joint services and to ensure that key areas are represented. This document provides you with details of the new structure with contact details – see page 4.

We are continuing to invest in schools and childcare provision, working in partnership with other agencies to pioneer new service delivery models and building sustainable partnerships. You can find out more information on the Council's website:

[www.lambeth.gov.uk/Services/HealthSocialCare/IntegratedServicesforChildren](http://www.lambeth.gov.uk/Services/HealthSocialCare/IntegratedServicesforChildren).

We will, of course, be continuing to support schools to fulfil their main responsibility for promoting high standards of educational achievement for all children.

### **Lambeth's New Chief Executive**

Mr Derrick Anderson, CBE, has been selected as the new Chief Executive of Lambeth Council. Mr Anderson, who was born in London, has nearly twenty years management experience in local government and more than twenty five years in the public sector.

Currently employed as Chief Executive of Wolverhampton City Council, Mr Anderson also holds positions on a variety of bodies ranging from non-executive director on the Home Office General Executive Board to Chair of Sport England, West Midlands, and is a member of the Nations and Regions Committee for the London 2012 Olympics. He was awarded a CBE for services to local government in January 2003 and holds an honorary doctorate from Staffordshire University for work on social inclusion and cultural policy.

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

The BSF Team have been working on compiling the Educational Vision and Strategy and developing the Strategic Business Case in parallel. This has involved close liaison with a number of schools. More detailed consultation is underway to expand the scope and detail in the Outline Business Case with approval by the Council's Executive being programmed for March 2006. Several group consultations have taken place at International House, with further sessions planned

in the near future. We value your vital contribution to our programme to transform secondary education in the borough. A full briefing on the BSF project is included on page 22.

### **New Relationship with Schools**

Much work has been done by schools and governors over the last two terms to prepare for the 'New Relationship with Schools'. The first changes took effect from 1 September 2005 when the Ofsted's new short-notice inspection arrangements began.

Approximately a third of all schools are due to be inspected during the next academic year. Within three years it is expected that all schools will have undergone an inspection under the new framework. Inspectors will particularly focus on leadership, management and capacity to sustain improvement – the 'central nervous system' of the school. An update is included on page 11.

As of today there are no Lambeth schools causing Ofsted any concern.

### **Private Fostering**

There is a long tradition of private fostering and the government generally sees it as a positive measure where parents who cannot look after their children for a period make their own arrangements. However, we have become increasingly aware that children being cared for away from home are generally at increased risk of not achieving positive outcomes. The extent of private fostering nationally is not known, and the government is concerned that it is increasing with the growth of diverse communities and of mobile populations, both nationally and internationally.

New regulations, guidance and standards relating to private fostering have been introduced as part of the Children Act (2004) and are now in force. This Act strengthens the original 1989 Children Act's guidance on private fostering and introduces additional statutory duties and standards which require local authorities to ensure that the well-being of privately fostered children is promoted and their welfare safeguarded. You will find a full briefing on page 33.

### **Lambeth Schools singled out for Architectural Praise**

Lambeth has achieved the rare distinction of having two schools selected for publication in the yearbook published annually by the Society of Chief Architects. The schools chosen were Crown Lane Primary School and Lilian Baylis Technology School. The Lilian Baylis site also won a commendation in the competition run in tandem with the yearbook. This is quite a remarkable achievement as this is the third year running that our schools have had national recognition for architecture. Jubilee Primary School took a RIBA award in 2003, and both Kings Avenue and Jubilee primary schools won a SCALA commendation last year. Congratulations and thanks go to all those who work so hard in this area.

Finally, I would just like to congratulate schools on the impressive attainment results achieved this year. Lambeth has the best provisional GCSE results ever and Lambeth primary schools are in the top quartile nationally for 'value added'. This improvement is a testament to the hard work, dedication and commitment shown by heads, staff, governors, pupils, and parents.

Wishing you all the best for the term ahead,



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

# **PART A – FOR ACTION**

# **The Establishment of Lambeth's Children and Young People's Service (CYPS)**

For additional information please contact:

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

**The purpose of this paper is to provide governors and headteachers with a brief summary of the re-organisation that has taken place within the Council and, in particular, the merger of the Education Department and Children's Services Social Services to create the new Children and Young People's Service (CYPS) on 5 October 2005.**

## **1. Introduction**

In early October 2005, Lambeth Council underwent extensive reorganisation across all major departments in order to meet the requirements of the Children Act (2004) to establish a Children and Young People's Service (CYPS), and the challenges of the Council's Improvement Plan. The reorganisation has grouped services appropriately and ensured that there is sufficient managerial capacity to deliver Lambeth's programme of investment and service transformation.

The reorganisation of the Council will help support the Council to meet the five priorities in the Improvement Plan:

- Building Schools for the Future
- Revitalising Lambeth
- Developing Children's Services
- Customer Services (Lambeth Service Centre/Joint Service Centres/Web)
- An efficient and effective Council

## **2. The Development of the Children and Young People's Service (CYPS)**

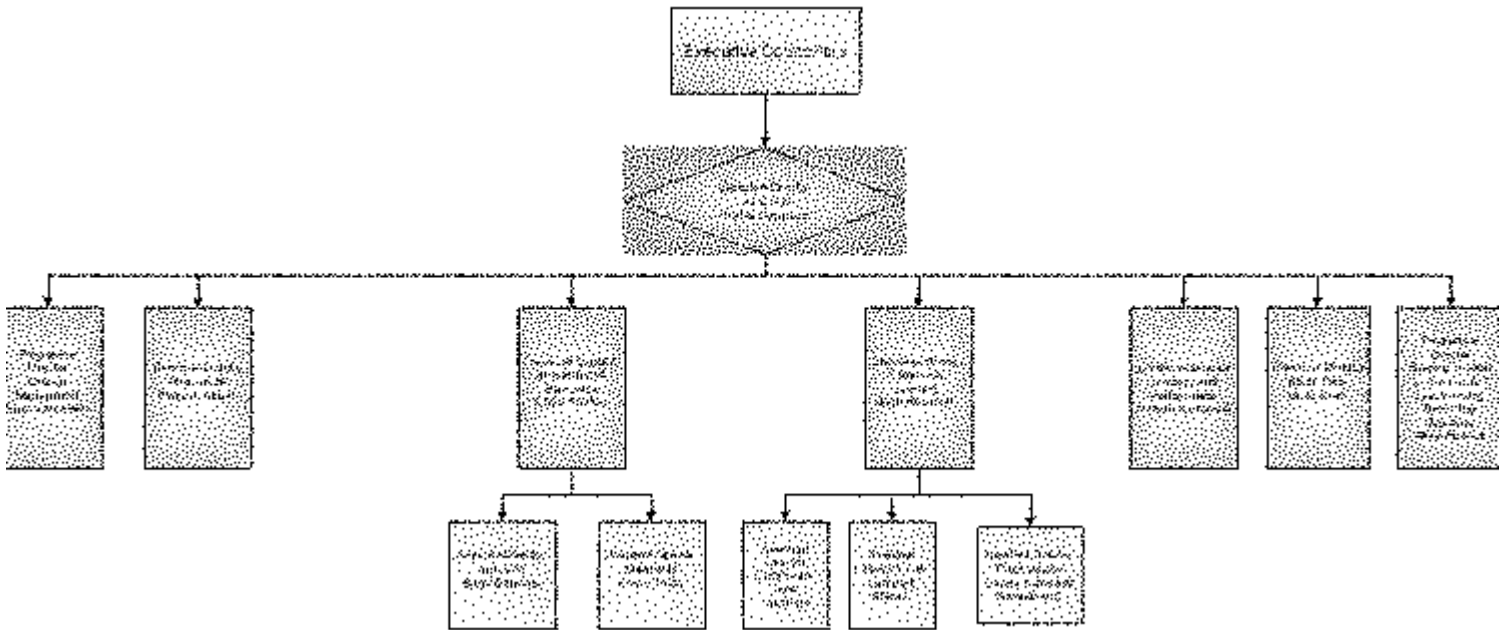
As part of this extensive reorganisation the Council's Education Department and Children's Social Services merged in October 2005 to create the Children and Young People's Service. The new service is headed by Phyllis Dunipace, Executive Director, who will be leading the new service's response to the national change for children programme, Every Child Matters. This exciting and ambitious agenda is putting children and young people at the heart of service delivery. Every Child Matters aims to ensure all children and young people achieve the five national outcomes and this is Lambeth's aim too. The national outcomes are:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

## **3. New Structure of Children and Young People's Service**

To enable the new Service to deliver the services that support the national change agenda and the Council's intentions to be more preventative, the Executive Director has brought

together experienced senior officers from both education and social care to create a new Departmental Management Team (DMT).



#### 4. The Launch of the New Service

To add capacity the Executive has also began the creation of an additional level of leadership provided by Assistant Directors, reporting to Programme or Divisional Directors. These officers, together with the Executive Director, make up the leadership team for the new Children and Young People's Service (CYPS).

The new service was launched on 5 October 2005 with a stakeholder partners' event taking place on the 29<sup>th</sup> November 2005. At both events the vision for the new service and the successes and challenges were shared with staff and colleagues.

Much has already been achieved to ensure that we meet the requirements of the Children Act 2004 by 2008. **These are:**

**To appoint a Director of Children's Services ✓**

Phyllis Dunipace confirmed as Executive Director for Children and Young People's Service (CYPS).

**To appoint a lead member for Children and Young People's Service (CYPS) ✓**

Councillor Bottrall and Councillor Giess confirmed as lead members.

**To have a local safeguarding board in place by October 2005 ✓**

The Local safeguarding Board, chaired by the Executive Director, was established in May 2005.

**To produce and publish a single, strategic plan for Children and Young People –**

The children and young people's plan is in preparation - for finalisation by April 2006.

**To create a children's trust for planning and commissioning children and young people's services –**

To be achieved by April 2008.

The Executive Director and her management team are situated on the 7<sup>th</sup> Floor, International House, Canterbury Crescent, London SW9 7QE and be contacted by mail, telephone, email or facsimile.

### Contact Details

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# The Common Assessment Framework

For additional information please contact:

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

**The purpose of this paper is to inform governors and headteachers about the introduction of the Common Assessment Framework (CAF), which is intended to assess the needs of children and young people earlier and more effectively.**

**RECOMMENDATION: governors and headteachers are asked to note the implications the CAF will have for the assessment processes currently used in schools and to bring this briefing paper to the attention of colleagues as relevant.**

**Briefing and training sessions on the Common Assessment Framework will be provided.**

## 1. Introduction

The Common Assessment Framework (CAF) for Children and Young People is a key part of the government's strategy to shift the focus from dealing with the consequences of difficulties in children's lives to preventing things from going wrong in the first place. It is a nationally standardised approach to conducting an assessment of the needs of a child or young person and deciding how those needs should be met.

The government is committed to providing effective services to children and young people, with a focus on early intervention. The Common Assessment Framework (CAF) will help practitioners, across universal and specialist services, to assess children's needs earlier and more effectively.

## 2. Purpose

The CAF aims to promote more effective, earlier identification of children's additional needs and improve multi-agency working. It will provide a simple, non-bureaucratic process for a holistic assessment of a child's needs, taking account of the individual, family and community.

The CAF will:

- provide a method of assessment to support earlier intervention
- improve joint working and communication between practitioners by helping to embed a common language of assessment, need and a more consistent view as to the appropriate response
- improve the coordination and consistency between assessments leading to fewer and shorter specialist assessments
- inform decisions about whether further specialist assessment is necessary and if necessary provide information to contribute to it
- enable a picture of a child or young person's needs to be built up over time and, with appropriate consent, shared among professionals.
- provide better, more evidence-based referrals to targeted and specialist services

The CAF has been developed for use by practitioners in all agencies so that they can communicate and work more effectively together. Information will follow the child and build up a picture over time.

CAF materials draw on frameworks already in existence (the Framework for the Assessment of Children in Need and their Families; SEN Code of Practice; Connexions APIR - Assessment, Planning, Implementation and Review; ASSET and others); as well as the experiences of North Lincolnshire and the IRT/ISA trailblazers.

### 3. What will the CAF actually do?

The CAF will encourage greater sharing of information between practitioners, where consent is given.

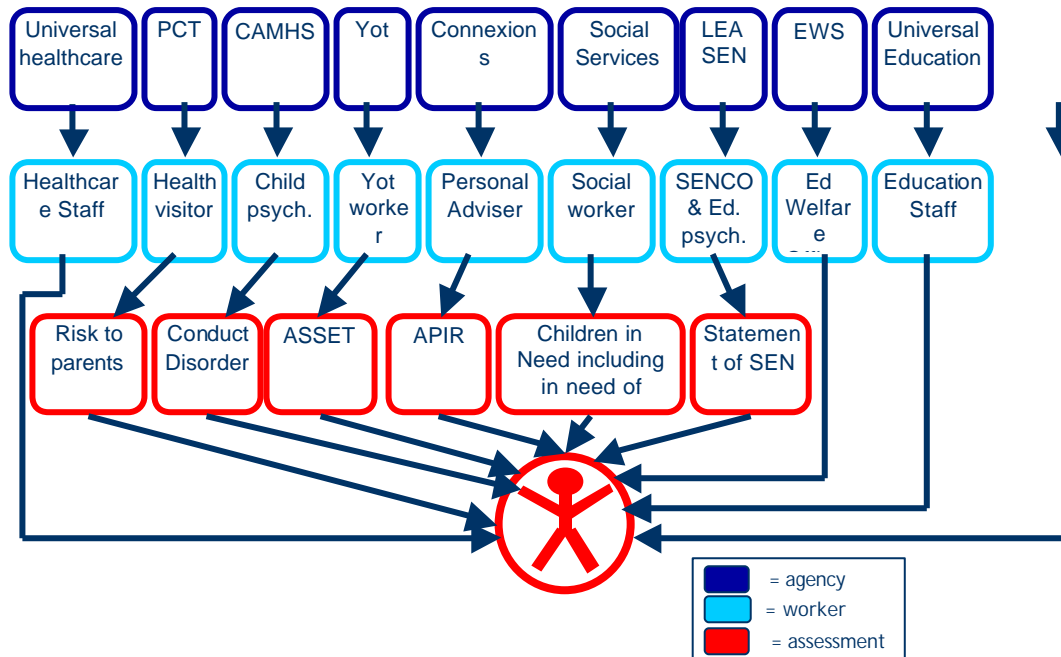


The CAF is one part of integrated working processes. The CAF will also:

- support the integration of working processes to support children, young people and their families
- Promote earlier intervention where additional needs are observed
- Reduce the number of different assessment processes that children and young people need to undergo
- Improve the quality and consistency of referrals between agencies
- Promote the appropriate sharing of information

The CAF is intended for use in universal services (health and education), to identify and tackle problems before they become serious. Using common assessment processes should help to simplify the relationships between schools and specialist support services.

At the moment a child or young person is often subject to a number of assessments:



The CAF should reduce the need for repeated multiple assessments.

Staff will need to be familiar with the CAF, which will support school's own ability to identify and deal with additional needs at an earlier stage. They will use the information sharing database as an effective tool for making contact with other practitioners. Key staff will be encouraged to participate in a wider team with other professionals to address individual children's complex needs.

If a common assessment suggests that a child has needs that require input from more than one service, it will help if one practitioner acts in the role of lead professional, to provide a single point of contact which children, young people and families can trust and who is able to support them in making choices and in navigating their way through the system. The lead professional will also ensure that children and families get appropriate interventions when needed and that there is a reduction in duplication and inconsistency from other practitioners.

The purpose of the CAF is to help practitioners undertake assessments in a more consistent way. In many cases, it will just formalise current practice.

It is proposed to provide multi agency training, so that practitioners in any agency will be capable of undertaking a common assessment. Where the assessment indicates that the child has urgent or complex needs, requiring specialist assessment and intervention, the common assessment information will feed into the specialist assessment process.

#### 4. What is the timetable for implementation?

All local authorities are expected to implement the CAF from April 2006 and should be working during 2005/06 to prepare for this.

#### 5. What is Lambeth doing about this?

Lambeth is ensuring that CAF is implemented by:

- taking an incremental approach to developing systems to support the CAF
- piloting the introduction of CAF in various settings and services between February 2006 and March 2007

- creating a joint funded post to lead the development of CAF across agencies in January 2006
- establishing a multi agency team to support the CAF development manager from March 2006 onwards.
- developing a shared understanding across agencies of the role of a lead professional
- arranging multi-agency training and briefing sessions for practitioners and anyone who may be involved in a CAF

**6. What do governors and headteachers need to do?**

Visit the DfES' Every Child Matters website:

<http://www.everychildmatters.gov.uk/deliveringservices/caf/> and download further information about the Common Assessment Framework.

**Information on briefing and training sessions for schools and governors will be sent out separately. If you would like a session to take place at an INSET event or a governing body meeting, please contact IS4C on 0207 926 9742.**

## Update on the 'New Relationship with Schools'

For additional information please contact:

Cathy Twist

Assistant Director, Standards

020 7926 9541

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

**The purpose of this paper is to update governors and headteachers on developments within the various elements of the 'New Relationship with Schools'.**

**Points for governing bodies:**

- **The Governors' Annual Report to Parents is replaced by an online School Profile**
- **There will be no requirement in future for governing bodies to hold an Annual Meeting for Parents.**
- **Schools should only need to produce one school plan to cover all their improvement and development plans.**
- **Self Evaluation Forms (SEFs) must be "signed off" by governing bodies.**
- **Awareness of the impact of the new 'short-notice' inspection process.**
- **Awareness of the new Ofsted grading system.**
- **Increased flexibility about school prospectuses has been introduced.**

### 1. Introduction

Much work has been carried out by schools and governors over the last two terms to prepare for the 'New Relationship with Schools'. The first changes took effect from 1 September 2005 when Ofsted's new short-notice inspection arrangements began.

### 2. School Inspections and the Self Evaluation Form (SEF)

The new inspection framework came into effect for all schools inspected from 1 September 2005. Approximately a third of all schools are due to be inspected during the next academic year. Within three years it is expected that all schools will have undergone an inspection under the new framework. We recommended to Lambeth schools that schools last inspected in 1999 or 2000 should have completed their online SEF by the beginning of September 2005. A number of schools have now had their inspections and we are very grateful to headteachers for sharing their experiences about effectively managing the process with colleagues.

**All schools should now be working towards ensuring that their SEF is complete and online.**

Inspectors will focus on leadership, management and capacity to sustain improvement – the 'central nervous system' of the school. The grading system that Ofsted use has been changed. From September 2005 the 7 point scale changed to a 4 point scale: Grade 1 - outstanding; grade 2 - good; grade 3 - satisfactory and grade 4 - inadequate. The possible outcomes of an inspection have also changed: these will now be 'pass'; in need of an 'improvement notice' and requiring 'special measures'.

### 3. School Improvement Partners (SIPs)

Secondary SIPs will be starting work with schools in September 2006. Primary School Improvement Partners will not start in schools until September 2008.

#### **4. School Profile and School Prospectus**

The new online School Profile replaced the Governors' Annual Report to Parents from September 2005. There is no longer a requirement for governing bodies to hold an Annual Meeting for Parents. The regulations for the school prospectus have also been changed so that there is much more flexibility over what can be included. The only obligatory content of the School Prospectus will be the information about SEN and the disability provision that is currently in the Governors' Annual Report to Parents.

#### **5. Data**

An enhanced School Census will replace the current Pupil Level Annual School Census (PLASC) and will be completed by secondary schools from 2006 and by primary schools from 2007. The DfES and Ofsted are working together to develop 'contextual value-added' (CVA) data which will be used in providing performance data analysis. Schools have received their Performance and Assessment information (PANDA) for 2005, which provides a great deal of value-added and progress data. This will be further refined over 2006 and combined interactively with Pupil Achievement Tracker (PAT) information.

#### **6. The 'Single Plan'**

Schools should only need to produce one school plan to cover all their improvement and development plans. The plan should be developed using the outcomes of the school's self-evaluation, which itself should be recorded in the Ofsted Self Evaluation Form (SEF).

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

- [www.teachernet.gov.uk/newrelationship](http://www.teachernet.gov.uk/newrelationship)
- Guidance on effective self-evaluation (A new relationship with schools: improving performance through self-evaluation) is available on the Ofsted website [www.ofsted.gov.uk/schools/sef.cfm](http://www.ofsted.gov.uk/schools/sef.cfm) and on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications).
- Lambeth Self Evaluation document
- Enquiries regarding School Census - [ims.mailbox@dfes.gsi.gov.uk](mailto:ims.mailbox@dfes.gsi.gov.uk).
- Information regarding the new data and information resource which is currently being developed - <http://www.ofsted.gov.uk/schools/dataandinformationsystems.cfm>.

## School Governance Matters

For additional information please contact:

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

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

**RECOMMENDATIONS:** that

- **Governor Services is informed if your school has a new Chair, Vice Chair or training link governor (see section 2).**
- **the DfES is informed if your school has a new Chair (see section 2).**
- **arrangements are made for the headteacher and one governor to be trained using the online safer recruitment training package developed by the National College for School Leadership (see section 5).**

### 1. School Governing Body Model Agenda – Spring 2006

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

**There are other useful documents on the website, including an electronic version of this edition of "Working Together." If you download "Working Together" then you can click on the links in it to go direct to the relevant web pages or background documents. Alternatively, we can email you an electronic copy of "Working Together" on request.**

### 2. New Chair, Vice Chair or Training Link Governor?

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

It is also important that the DfES is informed of any change of Chair for the same reason. If a new Chair is elected, then the school should notify the DfES electronically using the schools interface. The school's Data Collection Username and Password should be used to log on to this service at <http://schools.edubase.gov.uk>. It is not necessary to provide details of the outgoing Chair.

If a Chair wants mailings sent to their home address then the name and address fields should be completed. If the proforma is left blank then all mail will be addressed to “the Chair of Governors” at the school address.

### 3. **Governing Body Decision Planner**

The DfES has produced a new decision planner for governing bodies, which can be downloaded from Governonet:

<http://www.governonet.co.uk/linkAttachments/ACF3C58.doc> or  
<http://www.governonet.co.uk/linkAttachments/ACF3EF8.pdf>.

The decision planner shows the levels to which functions can be delegated by the governing body, setting out whether a particular task has to be legally undertaken by the whole governing body or whether it can be delegated to a committee, an individual member of the governing body or to the Headteacher. The aim is to help governing bodies perform their strategic leadership role more effectively by delegating tasks and decisions appropriately.

**Governing bodies should be aware that if they delegate a function to a committee, the terms of reference for that committee should be amended accordingly, and must be reviewed annually. Any such decision must be clearly recorded in the minutes by the Clerk and, where any function has been delegated, a report must be made to the governing body of any action taken.**

### 4. **Online School Profile**

The introduction of the online School Profile means that governing bodies no longer need to produce a Governors' Annual Report to Parents or hold an Annual Meeting for Parents.

**The one exception to this is maintained nursery schools, which must continue to produce an Annual Report to Parents.** There will be a Profile for nursery schools in the future but the DfES is still working to ascertain exactly what form this will take.

Although the format for the Profile has now been agreed by ministers, detailed guidance and technical advice on the completion of the Profile has not yet been issued by the DfES and profiles are not yet accessible by schools. The DfES will send an email to schools early in Spring 2006 with details of how to access their Profile online.

What is known is that each School Profile will be “pre-populated” with some of the required statistical information and will also include the following narrative sections for completion by the school:

- What have been our successes this year?
- What are we trying to improve?
- How have our results changed over time?
- How are we making sure that every child gets teaching to meet their individual needs?
- How do we make sure our pupils are healthy, safe and well-supported?
- What have we done in response to Ofsted?
- How are we working with parents and the community?

The narrative sections will vary slightly in size, ranging from approximately 100 to 200 words.

### 5. **Safer Recruitment Training**

The DfES guidance in response to the Bichard Inquiry report into the tragic Soham murder case sets out procedures and strategies to help those involved in the recruitment process in schools to deter, identify, and reject applicants who are unsuitable to work with children. There was a full briefing on the new guidance was included in Working Together Autumn 2005.

One of the key recommendations is that at least one member of staff and one governor from each school must undertake safer recruitment online training, and that this training should be completed by the end of March 2006. The training focuses on the good practice that should be adopted when selecting and recruiting adults to work with children in schools to ensure that interviews reflect the importance of safeguarding children.

The training also aims to strengthen safeguards for children in schools in general by helping to deter and prevent abuse, but also by creating an environment where everyone is able to raise concerns about what seems to be poor or unsafe practice. **Ofsted will review recruitment practices and schools will need to demonstrate good practice.**

All headteachers and one governor from each school should receive the training. Schools are asked to nominate a governor and apply on their behalf using the National College for School Leadership's Safer Recruitment website. The NCSL website also gives more information about safer recruitment:

[http://www.ncsl.org.uk/leadership\\_development/strategic\\_programmes/ldev-strategic-safer.cfm](http://www.ncsl.org.uk/leadership_development/strategic_programmes/ldev-strategic-safer.cfm).

## 6. Local Authority (LA) Governor Appointments

The establishment of Lambeth's Children and Young People's Service means that Lambeth is no longer a Local Education Authority (LEA), consequently LEA governors are now known as Local Authority (LA) governors.

**The open recruitment policy for the appointment of LA governors is continuing to work well. There are currently 199 LA governor posts on the governing bodies of Lambeth schools. : In December 2005 there were only five vacant places and none of these had been vacant for more than six weeks.**

LA governor 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. Please encourage people to apply!

The appointment procedure includes an informal interview with a panel of two or three experienced governors and headteachers. Meetings are held two 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 panels meet between 4.30 and 8.00pm and the dates for the remainder of the 2005/06 school year are as follows:

- Wednesday 22 March 2006
- Thursday 18 May 2006
- Wednesday 12 July 2006

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

**Please let us know if a Local Authority governor resigns from your governing body so that we can appoint a replacement as quickly as possible. Likewise, would you**

**please let us know if a Local Authority governor has a poor attendance record or simply stops coming to meetings.**

## **7. Training Session on Children's Centre Governance**

Finally, we wanted to inform you about a new training session which is planned to meet the specific needs of governors of schools which are either directly managing a Children's Centre or have become a partner in a Children's Centre consortium. The session will comprise presentation, discussion and workshops and will include:

- information about the Children's Centre Programme
- information about the statutory obligations for governing bodies in respect of managing services that are in addition to the core functions relating to the education of children
- consultation on models of governance and leadership
- specific information about Children's Centre funding

**In the first instance this training session is offered to governors of schools in Wave 1 or which have expressed interest in Wave 2. However, if there is sufficient interest from governors of other schools another session will be arranged.**

The training session will be held in a room at International House **on Thursday 23 February, from 6.30 to 8.30pm**. You can book a place in the normal way: send in the booking form attached to the Spring 2006 Governor Training Programme to Lambeth Governor Services, International House, Canterbury Crescent, London SW9 7QE, or phone 020 7926 9668/9632 or email [governor@lambeth.gov.uk](mailto:governor@lambeth.gov.uk).

## **8. Further Sources of Information**

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

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

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

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

- the National Governors' Council (NGC), whose newsletter is reproduced at the back of this report - [www.ngc.org.uk](http://www.ngc.org.uk).
- the National Association of School Governors (NASG), which was formerly called the National Association of Governors and Managers (NAGM) - [www.nagm.org.uk](http://www.nagm.org.uk)
- School Governors' One-Stop Shop, which aims to recruit people with transferable skills from the world of work to fill vacancies on governing bodies – [www.schoolgovernors-oss.co.uk](http://www.schoolgovernors-oss.co.uk).
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - [www.governors.fsnet.co.uk](http://www.governors.fsnet.co.uk).
- Times Educational Supplement (TES), the governors' section of the TES – [www.tes.co.uk/governors](http://www.tes.co.uk/governors).

# School Term and Holiday Dates - Recommended Calendar for 2007/08

For additional information please contact:

David Jones

Governor Support Officer

020 7926-9669

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

The purpose of this paper is to invite comments on the Local Authority's recommended school term and holiday dates for the 2007/08 academic year.

Views are particularly welcomed on the recommendation that the Easter bank holidays should form a long weekend within Term Four and not part of the subsequent two-week holiday.

Please send any comments by **Friday 31 March 2006** to: David Jones, Governor Support Officer, Governor Services, Lambeth Children and Young People's Service, Canterbury Crescent, London SW9 7QE. Fax: 020 7926 9666.

## 1. Introduction

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

## 2. Standard School Year – Recommended Calendar for 2007-08

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

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

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

However, it is implicit in the statutory duty on the local authority to set term dates, that in doing so it should consult and then do what it considers right in the light of the outcome of

the consultation. It is recognised that 2007/08 presents particular difficulties owing to the timing of Easter and your views in particular would be welcomed on the recommendation that the Easter bank holidays should form a long weekend within Term Four and not part of the subsequent two-week holiday. The LGA will be tracking what authorities decide for 2007/08 and hope to use the experience of schools and local authorities and other information gained when addressing future situations of the kind, the next of which arises in 2015/16.

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

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

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

#### **Proposed School Term and Holiday Dates 2007/08**

<b>Term</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>No. of days</b>
<b>Term One</b>	<b>Mon 3 September 2007</b>	<b>Fri 19 October 2007</b>	<b>35 days</b>
Holiday	Mon 22 October 2007	Fri 26 October 2007	
<b>Term Two</b>	<b>Wed 31 October 2007</b>	<b>Wed 19 December 2007</b>	<b>36 days</b>
Holiday	Thurs 20 December 2007	Wed 2 January 2008	
<b>Term Three</b>	<b>Thurs 3 January 2008</b>	<b>Fri 15 February 2008</b>	<b>32 days</b>
Holiday	Mon 18 February 2008	Fri 22 February 2008	
<b>Term Four</b>	<b>Mon 25 February 2008</b>	<b>Fri 4 April 2008</b>	<b>28 days</b>
Bank Holiday	Fri 21 March 2008		
Bank Holiday	Mon 24 March 2008		
Holiday	Mon 7 April 2008	Fri 18 April 2008	
<b>Term Five</b>	<b>Mon 21 April 2008</b>	<b>Fri 23 May 2008</b>	<b>24 days</b>
Bank Holiday	Mon 5 May 2008		
Holiday	Mon 26 May 2008	Fri 30 May 2008	
<b>Term Six</b>	<b>Mon 2 June 2008</b>	<b>Fri 18 July 2008</b>	<b>35 days</b>
Holiday	Mon 21 July 2008	Tues 2 Sept 2008*	

**Total number of days = 190**

\*The first date of Term One for the school year 2008-09 (as proposed by LGA) is expected to be Wednesday 3 September 2008.

## **School Meals Funding and Lambeth School Meals Service Development Plan 2005/06**

For additional information please contact:

<b>Sue Farr</b>	<b>Head of Education Contracts Unit</b>	<b>020 7926 9675</b> <a href="mailto:sfarr@lambeth.gov.uk">sfarr@lambeth.gov.uk</a>
<b>Edwina Hinnigan</b>	<b>Lead Officer – School Meals</b>	<b>020 7926 9683</b> <a href="mailto:ehinningan@lambeth.gov.uk">ehinningan@lambeth.gov.uk</a>

**The purpose of this paper is to inform governors and headteachers about the transitional funding the government is providing to improve the school meals service over the next three years.**

**RECOMMENDATION: that governing bodies consider how best to use the School Meal Grant to make sustainable improvements to school meals.**

### **1. Introduction**

It is the government's expectation that, in partnership with local stakeholders such as parents, schools and health services, local authorities will take the lead in developing a strategy to deliver a high quality, sustainable school meals service.

To this end the Secretary of State has announced that there will be transitional funding for both local authorities and schools for three years. The funding will be provided via two new grants to local authorities (the Targeted School Meals Grant) and schools (School Meals Grant) respectively.

### **2. Targeted School Meals Grant**

To satisfy the requirements of this grant, local authorities are expected to develop a strategy for improving school meals, aiming to provide meals that at least meet the new nutritional standards that will be required from September 2006.

Lambeth already has a Service Development Plan and strategy to improve school meals, which was agreed with the Schools Resources Committee and sent to all schools in October 2005. Planned in partnership with Harrison Catering, the contractor for the centrally managed contract, the plan includes proposals to respond to the government's revised nutritional standards; draft a food policy document; develop a marketing strategy; establish stakeholder forums; carry out research; and provide training. A high quality specification for the contract has been maintained in Lambeth and there is a positive partnership with the contractor for the centrally managed school meals contract. All Lambeth schools provide a hot meals service.

The Council's investment and commitment to the school meals service places Lambeth in a good position to take full advantage of the Targeted School Meals Grant and concentrate on improvements to the benefit of all Lambeth schools.

Schools that have opted out of the centrally managed contract will benefit by sharing the outcomes of Lambeth's research and advice, the draft food policy and training.

### 3. School Meals Grant

All schools have received a School Meals Grant from October 2005, set by a formula and distributed by the Local Authority. **Although the funding is not ring-fenced, there is an expectation that the funding will be used for sustainable improvements to school meals. Schools' use of the grant is likely to be audited for evidence of its success.**

Although schools are free to use the grant how they wish, schools should consider Lambeth's strategy, as set out in the Service Development Plan, and the following recommendations:

- school costs associated with joint training funded through the Local Authority.
- schools may wish to consider funding promotions linked to the school meals service beyond that planned by Lambeth.
- replacement of tableware at schools, working toward the replacement of meals trays with traditional bowls and plates.

# **PART B – FOR INFORMATION**

## **Building Schools for the Future – Transforming Secondary Education in Lambeth**

For additional information please contact:

<b>Mike Pocock</b>	<b>Project Director</b>	<b>020 7926 3220</b> <a href="mailto:mpocock@lambeth.gov.uk">mpocock@lambeth.gov.uk</a>
<b>Steve Tubby</b>	<b>Project Manager (Academies/Elm Court site)</b>	<b>020 7926 3225</b> <a href="mailto:stubby@lambeth.gov.uk">stubby@lambeth.gov.uk</a>
<b>Matt Eades</b>	<b>Project Manager (Stakeholder Engagement)</b>	<b>020 7926 3223</b> <a href="mailto:meades@lambeth.gov.uk">meades@lambeth.gov.uk</a>
<b>Paul Gibbs</b>	<b>Project Manager (Online Business Case)</b>	<b>020 7926 3229</b> <a href="mailto:pgibbs2@lambeth.gov.uk">pgibbs2@lambeth.gov.uk</a>
<b>Martin Woodruff</b>	<b>Strategic Adviser</b>	<b>020 7926 3228</b> <a href="mailto:mwoodruff@lambeth.gov.uk">mwoodruff@lambeth.gov.uk</a>
<b>Pat Petch</b>	<b>Educational Vision</b>	<b>020 7926 9881</b> <a href="mailto:ppetch@lambeth.gov.uk">ppetch@lambeth.gov.uk</a>

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

### **1. Introduction**

In the past few months the BSF team and consultants have been working hard with the schools and other key stakeholders to further develop the Educational Vision and Strategic Business case. The work has included both individual school sessions and group consultations or workshops, with further sessions planned in the near future. More detailed consultations are underway with the schools to expand their individual school visions and the envisaged scope within the available funding. This will support the Outline Business Cases, with approval from the Council's Executive being programmed for Spring 2006. The team is also working closely with the Department for Education and Skills and Partnership for Schools (PfS) to obtain the necessary approvals in the defined process balancing the risks with the speed of the programme and the need to continue improving education.

The team meet monthly with key stakeholders at the Project Team and Steering Group sessions but are also more than happy to discuss specific topics in more detail if required.

Once the papers on scope and prioritisation and the latest vision are published it is hoped that the schools and governors will take up the offer for the team to come and discuss the content and next steps. The points below summarise the key activities achieved and planned for the Lambeth BSF programme.

- Lambeth BSF funding allocations in Wave 2 (2006/7) and Wave 4(2008/9) of national programme.
- 2020 Visioning workshops held with community groups and schools on the future of education in Lambeth.
- Group consultations and updates held on the 30 Oct and 30 November 2005.
- Individual school visions developed with schools.
- Latest Educational Vision and Strategy due for publication in the New Year incorporating feedback and further progress on initiatives.
- Short paper explaining the prioritisation approach and envisaged scope due for publication to schools and governors in the New Year.

- Strategic Business Case detailing the approach to delivering the BSF programme being compiled, including high level envisaged scope& prioritisation and approach to ICT for Executive approval.
- Discussions on the potential scope of the Local Educational Partnership (LEP) and the services it might provide. The LEP being a joint venture company set up between the private sector, the local authority and Partnerships for Schools to mainly deliver the BSF programme but with the potential to do more.
- Outline Business Cases detailing how the visions will be translated into reality for early schemes and sample schemes being worked on. Currently separate ones envisaged for early phase works (New West Norwood and Elmcourt site relocations), Remainder of BSF programme and ICT.
- Development of the scheme to deliver the New West Norwood School at the Elmcourt site.

# Restorative Approaches in Schools

For additional information please contact:

Luke Roberts      Restorative Approaches Co-ordinator      020 7926 9293  
[lroberts@lambeth.gov.uk](mailto:lroberts@lambeth.gov.uk)

**The purpose of this paper is to inform governors and headteachers about the use of restorative approaches within the school setting and the good practice that has already been developed in Lambeth.**

## 1. Introduction

The use of restorative approaches has been piloted in two Lambeth secondary schools since the year 2000. Restorative Approaches are based on the concept of Restorative Justice where: “all the parties with a stake in a particular conflict or incident come together to collectively resolve how to deal with the aftermath of the conflict or incident and to prevent its reoccurrence in the future.”<sup>1</sup>

The use of Restorative Justice seeks to repair the harm caused by conflict, which damages social bonds. In order to find a resolution to conflict restorative approaches use community support to show how the conflict has affected the community as well as the participants involved. Restorative approaches in school have included pupils, parents, school staff, police, and other people affected by the conflict.

Restorative Approaches are the models used to implement Restorative Justice. These encompass Peer Mediation, Staff Mediation and the Restorative Conference model, all of which can be used to equip the school community to resolve conflicts before they escalate as well as repair the harm caused to relationships.

## 2. The use of restorative approaches in Lambeth

The use of restorative approaches has grown in Lambeth from the original two pilot schools and there are now five other secondary schools interested in incorporating restorative approaches in to the school community. There are also six primary schools developing models for Key Stages 1 and 2.

**Recently one of the pilot schools was invited to the Prime Minister’s Strategic Unit to present on how the school had implemented restorative approaches. Due to the success of the presentation the school was invited to the Youth Empowerment Conference in Manchester to present on how the process empowered young people in conflict.** The young people then answered questions from pupils and senior school staff on how to implement restorative approaches in schools in Manchester.

## 3. Further Sources of Information

- Restorative Justice Consortium: <http://www.restorativejustice.org.uk/>.
- Youth Justice Board report on RJ in school: <http://www.youth-justice-board.gov.uk/Publications/> for the national report or executive summary.
- Teachernet: <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/part1/>.

## Workforce Remodelling and Teaching and Learning Responsibilities Update

For additional information please contact:

<b>Dorothy Horsford</b>	<b>Teaching &amp; Learning Consultant</b>	<b>020 7926 9899</b> <a href="mailto:dhorsford@lambeth.gov.uk">dhorsford@lambeth.gov.uk</a>
<b>Jacinta Gasson-Mulcahy</b>	<b>Head of Schools' HR Service</b>	<b>020 7926 9798</b> <a href="mailto:jgasson-mulcahy@lambeth.gov.uk">jgasson-mulcahy@lambeth.gov.uk</a>
<b>Paul Barraclough</b>	<b>Primary Adviser</b>	<b>020 7926 9869</b> <a href="mailto:pbarraclough@lambeth.gov.uk">pbarraclough@lambeth.gov.uk</a>

**The purpose of this briefing is to update governors and headteachers on some of the main developments relating to the Workforce Remodelling agenda, including the arrangements to support the introduction of the Teaching & Learning Responsibility (TLR) payments for teachers.**

### **1. Implementation of phases 1, 2 and 3 of the National Agreement (NA)**

Lambeth schools have reported favourably on the 3 phases of the NA, i.e. they have implemented all arrangements to ensure they are complying with the statutory requirements of the NA, at the appropriate times. However, it is now clear that some of the arrangements in a number of schools were not sufficiently robust and the LA is currently working with schools, and in some cases, with the TUs to review the arrangements and ensure that new arrangements are legal, robust and sustainable. A number of schools are reviewing their arrangements to satisfy all the criteria.

In order to support schools with the main area of difficulty - i.e. arrangements for Planning, Preparation and Assessment (PPA), the LA have provided further guidance for schools, based on examples of success in Lambeth schools. Schools have been surveyed to identify areas of concerns and a guide is currently being produced, based on existing good practice in Lambeth schools, including indicative costs so that other schools can share good practice, and have a realistic idea of cost implications for PPA strategies.

The LA will also be rolling out a number of PPA pilot programmes such as the ECHO (Equality Coaching & Healthy Options) pilot sports project, which has provided high level sports coaching to a primary schools by Fulham FC and Middlesex CCC during terms 1 and 2. The ECHO project and other pilots will be evaluated and full details circulated to Lambeth schools, so that there is a store of good practise.

A further pilot project to be launched in primary schools next term to support the Workforce Remodelling strategy is the primary IT Project (LGfL portal). In brief, the main features within the portal will include;

- the ability for teachers to facilitate planning and the delivery of lessons by providing quality online teaching materials etc;
- a central secure area for school/department documents (policies/procedures/schemes of work etc);
- a central on-line document area, accessible to all relevant staff, would provide ease and speed of access, and maintenance of live current versions of relevant documents. This

provides staff with anytime/anywhere access and can also reduce workload and resource costs compared to printing and distribution costs and delays;

- The ability to create and edit on a daily basis if necessary, an effective website – parents can access information on-line immediately and without having to trouble teachers.
- The potential to reduce lesson preparation time as the portal allows for the collaboration, sharing of planning and the creation of lesson materials.
- A repository for planning and lesson material available to staff covering lessons, thus impacting on quality of cover lessons and pupil behaviour.
- Shared calendars to improve scheduling activity, minimising time taken to organise meetings and avoiding absences.
- a secure environment that enables teachers to record assessment and pupil tracking data. This is then easily accessible to authorised teaching staff.
- The potential to recruit parental support by providing key information on-line including homework diary and details of homework set.

## **2. Teaching and Learning Responsibility (TLR) Payments**

All Chairs of Governors were written to in June 2005 to advise them of the introduction of The Education (Review of Staffing Structure) (England) Regulations 2005. Enclosed with this was guidance on how the regulations needed to be implemented and the responsibility of governors in this process. The Regulations require:

- all schools and units to review their staffing structures in consultation with staff and their representatives;
- that new structures must be finally determined and published by no later than 31 December 2005;
- that the changes are fully implemented by no later than 31 December 2008.

In addition The Education (School Teachers' Pay and Conditions) (No.2) Order 2005 came into force 6th May 2005 onwards. This Order:

- amends the 2004 School Teachers' Pay and Conditions Document (STPCD);
- provides for the award of TLR payments from 1 January 2006;
- provides for the safeguarding of MAs (and TLRs in future years); and
- also provides for safeguarding salaries

The guidance advised that the reviews had to be conducted with a view to ensuring that the management and deployment of all staff and the allocation of responsibilities and duties is effective and focused on teaching and learning. TLR payments replace management Allowances with effect from 1<sup>st</sup> January 2006. There are criteria which must apply in order for a post to attract a TLR payment. Headteacher have to draw up job descriptions which reflect the duties of the post within the school, and where they meet the criteria a TLR payment can be awarded. The guidance is clear that the review is a whole staff review and nor simply an assimilation exercise, (i.e. or simply substituting new TLR payments for old Management Allowances).

Schools can determine their own levels of TLR payment within certain parameters. Lambeth has provided some advisory levels of payment for these, which schools are free to adopt if they so wish.

An implementation plan has to be agreed by governors by 31.12.05. Schools can decide to progress towards implementation of the new structure gradually over part or all of the three year transition period, or may choose to implement the whole structure all at once at the beginning of the transition period.

A series of briefings have been provided to headteachers to support them with the process. Initial briefings in July provided headteachers with all of the guidance from the employers'

organisation and an opportunity to discuss this with officers from the Advisory Service and Schools Human Resources. Workshops were also held at the end of Term 1, again with officers from the Advisory Service and Schools Human Resources, to help headteachers work through their structures and advise on their proposals for revised structures and the implications in respect of salary safeguarding.

In addition, schools have received regular updates from the Local Authority officers including: advice from the Recruitment and Incentives Group (RIG); safeguarding; frequently asked questions; the threat from the NUT of industrial action; examples of best practice; model job descriptions and structures; model letters and documentation and also individual advice in respect of the particular circumstances.

Schools have been asked to respond to a survey to indicate where they are with the process. So far we have only 21 responses. As expected these reflect a variety of positions. Most schools seem to have engaged with this process. For some schools there will be savings and for some there will be costs in respect of the revised structures. Where staffing reviews may result in reorganisation, headteachers are advised to contact Schools Human Resources for advice on how to proceed.

### **3. Consulting with Schools and School Workforce Trades Unions**

Officers have long recognised the need to include all stakeholders in the consultations on implementation of all aspects of the Remodelling agenda. Historically this consultation has taken place in the Education Department Forum (EDF), at headteachers' meetings and at Resources Committee, for example. However, having identified a need for a greater degree of consultation, a local WAMG (Workforce Agreement Monitoring Group) has been established to focus specifically on workforce change issues and hopefully resolve issues before they become significant concerns. The meetings currently take place on a monthly basis and have been effective in addressing a number of concerns.

### **4. Lambeth Remodelling Website**

The Lambeth Workforce Remodelling website - <http://www.lambeth.gov.uk/remodelling/> - is now well established and carries information about developments nationally and locally as well as examples of good practice around the borough.

In addition, it contains a number of model policies and procedures for schools, based on needs identified by schools and other stakeholders. Documents include PPA Policy and Procedures, Cover Guidance, Briefing for headteachers and governors on managing the three phases of the National Agreement and the implementation of new staffing structures, job descriptions etc.

### **5. Extended Schools Training Programme**

The National Remodelling Team (NRT), established by the DfES and hosted by the [Training and Development Agency for Schools](#) (TDA), supports LAs to support schools in making their ideas and aspirations reality. It aims to enable schools to find their own solutions to their own individual issues and to share learning and ideas with schools and partner organisations.

Since September, the NRT has been working with all 150 local authorities to support them in implementing their plans to deliver extended services. Remodelling is seen as a key to unlocking the opportunity to offer a variety of services to pupils, parents and community.

LAs are expected to engage 15% of schools in the first year. Lambeth have provisionally identified a first tranche of schools to be included in the Extended Schools training programme based on three groups organised around the full service schools or projects where extended activity or other project work is already well developed. These schools

have been invited to participate in the first tranche of training, which will commence in the New Year.

Officers within the LA are consulting with colleagues from across the authority (health, education, community organisations, the police, social care and early years, etc) to create multi-disciplinary training teams, in line with the NRT's preferred model.

## **6. Further Information**

For further information please 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

which can be downloaded from the Lambeth Workforce Remodelling website:

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

Also go to:

- The National Remodelling Team website: <http://www.remodelling.org>
- The Teachernet website: <http://www.teachernet.gov.uk/wholeschool/remodelling/>

# Lambeth Early Years and Sure Start Service: Childcare Strategy Update

For additional information please contact:

Jane Theadom     Assistant Director, Early Years and Sure     020 7926 9568  
Start Service     [jtheadom@lambeth.gov.uk](mailto:jtheadom@lambeth.gov.uk)

The purpose of this paper is to provide governors and headteachers with an update on the development of Lambeth's response to the government's ten year childcare strategy and an update on Lambeth's Children Centre programme.

## 1. Introduction

Published in December 2004, "Choice for Parents, the Best Start for Children: a Ten Year Strategy for Children", set out the government's commitment to invest in childcare, early education and work-life balance so that families are able to secure the best start in life for their children. Among the key elements of the national strategy are:

- By 2010 there will be a Sure Start children's centre in every community, offering access to integrated early-years activities, childcare and family services.
- For older children and their families, extended schools will provide a gateway to local services and, for primary school children, a guarantee of care out of school hours and during the holidays between 8am and 6pm.
- The strategy proposed a new duty on local authorities to secure provision of childcare, complementing authorities' existing responsibilities in relation to early education. Authorities 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.

## 2. The Childcare Bill

The National Childcare Strategy has been followed up with the Childcare Bill. The Bill, which was laid before Parliament on 8th November 2005, will enshrine in law parents' legitimate expectation of accessible high quality childcare and services for children under five and their families.

The Bill confirms the vital role of local authorities as strategic leaders, working in partnership across all sectors to shape the future provision of childcare and delivery of early childhood services, raising quality of provision and improving outcomes for all children.

The needs of children and their parents are at the heart of the proposed legislation, with local authorities as the champions of parents and children, ensuring that their views are heard in the planning and delivery of services which reflect the real needs of families. What this means for parents, whatever their background, is the certainty of knowing that high quality local services will be provided to support them and their children in ways that suit their needs.

## 3. How the Childcare Bill will achieve these aims

The Bill proposes to achieve these aims through new statutory duties which will build on local authorities' existing roles and responsibilities. It will:

- require local authorities to improve the outcomes of all children under five and close the gaps between those with the poorest outcomes and the rest by ensuring early childhood services are integrated, proactive and accessible
- place a duty on local authorities to provide a lead role in facilitating the childcare market to ensure it meets the needs of working parents, in particular those on low incomes and with disabled children, and ensure parents have access to the full range of information they need.
- introduce the Early Years Foundation Stage to support the delivery of quality integrated education and care for children from birth to age five.
- lead to a reformed, simplified childcare and early years regulation framework to reduce bureaucracy and focus on raising quality.

By March 2010, all 3 and 4 year old children will have a statutory entitlement to 15 hours a week of free early education for 38 weeks a year. All children aged 3 to 14 years will have an entitlement to an out of school childcare place between the hours of 3pm and 6pm each evening. Although this is not a free entitlement, the responsibility for ensuring access rests with the Local Authority.

The national Childcare Strategy and Childcare Bill places a strong emphasis on developing the qualifications, skills and competences of the Early Years workforce. The Government will be providing funding for this through the Transformation Fund.

### **3. Lambeth Early Years and Sure Start Service: 'Brightstart' – A Childcare Strategy for Lambeth**

Lambeth Council launched its childcare strategy – 'Brightstart' - in September 2005. The strategy will deliver the government's Ten Year Plan in ways that will meet the particular needs of the borough, giving the best start for children and choice for parents. It will build on the highly successful work developed by the Early Years Development and Childcare Partnership (EYDCP) and the Sure Start Local Programmes. The Strategy has five strategic aims:

- 1. Create Early Years and Childcare structures and systems which promote parental participation and partnership working to meet the needs of Lambeth families.**
- 2. Ensure the availability and accessibility of integrated family support services which will support the health, social and emotional development as well as the economic well being of children and their families.**
- 3. Ensure the availability, accessibility and affordability of sustainable good quality childcare, which meets the needs of children and families.**
- 4. Develop a high quality workforce across all sectors of childcare and early education.**
- 5. Improve educational achievement in the early years.**

Brightstart will bring together good quality accessible childcare and effective early years education. The strategy will encourage parents to participate in building the best possible child and family support services. It will allow the voices of the children, whose lives are influenced by these services, to be heard. It will create an effective partnership of all providers so that the needs of families and children are met. It will give a Brightstart to the children of Lambeth and enhance the lives of Lambeth families.

The Brightstart Strategy will be implemented in three stages. The first stage will run until March 2007. The Early Years and Sure Start Service has developed a service plan to meet the strategic aims described above.

#### 4. Children's Centres

Children's Centres are the key delivery mechanism for integrated services for under 5s. Lambeth Children's Centres will bring together a range of services, developed through consultation and in partnership with local people and local providers. Children's Centres will be open from 8am to 6pm and operate for at least 48 weeks of the year. Services will include:

- Advice and information on childcare
- Early education integrated with full day care including early identification of and provision for children with special educational needs and disabilities
- Family support, including support for vulnerable and hard to reach parents and carers
- Health services such as clinical psychology, speech and language therapy, nutrition and enhanced midwifery and health visiting
- A base for childminders
- Links with Jobcentre Plus and employment service
- Links with local trainers and colleges
- Links with the Children's Information Service, Neighbourhood Nurseries, out of school clubs and extended schools.

Fourteen Children's Centres are planned to open in 2006. By March 2008, a minimum of a further ten Children's Centres are scheduled to open with every family in the borough having easy access to integrated services through Children's Centres in their local community.

The development of Lambeth's Children's Centres presents a number of challenges as well as very positive opportunities for service transformation and development. The challenges include managing a capital programme of significant breadth and scope within a very tight timescale and balancing the twin demands of a capital programme alongside the development of the core offer of services for children and families. A further challenge is to ensure that the processes of consultation and communication with parents, partners and community members are appropriately managed.

The development of Wave 2 Centres is planned to take place over a longer period of time. In addition, there is greater flexibility in determining how those Centres may be developed. Some Wave 2 Centres may deliver their services from multiple sites within the same locality. Schools will play a central role and in most cases are likely to provide the main centre building partnerships with other local providers such as day nurseries and providers of family support services.

A registration of interest process in the Wave 2 Children's Centre programme took place at the end of 2005. The following criteria were applied (as outlined in the Brightstart Strategy)

- The new Centres should reach children and families in an area of the Borough currently not served by a Children's Centre
- The new Centres should be based in areas of need as defined through the use of statistical data
- New Centres should be developed from settings where there is existing good practice
- New Centres could be single site/setting or multi-based (for example consortium or partnerships between the maintained and non-maintained sectors)

Discussions with schools and other early years settings who expressed an interest in the Wave 2 programme will take place in late 2005/early 2006. There will also be consultation with strategic partners and in Town Centre areas. Proposals will be put forward to the Department for Education and Skills at the end of February 2006.

The next two years will also see the transition of Sure Start Local Programmes (SSLPs) to Children's Centres. Where they exist SSLPs are already starting to work closely with local Children's Centres to deliver the core offer.

#### **4. Further Information**

"Choice for Parents, the Best Start for Children: a Ten-year Strategy for Children" can be downloaded from here:

[http://www.hm-treasury.gov.uk/media/426/F1/pbr04childcare\\_480upd050105.pdf](http://www.hm-treasury.gov.uk/media/426/F1/pbr04childcare_480upd050105.pdf)

Further information about the Childcare Bill can be found on [www.surestart.gov.uk](http://www.surestart.gov.uk).

Lambeth's Strategy for Early Years and Childcare, Brightstart, was published in late September 2005. If you would like a copy, please contact Andrew Herbert, Children's Information Service Manager on 020 7926 6813 [aherbert@lambeth.gov.uk](mailto:aherbert@lambeth.gov.uk).

For further information about Lambeth's Children's Centres or any other aspect of Lambeth's Childcare Strategy please contact Stella Clarke, Head of Early Years Research and Information on 020 7926 8619 [sclarke4@lambeth.gov.uk](mailto:sclarke4@lambeth.gov.uk).

# Private Fostering – An Overview

For additional information please contact:

Kevin Dillon      Head of Policy and Service Development  
(Social Care)

020 7926 7508  
[kdillon@lambeth.gov.uk](mailto:kdillon@lambeth.gov.uk)

**The purpose of this paper is to give an overview of the new Private Fostering Regulations; our plans to develop the new service and the implications for schools.**

## 1. Introduction

There is a long tradition of private fostering, and the government generally sees it as a positive measure where parents who cannot look after their children for a period make their own arrangements. However, we have become increasingly aware of the fact that children being cared for away from home are generally at increased risk of not achieving positive outcomes. The extent of private fostering nationally is not known and the government is concerned that it is increasing with the growth of diverse communities and of mobile populations, both nationally and internationally.

New regulations, guidance and standards relating to private fostering have been introduced as part of the Children Act (2004) and are now in force. This Act strengthens the original Children Act (1989) guidance on private fostering and introduces additional statutory duties and standards for local authorities. They require local authorities to ensure that the well-being of privately fostered children is promoted and their welfare safeguarded.

## 2. What is private fostering?

A private fostering arrangement is where a parent privately arranges for another adult, who is not a family member, to look after their child. It is the arrangement that is private, as distinct from an arrangement made by the local authority, which can be seen as 'public'. The child is not a 'looked after child' and the 'foster carer' is not one that has been approved by a local authority or Fostering Agency.

The regulations define a private fostering arrangement as one that is made privately - without the involvement of the local authority - for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative, with the intention that it should last for 28 days or more. This period should be continuous but continuity is not broken by occasional short breaks.

The Children Act 1989 defines close relative as a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or step-parent. Therefore a placement with any of these family members will **not** be regarded as a private fostering arrangement.

Family situations where a child might be privately fostered would include:

- young children with parents working or studying in the UK
- asylum seekers and refugees
- trafficked children
- local children living apart from their families
- children attending language schools.

### **3. What is happening in Lambeth?**

Planning for the implementation of the regulations in Lambeth began earlier this year and a programme of awareness raising and training will be provided for staff across agencies from early 2006. An initial professionals' guide was distributed to agencies. This is being revised and will be re-launched as part of a wide-ranging awareness raising and training programme for the community and for relevant agencies. We will appoint a specialist private fostering officer, who will be available for advice and training.

### **4. What should schools do?**

Local authorities are given responsibilities to ensure the welfare of privately fostered children is safeguarded and promoted, and all professionals have a duty to notify the Referral and Assessment team in the Children and Young People's Service's new Social Care Division (formerly in Social Services) if they think a child is being privately fostered. Referral and Assessment team staff will make an assessment and are able to provide support to the child, the child's parents, and the private foster carers,

School-based staff will often be in a position to identify private fostering arrangements, and have a responsibility to notify these to the Referral and Assessment team.

In advance of the appointment of the specialist officer and training, schools can contact the following for advice:

- about a particular case – the Duty Officer, Referral and Assessment (020 7926 7856/7868)
- about a policy issue – Kevin Dillon, Head of Policy and Service Development, Social Care (020 7926 7508, [kdillon@lambeth.gov.uk](mailto:kdillon@lambeth.gov.uk))

### **5. Further sources of information**

Copies of the professionals' guide can be obtained from

Jane Pell  
Lambeth Area Child Protection Committee  
020 7926 4760  
<http://www.lambethacpc.org.uk>

The DfES web site has a section of private fostering:

<http://www.everychildmatters.gov.uk/socialcare/safeguarding/privatefostering/>

## Inclusion Strategy

**For additional information please contact:**

**Barry Gilhooly**

**Assistant Director, Inclusion**

**020 7926 9794**

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

**The purpose of this paper is to inform governors and headteachers about the consultation on Lambeth's Inclusion Strategy.**

We have begun consultation on Lambeth's Inclusion Strategy. This Strategy builds on the work of the Special Educational Needs (SEN) Strategy Group, particularly Phase III of the SEN Strategy, the Lambeth policy statement on Special Education Needs, the Lambeth Inclusion Framework and the reviews of Alternative Education and the Special Educational Needs. The Inclusion Strategy will be a ten year programme.

In Lambeth we see inclusion as a wide, all embracing concept within which special educational needs is a very significant aspect. We believe that genuine inclusion is achieved through a process and related actions that remove barriers to learning so that all children and young people achieve their full potential. This will involve supporting groups which include:

- Children and young people with special educational needs and/or medical condition
- Parents and carers
- Children under five who have special educational needs or medical needs
- Children and young people who are at risk of disaffection and exclusion
- Children and young people who are not in school for any number of reasons
- Children and young people with a disability or sensory impairment
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Children and young people with English as an additional language
- Gifted and talented pupils
- Children and young people 'looked after' by the local authority
- Children and young people who are within the youth offending system
- Children and young people who are sick
- Children and young people who are carers
- Children and young people with mental health difficulties
- Those children and young people from families under stress
- Pregnant schoolgirls and teenage mothers
- Children and young people who are known to the police
- Children and young people for whom there are child protection concerns
- All children and young people who may at some time experience transitory difficulties

The initial consultation addressed three key questions:

- What does inclusion mean to you?
- What would you expect to see in a good inclusive school?
- What should Lambeth look like as an inclusive borough?

The feedback from attendees (which included parents, governors, councillors, headteachers, teachers and representatives from the Youth Service, Health, Lambeth College, Connexions and the Local Authority) will be included in the draft Inclusion Strategy document. The draft will be circulated widely early next term and a further series of consultation meetings will take place to ensure the involvement of all stakeholders. Feedback from these will inform the final Inclusion Strategy document, which should be cleared for publication by the end of March.

# Foundation Stage Curriculum

For additional information please contact:

Inez Pryor

Early Years Advisory Teacher

020 7926 9492

[FREDINEZ@aol.com](mailto:FREDINEZ@aol.com)

The purpose of this paper is to remind governors and headteachers about the statutory Foundation Stage Curriculum and its assessment procedures and to inform them about the CD-ROM recently produced to assist schools.

## 1. Introduction

The Foundation Stage was introduced as a distinct phase of education for children aged 3-5 in September 2000. In May 2000 the Curriculum Guidance for the Foundation Stage was distributed to schools. In 2002 it became statutory with the Education Act. The Act also established a single national assessment system, the Foundation Stage Profile.

## 2. The Curriculum Guidance for the Foundation Stage

The Guidance comprises of six areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Each area of learning has a set of related Early Learning Goals. The Guidance helps practitioners plan to meet the diverse needs of all children. Lambeth produced a document 'Pathways to Planning' to complement this.

## 3. The Foundation Stage Profile

The Profile is based on observation and ensures that every child leaves the Foundation Stage with their strengths acknowledged and celebrated and their needs and next steps of learning clearly identified. There are thirteen summary scales covering the six areas of learning. The Profile is completed at the end of the reception year. Lambeth have recently produced a CD-ROM which includes the document 'Pathways to Assessment', an 'Initial Assessment Record' and 'Initial Assessment Analysis Sheet', which will assist Foundation Stage practitioners, Headteachers and Foundation Stage Co-ordinators to identify children's progress and next steps in learning.

## 4. Further Sources of Information

Further information can be found on the following websites:

- Qualifications and Curriculum Authority (QCA) Foundation Stage pages:  
<http://www.qca.org.uk/160.html>
- the DfES' Primary National Strategy Foundation Stage pages:  
[http://www.standards.dfes.gov.uk/primary/foundation\\_stage/](http://www.standards.dfes.gov.uk/primary/foundation_stage/)

## Reports from Headteachers' Council Sub-Committees

For additional information please contact:

<b>Tracy Gordon</b>	<b>Strategic Support Manager (Community Learning)</b>	<b>020 7926 9766</b> <a href="mailto:tmgordon@lambeth.gov.uk">tmgordon@lambeth.gov.uk</a>
<b>Sharon Williams</b>	<b>Strategy and Research Manager (Inclusion and Standards)</b>	<b>020 7926 9950</b> <a href="mailto:swilliams2@lambeth.gov.uk">swilliams2@lambeth.gov.uk</a>

**The purpose of this paper is to provide information about the Headteachers' Council Inclusion and Standards and Community Learning Sub-Committees.**

### 1. Community Learning Sub-Committee

The overall purpose of the Headteacher's Council Community Learning Sub-Committee (HCCLS) is to improve the co-ordination of community learning within schools and other settings and contribute in the delivery of the five outcomes of every child matters. The Sub-Committee meets termly and is chaired jointly by John Readman, Divisional Director – Community Learning, and Anita Wright, Headteacher, Woodmansterne Primary School. The work and focus of the HCCLS is detailed below:

- Headteachers supporting and advising officers on developing and improving Council services.
- Officers supporting and advising headteachers on developing services in schools.
- To set key strategic priorities for improving quality of learning across the full range of services and provision.
- To specifically contribute to the development of the extended schools and Children's Centres programme.
- To share information and advise on good practice between settings.

### 2. Community Learning Division

For your information, the Community Learning Division comprises a number of services areas, details of which are listed below together with an overview of each service.

**Early Years and Sure Start Services** - ensures the provision of affordable accessible, quality childcare and family support services; assures a minimum standard of care and early education; aims to develop an 'expert' workforce for early years; and implements "Brightstart" and Children's Centres Strategies.

**Education Business Partnership** - supports the improvement of education, employment and opportunities for young people of Lambeth; and brings schools and employers together in programmes designed to improve the skills, motivation and aspirations of young people.

**Extending School and Community Services** - co-ordinates the development of an Extending Schools Strategy; provides a service to support schools in their development of Extended schools; develops Joint Service Centres; and supports the community and voluntary sector to deliver services.

**Youth and Play Service** - works closely with a range of partners in delivering services to young people aged 5 – 24, with a key priority area of 13 – 19 years.

**Youth Offending Team** - co-ordinates the provision of Youth Justice Services for children and young people aged 10 – 17 years. The service is made up of partner agencies and organisations including Health, Police probation and Education.

**Connexions Service** - Lambeth Connexions is part of the Central London Connexions partnership. Offers information, support and guidance to all young people 13 – 19 years, to 25 for clients with special needs, to help them find positive ways forward in life and to remain successfully in Education employment and training.

**Access Service and One Stop Shop** - the Access Service covers support for students, pupils and their families by means of benefits awards and student loans. The One Stop Shop provides educational information, advice and support services for Lambeth residents.

### 3. Inclusion and Standards Sub-Committee

The Sub-Committee considers matters that impact on schools within the Children and Young People's Service for which the Inclusion and Standards Division is responsible. It meets 4–5 times a year and the Divisional Director, strategic officer and PA (minute taker) attend all meetings with other officers from the Division attending when required. There has been a significant change in headteacher membership in the last 18 months due to a number of headteachers retiring or leaving the Authority during 2005.

The focus of the sub-committee's work since September 2004 has been as follows:

- Headteachers' Conferences 2005 and 2006
- Content of Working Together days
- Workforce reform issues
- Special Educational Needs matters
- Pupil attendance matters
- School self evaluation
- Children's Centres
- Ethnic Minority Achievement Grant allocations
- Inclusion issues update
- SEN transport contract
- CYPS updates

### 4. Main Areas of Discussion

The main areas of discussion have been:

**SEN Matters** - the concerns of headteachers about the placement procedures for pupils with a statement of educational need have been taken on by officers. Barry Gilhooly, Assistant Director, Inclusion and the Head of SEN are reviewing how this process can be made clearer and less onerous for headteachers. The SEN strategy (phase 3) has also been considered by the group, together with the Assistant Director, Inclusion.

**Headteachers' Conference** - the 2005 Headteachers' Conference had a revised format which was agreed by the Sub-Committee after considering a range of options. This resulted in a conference format that was well received and which will be repeated in 2006, with high quality content and contributions. Headteachers decided that the 2005 conference was outward facing and that 2006 should be about the personal/professional aspects of a headteacher's role. As a result, the 2006 conference content will cover work-life balance, dealing with the media, personnel procedures and raising income from charities to fund specific projects in schools.

**Ethnic Minority Achievement (EMA) Grant** - the Sub-Committee considered the allocation of grant funding to schools with the Head of the EMA team. Some models were considered and a preferred option agreed.

## School Term and Holiday Dates 2005/06

### Term One 2005

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

**Total number of days = 35**

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### Term Two 2005

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

**Total number of days = 37**

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### Term Three 2006

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

**Total number of days = 28 days**

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### Term Four 2006

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

**Total number of days = 30 days**

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### 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**

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### Term Six 2006

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

**Total number of days = 37**

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

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**First day of Term One 2006 = Monday 4 September 2006**

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

<b>Peter Compton</b> <b>020 7926 9636</b> <a href="mailto:pcompton@lambeth.gov.uk">pcompton@lambeth.gov.uk</a>	<b>David Jones</b> <b>020 7926 9669</b> <a href="mailto:dgjones@lambeth.gov.uk">dgjones@lambeth.gov.uk</a>	<b>Pat Petch</b> <b>020 7926 9881</b> <a href="mailto:ppetch@lambeth.gov.uk">ppetch@lambeth.gov.uk</a>
Archbishop Tenison's	Allen Edwards	Christ Church (Brixton)
Christ Church (Streatham)	Archbishop Sumner	Dunraven
Clapham Manor	Ashmole	Durand
Corpus Christi	Bishop Thomas Grant	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	Stockwell Park
Johanna	Julian's	Sudbourne
King's Avenue	Lansdowne	Turney
Kingswood	La Retraite	Vauxhall
Lilian Baylis	Loughborough	Wyvil
Macaulay	Norwood	
Michael Tippett	Paxton	
Reay	Richard Atkins	
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 Leonard's	St Luke's	
St Mark's	St Saviour's	
St Martin in the Field's	Stockwell	
St Mary's	Streatham Wells	
St Stephen's	Sunnyhill	
Triangle	Telferscot	
Walnut Tree Walk	Woodmansterne	

All staff in Governor Services are based on the 6<sup>th</sup> Floor at International House, Canterbury Crescent, London SW9 7QE. Telephone Number: 020 7926 9668.

## Spring Term 2006

### **NGC and NASG to Merge**

Following the Annual General Meetings of NASG and NGC, the two national governors' organisations will merge in the New Year to become the National Governors' Association (NGA).

Negotiations between the two Boards commenced in January 2005 and culminated in an overwhelming vote in favour by the members of the two organisations.

The new organisation will incorporate the different membership categories of NASG and NGC – individual governors, governing bodies, and local governor associations – who will continue to receive the same membership services as before. The aim is to develop and extend these services as economies of scale kick in. NGA will improve support to local governor associations who provide the interface between governing bodies and the local authority.

NGA will consult and represent the views of far more governors, be it individually, through their governing body, or through their local association. NGA will provide one strong voice and one port of call for all governors, giving governors a high profile national membership organisation.

### **Bichard Enquiry - Safer Recruitment online training for Governors**

The Bichard Enquiry Report published in June 2004 recommended that:

- Headteachers and school governors should receive training on how to ensure that interviews to appoint staff reflect the importance of safeguarding children.
- From a date to be agreed, no interview panel to appoint staff working in schools should be convened without at least one member being properly trained.

Safer Recruitment is an online training course, commissioned by the DfES and developed by NCSL, in response to the Bichard Enquiry. The aim by Spring 2006 is to have one person on every interview panel who has successfully completed this training. Governing bodies should nominate the person likely to be involved in most interviews. It is important that a member of the governing body undertakes this training.

The online training tool provides information on a safer school culture and valuable advice and guidance to strengthen safeguards against employing unsuitable people in schools. The training will help schools demonstrate that they have effective recruitment and selection processes in place. Ofsted will be reviewing recruitment practices and schools will need to demonstrate good practice.

An online application form is available on the Safer Recruitment website [www.ncsl.org.uk/saferrecruitment](http://www.ncsl.org.uk/saferrecruitment)

### **NGC/FSA Food Policy in Schools**

The Food Policy Document was launched on 15 June 05 and distributed through governor support services. We would now like to find out how the document was used and how effective you found it. See the NGC website [www.ngc.org.uk](http://www.ngc.org.uk) and

follow the links to Consultations, food policy, evaluation. Your comments would be very welcome.

## **Challenges for Governors**

We would like to hear from governors about how the introduction of TLRs and review of staffing structure went in schools. Phone, email or write to the office with your views.

Are you ready for the next challenge: extended schools? The NRT (in conjunction with NGC, NASG, NCOGs and ContinYou) is preparing a guide for Governors which should be ready early in the New Year – watch the NGC website for details.

## **The Steer report**

The Steer report on behaviour and discipline has been widely welcomed by headteacher and teaching unions, Ofsted and governors. We wait with interest to see how the proposals are implemented. A briefing paper will be available on the NGC website in the New Year.

## **The Education White Paper**

NGC has provided written and oral evidence to the Education Select Committee on the White Paper. A detailed briefing for NGC members on the White Paper is now on the website. It can be found in the Consultations and Policy Section/Briefing Reports.

## **Building Schools for the Future**

Building Schools for the Future (BSF) is a new approach to capital investment in school buildings. It is intended to provide all secondary schools with 21<sup>st</sup> century facilities over 10-15 years from 2005. Governors are key stakeholders in the BSF programme and need to be involved in the project teams. To aid governors in their role, 4Ps (the local government association's project delivery specialist) has produced a guidance document. The document can be downloaded from their website via the attached link.

<http://www.4ps.co.uk/Home.aspx?PageID=7.0.2&ctl=PubsDetails&PubsID=135>

## **Who's Who in NGC**

**Chair:** Neil Davies **Vice-Chairs:** Judith Bennett and Clare Collins

**CEO:** Jean McEntire **Consultations and Policy Officer:** Gillian Windass

All are contactable by e-mail at [ngc@ngc.org.uk](mailto:ngc@ngc.org.uk)

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