

# **WORKING TOGETHER**

**SUMMER 2007**

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

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## PLEASE NOTE THAT:

- You should take your copy of 'Working Together' to your school's governing body meeting.
- The Summer Terms 5 and 6 model agenda is available to download as a word document from the Governor Services homepage: - <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolGovernors.htm>
- The Summer 2007 and Autumn 2007 Governor Training Programme is now a separate booklet.

# Executive Director's Report – Summer 2007

Dear Colleague

For my introduction to the Summer 2007 edition of *Working Together* I thought I would share with you an edited transcript of my speech to the Lambeth Headteachers' Conference in March 2007, as it summarises many of the issues facing us all:

"All of us are in a situation of substantial change which we need to manage together, as partners, and this will form the focus of this year's conference. This is our opportunity to reflect on, and celebrate, the past year as well as to understand national agendas and plan for the year to come. This conference is not just about the national Every Child Matters agenda, it is about making lives better and making opportunities happen for all Lambeth children and young people.

## WHERE WE ARE NOW

### Performance

Of course there are areas in which we want to improve, such as:

- achieving far beyond our prescribed floor targets;
- Key Stage 2 maths results;
- the achievement of our looked after children;
- Our Corporate Performance Assessment (CPA) rating as a Council.

The latter is particularly challenging as our poor rating was despite all the positive work and good results with children and young people across the borough. This includes:

- nearly 50 school inspections conducted since the introduction of the new framework and still none causing Ofsted any concern; (against a national figure for schools in special measures which is up 20%)
- a 'good' Annual Performance Assessment (APA) score for children's services with an 'excellent' category for our capacity to improve
- positive early feedback on our fostering inspection;
- good overall Key Stage results;
- the submission of our Local Area Agreement, on time;
- controlling our budget.

### Cultural Shift

We are building on a strong foundation of collaboration and common purpose which will help us through further, more complex changes. Schools have already embraced a significant cultural shift such as increased autonomy, identifying and voicing your own needs and managing increasingly complex budgetary issues. CYPS is part of the broader Council and much more of our work cuts across departments as well as partners and the wider community. For example, I would not, at one time, have expected to be a key partner in community, council and police action on the recent local murders, but these are issues in which we all have roles to perform.

Schools are making the same type of shift under the Children Act and related legislation. Schools are a key partner and stakeholder with the authority in the achievement of standards and the Every Child Matters agenda along with other partners such as the Primary Care Trust, the Police and the Voluntary Sector. While the same is true of authorities and schools across the country, we all know that the nature of Lambeth can make this shift even harder. For example, 'narrowing the gap' in Lambeth is a greater challenge than for many authority areas. Many complex issues, such as the increase in violent crime involving young people, are being grappled with, and managed, by schools on a daily basis. We need to examine how we work together to address these issues and make Lambeth a better place.

### Admissions and Attendance

The secondary transfer process is well established and there has been a year on year reduction in the number of children without a school place on National Offer Day. The primary transfer process is now in its second year and we are learning from the experiences of the first one.

A new School Admissions Code has been introduced in which the protocol for Hard to Place Pupils needs to be much more robust. It is important that we agree an approach locally or a protocol will be imposed on us by the DfES which may not address all the needs of Lambeth. In addition, the DfES is expecting a collaborative approach to solutions for children missing education. New exclusion legislation to be effective from September 2007 will present particular challenges for schools and the LA.

Many primary schools have been very successful with attendance and targeted support is to be given to those schools with low attendance rates. Secondary schools continue to be above the national average.

[NB. There are briefings on school admissions and the new legislation relating to exclusions on pages 44 and 23 respectively.]

### **Extended Services**

It is also important to remember that schools are themselves, already commissioners and, as part of the Extended Services and Children's Centre Programmes, are developing an enhanced role in identifying local needs, particularly through consultation with parents. With the changing patterns in funding, schools are increasingly in a position to commission a wider range of services to support pupils, their families and carers. Key discussions are taking place on what this means in practice for children with additional needs and for those with even more complex needs.

## **GOVERNMENT REQUIREMENTS AND DIRECTION OF TRAVEL**

### **New Legislation**

The Education and Inspections Act 2006 has implications for all of us and the way in which we work. Local Authorities will take on a new, strategic role, with duties to promote choice, diversity, high standards and the fulfilment of every child's educational potential. Local Authorities are to be the champions of children and their families. We **will** respond to parental concerns about the quality of local schools and Local Authorities will have new powers to intervene earlier where performance is poor, **and will use these where necessary**. As the commissioner of school places, we will be in a position to:

- propose expansions to all categories of school;
- set the terms for school competitions;
- take all decisions relating to school organisations.

The Government, through Lord Adonis, Alan Johnson and others, have made it clear that all schools are to continue to raise standards, **regardless of the challenges they face**. There will be no hesitation for the provisions of the Act to be used where standards are not raised or floor targets not met. **This is a far tougher approach than has been taken in Lambeth to date**.

Further changes in duties are introduced by the Children and Young People's Plan (CYPP) Amendment Regulations 2007 and the Childcare Act 2006. There is a new **duty** on schools to promote the well-being of pupils at the school, to promote community cohesion and have regard to the CYPP. This includes all of us playing our part in protecting children from harm and neglect and steering them away from anti-social behaviour. This remit extends well beyond former, accepted duties of schools and addresses the needs of the wider community.

There is currently a transformation in approach to Early Years and Childcare. As I have said, there are new statutory responsibilities under the Childcare Act 2006 which include the need for the authority to provide affordable, flexible and good quality childcare. We plan to develop twenty-four children's centres, the majority of which will be in schools. The authority, in its future developments for CYPPs, must consult with schools, school forums and school admissions forums as well as:

- securing diversity in the provision of schools;
- increasing opportunities for parental choice;
- securing access to positive activities for young people;
- improving outcomes for young people through integrated early childhood services;
- broadening the scope of information provided to parents.

Much of this is to reinforce the central importance of prevention and early intervention and to **drive** operational and cultural change across partnerships. All of this is linked to our commissioning strategies as part of the Lambeth Strategic Partnership in which we will, as partners, commission school places and many services.

## **Funding**

You will all be aware that Lambeth schools have been involved in funding formula consultations for the next three years' budgets (2007-10). It has not been an easy round of consultation but major issues have been dealt with, particularly the difficult issue of SEN funding. There are no simple answers to satisfy **all** schools. However, the process has been a structured one involving external consultants and many hours of debate with schools, the Schools Revenue Funding Working Group and Schools' Forum considering exhaustive and varied funding models. Thank you for your own contributions to this.

As a result of consultation, the schools' team has responded to feedback by changing models to a more stable one. Schools' Forum has agreed to opt for a change to proxy indicators using Free School Meals and Prior Attainment (50/50) based on three year's data. This approach is in line with central government direction and is in line with a number of our neighbours who have already moved to this position.

We are moving into an environment where there is significant pooling of budgets and sharing of common agendas across all the partners and work will continue with you all to further develop this partnership working over the next year. There are many responsibilities to be met and we will require the support of schools to meet them.

In 2007-08, the Individual Schools' Budget will increase by 9% overall with per pupil increases of at least 8% across all sectors. School budgets are currently increasing at a time when, not only is there no additional money available from the Council, but significant savings have to be realised by CYPS and this is going to be difficult. Should our partners in Lambeth schools feel unable to contribute directly to creating the capacity for the Council to deliver our responsibilities, schools will have to decide how they will meet these responsibilities themselves. In relation to Special Educational Needs provision, we will reduce the need for extensive moderation and provide a fairer and more stable allocation methodology for the pool of money set aside for such provision within the school community. In order to provide further stability in the interim period, this change will be cushioned over three years.

## **Strategic Commissioning**

This is a concept which can be difficult to understand. Strategic Commissioning is a systematic process of specifying, securing and monitoring services to meet identified and prioritised need. Central government puts it at the heart of the Every Child Matters agenda, and for the council it is how we secure best value and value for money. It is also a means of clarifying expectations. The DfES sees **joint** commissioning between partners as the central mechanism for developing more integrated services for children and young people by bringing together resources from two or more agencies.

## **Expansion**

Despite the substantial fall in rolls this year, the Expansion of Primary School Places Project is in progress to address the projected shortfall in primary school places by 2015. With all factors considered, it is projected that Lambeth will need 2823 additional places by 2015. Further work is being conducted to verify this figure. However, the shortfall is not consistent across the borough throughout these timescales. Full consultation has taken place, there is a well-represented Advisory Board and a report on recommendations will be published in July 2007. The authority has agreed principles upon which future expansion of school places should be decided.

## **HOW LAMBETH WILL MEET THESE CHALLENGES**

### **Team Around the Child (TAC)**

TAC is our response to a range of legislation and must be seen as a strategic enabler, not just a means of delivery. There will be a need for some honest, sometimes difficult, conversations in deciding how best to organise this approach, use our skills and pool our resources. We need to look at resources in both universal and specialist settings, establish where there is a paucity of resources and begin the move from specialist to preventative services. The burden of these responsibilities cannot only remain with those schools with greatest need or specific provision therefore we need to look at other options, such as federations.

Bringing services together in three planned areas will bring economies of scale and deliver greater efficiencies. Over the next two days we will explore together how this can best be achieved. Part of the cultural shift needed for these changes is the shared ability for earlier identification and assessment of need. Roles within the planned area-based service delivery for TAC will bring new responsibilities with them. But

we must also remember to celebrate where we have already embraced such changes, such as schools with children's centres and extended schools. These are both good examples of learning to work effectively with the community and transcending traditional boundaries. What is crucial about these examples is the necessity to meet the needs of our communities as a whole, not just the traditional school community.

[NB. There is a full briefing about Children Trust arrangements in Lambeth, including the introduction of the Team Around the Child on page 33.]

## Partnerships

The Children and Young People's Strategic Partnership is not a marginal approach. There is an expectation that authorities take the lead role in developing partnership arrangements locally and in developing a joint commissioning framework. The framework we are developing is set in the context of our strategic partnerships and the Local Area Agreement. Schools, as commissioners, cannot afford to miss the opportunity of engaging with the developing joint commissioning framework and the chance to combine resources with partner agencies to provide services even better able to improve outcomes for our school communities. This approach is essential in our continuing move, as partners, towards a Children's Trust.

## Multi-agency Approaches

Our Eligibility Criteria is published this month and is designed to enable an agreed approach to targeting social care support. It is a guide for staff in **all** agencies to understand:

- How serious a situation has to be for social care involvement
- What happens when social care is involved
- Where social care fits in the overall range of services for children and young people

Our current project addressing autism is based around Michael Tippett School for children with profound and multiple learning difficulties. As a prime example of future multi-agency service delivery, the service is now being developed to keep children with severe learning difficulties and autism within the borough.

Priorities for Lambeth young people remain the reduction in crime involving young people, a reduction in the fear of crime and a contribution to young people's development. This is reflected in plans for:

- increased budgets for youth services
- involvement of young people in the democratic process
- setting up an anti-social behaviour team
- replacing council wardens with Police Community Support Officers.

While the Council will continue to be tough on crime and the causes of crime, it intends to do so while **investing meaningfully in young people**. It is also important that this work is not just targeted towards secondary schools but **all our schools** to emphasise the importance of preventative work. There are hidden issues such as the widespread impact of mental health. Between February and October 2006, 5 murders were related to mental health issues.

We have wider responsibilities over which this conference has limited influence, such as the requirement to provide good quality housing for young people and this is an indication of the breadth of my statutory responsibilities. I am accountable to both the wider council and partnerships such as the Lambeth Strategic Partnership and the Children and Young People's Strategic Partnership.

Through these platforms, I am working hard to put our issues, that is, those of our children and young people, at the centre of everyone's agenda. The partnership between the Local Authority and schools is key to the future of our borough. We need to find even better ways to work together to meet all of these challenges."

Wishing you all the best for the summer,



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

# **PART A – FOR ACTION**

## Action Summary

### **During Summer Terms 5 and 6 all governing bodies are advised to:**

- consider whether to respond to the consultation on the LA's draft Primary School Places Strategy (**see page 9**).
- ensure that the school complies with the legislation outlawing smoking in public places and work places. Schools will not be allowed to have smoking rooms and people will not be permitted to smoke anywhere on school premises (**see page 9**).
- make arrangements to approve a Gender Equality Scheme – the LA's model Scheme is now available for adaptation by the school (**see page 9**).
- encourages its parent governors to consider standing for election as a Parent Governor Representative on the Council's Children and Young People's Service Scrutiny Sub-Committee (**see page 14**).
- following consultation with staff, agree a performance management policy and a pay policy that meet the requirements of the new Regulations (**see page 16**).
- complete a Controls Assurance Statement and take steps to ensure that adequate internal financial controls are in operation; that any weaknesses are identified; and that action plans are agreed to rectify any such weaknesses (**see page 19**).
- ensure that the school has a Best Value Statement which clearly sets out how best value principles will be embedded in the school's policies and day-to-day activities (**see page 21**).
- consider the implications for the school of the new requirements for tackling behaviour, discipline and exclusion under the Education and Inspections Act 2006, particularly in relation to fixed period exclusions of six days or more (**see page 23**).
- consider the LA's responsibilities for pupils with SEN and reviews the school's implementation of its responsibilities (**see page 25**).
- use information from the analysis of racist incidents in Lambeth schools for the academic year 2005/06 to develop strategies to effectively tackle racism and promote equality (**see page 28**).

### **Primary and special school governing bodies are advised to:**

- make arrangements to approve a Disability Equality Scheme - the LA's model Scheme is now available for adaptation by the school (**see page 9**).

### **Governing bodies of schools that have not yet appointed Learning Mentors are advised to:**

- discuss the benefits of the role and decide whether to appoint or to seek further information (**see page 30**).

## Governance Matters – Summer 2007

For additional information please contact:

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

### RECOMMENDATIONS: that the governing body

- considers whether to respond to the consultation on the LA's draft Primary School Places Strategy (see Section 3);
- ensures that the school complies with the legislation outlawing smoking in public places and work places. Schools will not be allowed to have smoking rooms and people will not be permitted to smoke anywhere on school premises (see Section 4);
- makes arrangements to approve a Gender Equality Scheme – the LA's model Scheme is now available for adaptation by the school (see Section 5);
- [for primary and special schools only] makes arrangements to approve a Disability Equality Scheme - the LA's model Scheme is now available for adaptation by the school (see Section 6).

### 1. Retirement of Pat Petch, Head of Governor Services

As many of you may have heard, after seven years as Head of Governor Services in Lambeth, Pat Petch will be retiring from her full-time post on 26 April. She would like to thank all the governors, headteachers and other colleagues she has worked with during her time in Lambeth for their friendship, support, challenge and laughter. It has certainly been a period she will not forget in a hurry: memorable for all the right reasons as well as for some of the livelier moments!

Pat will be very much missed as she has contributed significantly to raising the quality of school governance in Lambeth through providing high quality training, good advice and the recruitment of motivated and effective governors. Pat can always be relied upon to cut through any confusion and make sense of national initiatives and guidance. She also has a wonderful sense of humour and great common sense which when needed enables difficult situations to be resolved to good effect. Her wide experience of school governance from a national perspective has been of great benefit to schools and officers in Lambeth and will be very hard to replace.

### 2. School Governing Body Model Agenda – Summer 2007

As usual, a model agenda for your governing body meeting(s) can be downloaded as a word document from the School Governors section on the Lambeth website - go to [www.lambeth.gov.uk](http://www.lambeth.gov.uk) and click on "Education and Learning" under "Services". Click on the "Schools and Colleges" link on the left-hand side and then click on "School Governors" - the link to the model agenda appears at the bottom of the page. The model agenda includes those items which governing bodies should consider during summer terms 5 and 6, as well as other optional items and relevant advice and guidance.

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

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

### **3. Consultation on the LA’s Primary School Places Strategy**

A draft ten-year Primary School Places Strategy for Lambeth has been produced, setting out the aspirations for primary pupils and the principles for providing primary places over this period. The strategy has been written in consultation with the Project Advisory Group for Primary Expansion, which includes headteacher, governor and Diocesan Board representation.

The Policy and Planning Team welcome the views of headteachers and governors on the draft Strategy, which can be viewed here:

<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/PrimarySchoolPlacesStrategy.htm> . **The deadline for feedback is 15 June 2007.**

Copies of the draft Strategy can also be obtained by emailing Lisa Belletty ([lbelletty@lambeth.gov.uk](mailto:lbelletty@lambeth.gov.uk)) or calling on 0207 926 0095.

### **4. Smoke Free Lambeth**

On 1 July 2007 legislation will come into effect outlawing smoking in public places and work places. The main purpose of the legislation will be to protect employees and the public from the effects of second-hand smoke. Evidence demonstrates that there is no risk-free level of exposure to secondhand smoke, which can cause a range of serious medical conditions including heart disease, lung cancer, sudden infant death syndrome and asthma attacks.

Lambeth Primary Care Trust went Smoke Free in 2005; with Lambeth Local Authority going Smoke Free in December 2006 through a phased approach leading up to the July 1<sup>st</sup> ban. **From 1 July schools will not be allowed to have smoking rooms and people will not be permitted to smoke anywhere on school premises.**

In order to support smokers who wish to quit, Lambeth PCT will be putting together a stop smoking support package for teachers, pupils and parents. This will be a package tailored from an evaluation of previously conducted similar work in the Vassell and Coldharbour wards. Lambeth PCT is also aware that adults are generally able to exercise choice about their exposure to secondhand smoke, particularly in the home, and are able to take steps to avoid exposure if they wish. Children, particularly younger children, do not typically enjoy this freedom. To address this, the PCT hopes to launch a SmokeFree Homes campaign in July 2007 to coincide with the smoking ban.

For further information, please contact Teresa Salami-Adeti, Lambeth PCT, on 020 7716 7138, [teresa.salami-adeti@lambethpct.nhs.uk](mailto:teresa.salami-adeti@lambethpct.nhs.uk) or Cat Ainsley, Practice Learning Manager, 020 7926 4574, [cainsley@lambeth.gov.uk](mailto:cainsley@lambeth.gov.uk).

### **5. Gender Equality Duty**

The Equality Act 2006 places a specific duty on public authorities and schools to produce a Gender Equality Scheme setting out how the requirements of the Act will be met. A briefing has already been sent to all chairs, headteachers and clerks.

**Although the requirement is that all governing bodies will need to approve a scheme by 30 April 2007, the full guidance from the Equal Opportunities Commission and model Scheme for Schools has only recently become available so you may have difficulty meeting this deadline. However, there is nothing to stop a committee considering the guidance and model Scheme, when available, and the GB then**

**giving its approval subsequently. As long as this process and the reason why the deadline could not be met (that the guidance was not available) is minuted there should be no problem.**

Our model Gender Equality Scheme is available here:  
<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/ModelGESForSchools.htm>.

The full guidance from the Equal Opportunities Commission (EOC) for Education settings is available on the EOC website:  
[http://www.eoc.org.uk/Docs/Gender\\_Equality\\_Duty\\_and\\_Schools\\_Guidance.doc](http://www.eoc.org.uk/Docs/Gender_Equality_Duty_and_Schools_Guidance.doc).

The main points have been picked up in our model Scheme, but the guidance may be useful as it provides examples of best practice and how the duty can be integrated into a school setting. It also sets out the major gender equality issues in education and key policy initiatives such as Every Child Matters and in employment in schools.

For further information and advice, please contact Rebecca Cribb: 020 7926 9237 or [rcribb@lambeth.gov.uk](mailto:rcribb@lambeth.gov.uk).

## **6. Disability Discrimination Act (2005) Update**

The model Disability Equality Scheme for schools is now available here:  
<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/ModelDESForSchools.htm>. This policy provides a foundation from which schools can work, but will need to be modified by each school to include specific priorities and needs.

Existing consultation has been used in putting this Scheme together, including the consultation conducted for the Inclusion Strategy and by the Lambeth Early Years Development and Childcare Partnership. In addition, the Scheme has been shaped by suggestions from Special Educational Needs Co-ordinators and additional consultation with disabled children and young people.

**The Disability Discrimination Act states that primary schools, special schools and Pupil Referral Units are required to have a Disability Equality Scheme in place by 3<sup>rd</sup> December 2007, although we would like to work with all schools to have Disability Equality Schemes in place in advance of this date.**

For further information and advice, or if you would like a copy of the briefing on Implications of the Disability Discrimination Act (2005) for Schools, please contact Rebecca Cribb: 020 7926 9237 or [rcribb@lambeth.gov.uk](mailto:rcribb@lambeth.gov.uk).

**NB. There is a useful guide to all legislation on equality and diversity for schools on teachernet:** <http://www.teachernet.gov.uk/docbank/index.cfm?id=11059>.

## **7. The Manslaughter and Corporate Homicide Bill 2006**

There has been some concern about how this Bill may affect governing bodies. The Bill creates a new offence of Corporate Manslaughter which will apply to all companies and incorporated bodies. Its main purpose is to make it easier to bring a successful prosecution against either an individual or organisation if it can be demonstrated they **knowingly and deliberately** ignored existing legislation, good practice or advice regarding health and safety, normally in order to save money.

Any organisation that documents its health and safety meetings, produces guidance notes, carries out risk assessments and can demonstrate that safety considerations are always paramount need not fear the new act when it becomes law. There are no implications for insurance because liability in respect of criminal acts has always been excluded.

## 8. Investigation of Parental Complaints by Ofsted

From April 2007 the Education and Inspections Act 2006 gives Ofsted new powers to investigate complaints received from parents and carers about their children's schools **as a whole**. For example, that the school is not providing a good enough education; that pupils are not achieving as much as they should, or their needs are not being met; or that the school is not well led or managed, or is not using resources efficiently.

Ofsted will usually suggest that parents and carers use the school's own complaints procedure first, but may take a range of other courses of action. While Ofsted will use discretion in using its powers, where the concerns are very serious an immediate inspection of the school could be arranged.

Complaints about admission procedures, exclusion of individual pupils, provision for pupils with SEN will normally be referred to the local authority.

## 9. DfES Draft Guidance on School Uniform - Consultation

In September 2006 the Office of Fair Trading (OFT) published its conclusions following a review of the cost of school uniform. The review found that parents have to pay higher prices for school uniforms where exclusive arrangements exist and that this acted as a 'tax' on parents which mostly goes to the retailers. The OFT advised that school governors should end such exclusive agreements.

The DfES is now consulting on draft guidance for schools and governing bodies which will help them formulate fair and reasonable uniform policies and prevent the cost of school uniform becoming a barrier for some parents.

There is no legislation that deals specifically with school uniform or other aspects of appearance such as hair colouring and style, jewellery and makeup, so the guidance will be non-statutory. However, the draft guidance does:

- **remind schools that they must consider their obligations under the Human Rights Act (HRA) 1998 and anti-discrimination legislation. It indicates that the freedom under the HRA to manifest a religion or belief does not mean that an individual automatically has the right to manifest their religion at any time, in any place, or in any particular manner.**
- **states that governing bodies should adhere to the expectation of the Admissions Code of Practice 2007 that the cost of school uniform, or other items which must be purchased in accordance with school rules, should be limited.**

Governing bodies decide whether there should be a policy on school uniform and appearance, and if so, what it should be. However, they are advised to do the following:

- consult widely with pupils, parents/carers and representatives of different groups in the wider community. Local authorities may be able to conduct consultations on some issues on behalf of groups of schools.
- consider how the uniform policy might affect different groups and also to consider any concerns raised by groups about the policy, and whether they are discriminatory. It advises schools to weigh up these concerns but also indicates that it may not be practical to accommodate all concerns.
- document the consultation process undertaken and the reasons for decisions taken.

The guidance also highlights the need for governors to consider carefully, after the uniform policy is agreed, any requests that are made to vary it for individual pupils on grounds of religious belief or medical conditions. It also recommends involving pupils in drawing up the uniform policy.

If you wish to respond to the consultation, the deadline for responses is Tuesday 12 June 2007. Full details can be found here:

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1468>.

**10. Regulations Requiring Schools to set Attendance Targets for Pupils - Consultation**

The 2005 Regulations that require schools maintained by LAs to set targets for reducing absence cease to be effective after the end of the 2007/08 academic year. The DfES are currently consulting on proposed new Regulations that maintain such targets and place in law a focus on individual pupils as well as whole school absence. The proposed Regulations will come into force September 2007.

**If you wish to respond to the consultation, the deadline for responses is Monday 21 May 2007.** Full details can be found here:

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1460>.

**11. DfES Draft Guidance for School Staff: Screening or Searching Pupils for Weapons - Consultation**

Headteachers in England can screen pupils and will soon have power to search, without consent, pupils whom they suspect are carrying a knife or other weapon, or they can authorise school staff to undertake the search. The DfES will publish guidance on this once the power comes into force on 31 May 2007 but is currently consulting on the draft guidance. The draft guidance also includes information and advice on the power to undertake no-contact or low-contact screening of pupils with an electronic arch or wand.

**If you wish to respond to the consultation, the deadline for responses is Tuesday 15 May 2007.** Full details can be found here:

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1443>.

**12. Ethnicity Monitoring**

As you may know, Lambeth now has an open recruitment procedure for the appointment of Local Authority (LA) governors. One of the reasons for introducing the new system was to recruit governors who more accurately reflect the population of the borough, in particular, we needed to recruit more governors from black and minority ethnic communities.

In order for us to be able to measure whether the new system is effective, we need to be able to establish where we are now and then continue to monitor as new LA governors are appointed. The aim is to publish a report annually showing the trend in the recruitment of LA governors. A form has been sent to all LA governors and it would be appreciated if all who have not yet done so would please return the form to Governor Services so that our information is statistically valid. Completed forms will be treated with the strictest confidence and will only be used for monitoring the profile of LA governors in general. Individual governors will not be identified in any publication. Published survey details will simply indicate the number of LA governors in each category on the survey form.

**13. Congratulations**

We would like to congratulate Gill Manvell Pavlitski, former parent governor and vice chair of the Michael Tippett School's governing body. Gill is the chair of Unique, a small charity which helps people with rare chromosome disorders (RCDs) and has only one full-time member of staff. Unique won the top prize of £100,000 in the Royal Bank of Scotland's Make It Happen competition, featured in the Daily Mail, competing against high profile and popular charities including Barnardos and the NSPCC.

## 14. Further Sources of Information

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

Governornet has a wealth of useful materials for governors, including detailed information about roles and responsibilities; training and recruitment; pupils, parents and the curriculum; staffing and personnel; school finance and property; and an up-to-date online version of the "Guide to the Law for School Governors". There is a discussion board, a list of current DfES consultations and links to a wide range of online publications, including relevant statutory guidance and legal documentation, including relevant Acts of Parliament and regulations. Particularly helpful for new or inexperienced governors, there is plenty of background information and a series of summary or overview articles on a range of topics relating to school governance, together with a useful "New User" section. Nowadays the DfES does not send out paper copies of any document as a matter of course – all important documents are published on Governornet, often before they become widely available. Hard copies are now often only available on request.

Every governor should receive a copy of the DfES' termly newsletter, "Governors", which is sent direct to your school. If you wish to receive your copy direct (free of charge) or if your governing body requires more copies than are currently received, please email: [govnews@prolog.uk.com](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 – see the list at the back of this report. **Our advice and support service is completely free of charge and we have the advantage of having good connections within the Council and extensive local knowledge.**

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

Other useful websites are as follows:

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

## **Election of Parent Governor Representatives (PGRs)**

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

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

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

**RECOMMENDATION: that the governing body encourages its parent governors to consider standing for election as a Parent Governor Representative on the Council's Children and Young People's Service Scrutiny Sub-Committee.**

### **1. Introduction**

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

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

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

### **2. Outcome of the Recent Election**

An election was held during Spring 2007. Nomination forms were sent out but a ballot was not required because only one person stood for election.

Thanks are now due to Barbara Glosby, parent governor at Elm Court School, at the end of her period of office and congratulations to Scott Swinton, parent governor and Chair of the Governing Body of Rosendale Primary School, who has been elected as a new PGR with effect from 1 April 2007.

Mr Swinton asked for this opportunity to introduce himself:

"I wanted to become a member of the sub-committee so that I can help effect change; work to drive improvements in Lambeth schools and ensure that best practice is shared across schools.

I have been a parent governor for two and a half years at Rosendale Primary School where I have a son in Year Four. Rosendale has entered a 'soft' federation with Christ Church (Brixton) CE Primary School and I co-chair the federation governors committee. In addition, I am an executive committee member of the Lambeth Governors' Forum.

As Chair at Rosendale, I have driven forward the school's efforts to become an extended school and a children's centre.

I am an American, but have lived in the local community for much of the eleven years that I have resided in the UK.

I am a communications consultant and have worked with local and central government, including the DfES and the Training and Development Agency for Schools. I am now working with Southwark Council as it undergoes a restructure of its departments, including Children's Services."

Please see Section 4 below for Scott's contact details.

### **3. Arrangements to fill the remaining Parent Governor Representative Vacancy**

There will be a further election to fill the remaining PGR vacancy during summer terms five and six. Parent governors, chairs of governors and headteachers have all been sent information about the process. **If you are a parent governor, please think about standing for election. If you are not, please encourage the parent governors for your school to stand.**

### **4. Further Information**

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

**If you wish to contact Scott Swinton you can telephone him on 07932 767695 or write to him c/o Rosendale Primary School, Governor Services or Democratic Services:**

- Rosendale Primary School, Turney Road, SE21 8LX
- Governor Services, 6<sup>th</sup> Floor, International House, Canterbury Crescent, SW9 7UE
- Democratic Services, Lambeth Town Hall, Brixton Hill, SW2 1RW

## Performance Management

For additional information please contact:

Peter Compton            Governor Support Officer

020 7926 9636

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

David Jones             Governor Support Officer

020 7926 9669

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

**The purpose of this paper is to provide information and guidance for governors and headteachers on the new performance management requirements that come into effect on 1 September 2007.**

**RECOMMENDATION: that, following consultation with staff, the governing body agrees a performance management policy and a pay policy that meet the new requirements at their summer term meeting - links to the DfES model policies are in Section 7.**

### 1. Introduction

A new statutory framework for performance management in schools in England is provided by The Education (School Teacher Performance Management) (England) Regulations 2006. **The new framework, which comes into effect on 1 September 2007, builds on the current system but there are important changes to the process and the terminology.** The term 'appraisal' is no longer used in the Regulations and guidance and the people involved in the process are called the 'reviewer' and the 'reviewee'. Technically, the Headteacher is the performance reviewer for all staff but may delegate this role in its entirety. In practice, performance reviewers will usually be the line managers of reviewees but other arrangements may be set up by the Headteacher.

### 2. Roles and Responsibilities

Governors, headteachers and teachers all have key roles to play and responsibilities to discharge in the performance management process. Some requirements remain the same as those currently in force but there are some significant changes relating to the process, including the role of the Headteacher as reviewer and moderator; classroom observations; the use of School Improvement Partners (SIPs); agreeing objectives relating to pupil progress; the establishment of performance criteria; requirements relating to support, training and development; and pay links.

#### **Governing Bodies must:**

- Establish the school's performance management policy, monitor the operation and outcomes of performance management arrangements, and review the policy and its operation every year. A model performance management policy has been published.
- Appoint 2 or 3 governors (we recommend 3 in case of lack of availability) to review the Headteacher's performance on an annual basis.
- Use the School Improvement Partner (SIP) when a SIP has been appointed to advise appointed governors on the Headteacher's performance. SIPs have already been allocated to secondary schools and will be in place in primary and special schools by April 2008. Until then, primary and special school governing bodies must use an external adviser.
- Agree a pay policy and make decisions about pay and career progression based on pay recommendations made by reviewers.

- Retain a copy of the Headteacher's planning and review statement Normally the Chair of Governors will retain the statement.
- Where the Headteacher makes such a request, to action requests for evidence from the performance management process to be transferred if the Headteacher transfers.

#### **Headteachers must:**

- Report annually to the governing body on performance management arrangements and on training and development needs.
- Play an active role in their own performance management and professional development including taking action as agreed at review meetings.
- Act as performance reviewers and, where appropriate, delegate the role of performance reviewer in its entirety. The Headteacher has a duty to ensure that procedures and processes are applied fairly and consistently across the school and with regard to equal opportunities considerations. The Headteacher may review planning and review statements within 10 days of their completion, but there is no obligation to review and it is for headteachers to decide whether they wish to do so. They may wish to moderate a sample of statements rather than all statements from the school.
- Retain copies of all review and planning statements and provide others with access to statements where appropriate.
- Take account of review outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.
- Establish a protocol for classroom observation for inclusion in the performance management policy.
- Action any request from a teacher for evidence from performance management to be transferred if the teacher moves school mid-cycle.
- Evaluate standards of teaching and learning and ensure proper standards of professional practice are established and maintained.
- Ensure that the teacher's planning and review statement is drafted having regard to the need for a satisfactory work life balance.

### **3. Performance Management and Pay Policies**

Governing bodies must establish pay and performance management policies which:

- set out the basis on which teachers' pay will be determined;
- describe how the performance management arrangements will work, including a classroom observation protocol. Lambeth has produced a model protocol.
- state the procedures for determining appeals.

Model performance management and pay policies have been published and can be found by using the links in Section 7. Very useful detailed guidance on the content and implementation of the model pay and performance management policies has been published by the Rewards and Incentives Group (RIG). The link is in Section 7.

### **4. Planning and Review Statements**

The annual planning and review meeting between a reviewer and reviewee will result in an agreed planning and review statement. The plan set out in the statement should be realistic, manageable and enable the reviewee to achieve a satisfactory work/life balance. It should cover:

- the reviewee's objectives;
- the arrangements for observing the reviewee's performance in the classroom;
- any other evidence which will be taken into account in assessing the reviewee's performance;

- the performance criteria against which the reviewee's performance in each of the areas listed above will be assessed;
- the support that will be provided to help the reviewee to meet the performance criteria;
- timescales for the achievement of objectives and within which support will be provided where these differ from the length of the review cycle; and
- the reviewee's training and development needs and the actions that will be taken to address them.

## 5. Objectives and Performance Criteria

Objectives should focus on priorities. They should be time bound, challenging but achievable, and reflect the need for a satisfactory work/life balance. A reviewee's objectives should reflect any relevant team, year or whole school objectives. They should reflect the experience and aspirations of the reviewee.

Performance criteria should indicate what success would look like at the end of the cycle. Performance criteria should provide clarity about the basis on which the reviewer will assess the overall performance of the reviewee based on progress towards the achievement of objectives, classroom observation, and the other evidence.

## 6. Making a Pay Recommendation

There is no change to the arrangements for pay progression. Annual increments continue to apply to classroom teachers on the main scale. Therefore reviewers do not need to make a recommendation in support of an annual increment except in exceptional permitted circumstances.

Reviewers will need to make a recommendation where the reviewee is on:

- the pay scale for post threshold teachers;
- the pay spine for members of the Leadership Group; or
- the pay spine for Advanced Skills Teachers.

Reviewers' pay recommendations are passed to the Headteacher as part of the planning and review statement and the Headteacher passes the pay recommendation on to the governing body.

There is no change in the arrangements for making pay decisions. As now, it is for the relevant body (either the governing body or its pay committee) to consider recommendations and make decisions about pay.

## 7. Further Sources of Information

- The Education (School Teacher Performance Management) (England) Regulations 2006:  
[http://www.teachernet.gov.uk/doc/10404/The%20Education%20\(School%20Teacher%20Performance%20Management\)%20\(England\)%20Regulations%202006.pdf](http://www.teachernet.gov.uk/doc/10404/The%20Education%20(School%20Teacher%20Performance%20Management)%20(England)%20Regulations%202006.pdf)
- Model performance management policy:  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=5175>
- Model pay policy: <http://www.teachernet.gov.uk/docbank/index.cfm?id=10387>
- Rewards and Incentives Group guidance:  
<http://www.teachernet.gov.uk/doc/10405/PM%20Guidance%20print%20final%20Nov%202006.pdf>
- Current pay and conditions information including pay scales and pay discretion:  
<http://www.teachernet.gov.uk/management/payandperformance/pay/STRBreportdec2005/>
- Lambeth protocol on classroom observation

# FMSiS - Controls Assurance Statement

For additional information please contact:

Nilesh Jethwa

Group Finance Manager Schools

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**The purpose of this paper is to provide guidance for governors and headteachers on the completion of a Controls Assurance Statement. All schools are required to have a fully completed Controls Assurance Statement before the Financial Management Standards in Schools (FMSiS) will be awarded.**

**RECOMMENDATION: that the governing body should complete a Controls Assurance Statement and take steps to ensure that adequate internal financial controls are in operation; that any weaknesses are identified; and that action plans are agreed to rectify any such weaknesses.**

## 1. Introduction

The Controls Assurance Statement (CAS) sets out the processes that are in place to demonstrate effective financial management by the school of its resources. Discussion of the draft CAS by the governing body, and its ultimate signature by the Headteacher and key governors, signifies that they acknowledge responsibility for financial management of the school and take that responsibility seriously.

The CAS provides the Section 151 Officer at the LA, or a parent or donor who has specially requested this information, reasonable assurance that all the funds managed by a school have been properly controlled and accounted for. Making this statement available to parents who request it serves to show that the school's financial management is open and transparent.

The statement makes it clear that 'absolute' assurance cannot be given as internal control systems, no matter how sophisticated, cannot prevent or detect all errors or irregularities.

## 2. Format of the Statement

A model CAS is available on the FMSiS website (see Section 5 below). The Statement is designed to be brief but informative and contains five paragraphs:

- **P1** explains the governing body's responsibilities. To achieve the new Financial Management Standard in Schools (FMSiS), each school will be expected to use the wording given in the model statement.
- **P2** explains the limitations of control systems. This wording is important because it aims to make it clear to the reader that 'absolute' assurance cannot be given and is not expected. To achieve the FMSiS each school will be expected to use the wording given in the model statement.
- **P3** explains how the governing body has satisfied itself that controls are adequate before its representative agrees to sign the statement. To achieve the FMSiS each school will be expected to use the wording given in the model statement as a minimum. It may be that the governing body has carried out additional steps and may wish to add those to this paragraph of the CAS.
- **P4** states that the governing body is satisfied that internal controls at the school were adequate during the year, assuming this to be the case. If the governors are not

satisfied about the adequacy of key internal controls, they should list briefly any serious/high priority control weaknesses.

- **P5** is where planned action to improve the control system is disclosed. Such disclosure is normally only needed if governors have expressed concern about the adequacy of any of the controls in paragraph 4.

### **3. Deciding Whether to Disclose a Weakness at Paragraph Four**

When deciding whether or not to disclose that a particular control is inadequate, governors should take into account all the relevant information available to them, and also consider:

- how likely is the risk, ie. to what extent the inadequacy of the control(s) puts the school at risk;
- the likely impact of the risk on the school if it occurred, for example on the school's financial position, ability to function, reputation etc;
- the cost of any action needed to reduce the level of risk posed;
- whether this cost is justified and proportionate given the risk perceived.

### **4. Deciding Whether to Sign the Controls Assurance Statement**

The governing body should only authorise signature of the CAS when it feels it can do so with confidence, having studied all the available evidence. Governors should be able to derive much of the evidence they need from:

- their own monitoring of financial management and regular scrutiny of financial reports;
- their regular meetings with the head teacher and other staff;
- the most recent report on the school's finances by the Local Authority appointed internal auditor; and
- annual self-evaluation of the internal control system.

In addition, the governing body should have used the Pre-certification Guidance Checklist for Governors, which is available on the FMSiS website (see Section 5), before they authorise their representative to sign the CAS. If the governing body can answer "Yes" to all questions, it should be possible to sign the statement without the need to tailor paragraph 4 to accommodate their concerns about any of the controls, or to add a fifth paragraph to say how these might be addressed. If they answer "No" to any question, they should consider the implications of such a response, and these are explained in the checklist.

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

- Headteachers and governors should read the FMSiS Guide to the Controls Assurance Statement: [http://www.fmsis.info/r15\\_guidetothecontrolsassurancestatement.pdf](http://www.fmsis.info/r15_guidetothecontrolsassurancestatement.pdf) before completing the CAS.
- The Pre-certification Guidance Checklist for Governors is available here: [http://www.fmsis.info/r15b\\_controlsassurancestatementchecklist.doc](http://www.fmsis.info/r15b_controlsassurancestatementchecklist.doc)
- The model CAS is available here: [http://www.fmsis.info/r15a\\_modelcontrolsassurancestatement.doc](http://www.fmsis.info/r15a_modelcontrolsassurancestatement.doc)

## FMSiS - Best Value Statement

For additional information please contact:

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**The purpose of this paper is to provide guidance for governors and headteachers on the inclusion and implementation of best value principles in schools. All schools are required to have a Best Value Statement in order to meet the Financial Management Standard in Schools (FMSiS) and Ofsted inspectors are expected to “evaluate and report on how effectively the school applies Best Value principles in its management and use of resources.”**

**RECOMMENDATION: that the governing body ensures that the school has a Best Value Statement which clearly sets out how best value principles will be embedded in the school’s policies and day-to-day activities.**

### 1. Introduction

Best Value is a government policy designed to support continuous improvement in services provided locally. In schools, for example, this applies to raising standards of attainment through improved leadership and management.

Best Value goes beyond the value for money principles of economy, efficiency and effectiveness, although value for money lies at the core of Best Value. Best Value reflects the relationship between schools and those served by the schools as well as the effective use of resources to raise educational standards and support continuous improvement.

Best Value should not be seen as a new process, rather as an opportunity to improve the ways in which management decisions are made. It should infuse the overall approach to school management and evaluation. Best Value can help schools to improve their performance. The principles through which Best Value operates are commonly known as the 4 Cs:

- **Challenge** - why, how and by whom an activity is carried out;
- **Compare** - performance against other schools and between parts of each school;
- **Consult** - involving stakeholders, especially pupils and parents; and
- **Compete** - as a means of securing efficient and effective services.

### 2. Statutory Context

Under Fair Funding arrangements, schools are expected to follow the principles of Best Value in making decisions about major activities. LA Schemes for Financing Schools, made under Section 48 of the School Standards and Framework Act 1998, require governing bodies to include a brief statement ‘setting out the steps they will be taking to ensure that expenditure reflects the principles of Best Value’ when submitting their annual budget plans to their LAs. This is commonly known as a **Best Value Statement**.

### 3. Example Best Value Statement

An example Best Value Statement is available here:

[http://www.fmsis.info/r37\\_examplebestvaluestatement.pdf](http://www.fmsis.info/r37_examplebestvaluestatement.pdf).

#### **4. Further Sources of Information**

- For further information, please consult the new edition of the Schools Finance Procedures Manual, a copy of which will be sent to all schools and to all chairs after Easter.
- A Guide to Best Value in Schools is available here:  
[http://www.dfes.gov.uk/valueformoney/docs/VFM\\_Document\\_32.pdf](http://www.dfes.gov.uk/valueformoney/docs/VFM_Document_32.pdf).
- Information about the Financial Management Standard in Schools can be found at the DfES' FMSiS website: <http://www.fmsis.info/>.

# Behaviour, Discipline and Exclusion - Education and Inspections Act 2006

For additional information please contact:

Claudia Smith    Head of Exclusions, Reintegration and Attendance

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The purpose of this paper is to update governors and headteachers on proposed changes to the requirements for tackling behaviour, discipline and exclusion outlined in Part 7 of the Education and Inspections Act 2006. The DfES are currently consulting on new guidance, but governors are asked, in particular, to note the requirement for schools to provide appropriate full-time education from and including the sixth day of any fixed period of exclusion of six days or longer.

**RECOMMENDATION:** that the governing body considers the implications of the new requirements, particularly in relation to fixed period exclusions of six days or more.

## 1. Introduction

Part 7 of the Education and Inspections Act 2006 makes changes to the framework for the discipline, behaviour and exclusion of pupils in LA maintained schools and pupil referral units (PRUs).

The principal legislative changes from September 2007 are:

- **All maintained schools, Academies, city technology colleges and city colleges for the technology of arts will be required to provide suitable full-time education from and including the sixth day of any period of fixed term exclusion of six days or longer.**
- The LA will have to provide similar for pupils given fixed period exclusions from PRUs.
- **The Headteacher has a duty to organise a reintegration interview with parent of an excluded child.**
- The LA will have to provide suitable full-time education from and including the sixth day of pupils permanently excluded from school.

## 2. Statutory Guidance

Draft statutory guidance from the DfES is currently out for consultation – see Section 3 below. Following agreement by the Secretary of State, the new statutory guidance will be published in July 2007 for implementation in September 2007.

**This guidance will replace the statutory guidance published in September 2006 – ‘Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units’.**

The **draft** guidance states that the school **must**:

- **inform parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion;**
- **provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer;**

- **inform own and, if different, pupil's home LA immediate of each permanent exclusion;**

and that the school **should:**

- be working in partnership to improve behaviour and tackle persistent absence;
- have in place simple, effective referral processes to ensure that, as well as notifying parents, off-site providers have as much notice and information about the pupil as possible; and
- review on a regular basis their processes and strategies for dealing with day six provision.

The overall aim of the draft guidance and the legislation is to:

- Encourage the development of local partnerships between schools, Academies and PRUs to improve behaviour and tackle persistent absence. There will be a particular focus on secondary schools but primary schools may wish to be included in the partnerships.
- Effectively ensure that parents meet their responsibility, in the first five days of exclusion through a new offence of failing to ensure their child is not found in a public place without reasonable justification, but at the same time strengthens their child's right to receive education whilst excluded.
- Extend the use of parenting contracts to ensure parents tackle problem behaviour before a child reaches the point of being excluded from school;
- Ensure education provision is made for all excluded pupils from day six of their exclusion, rather than from day 16 as at present. It is important to note that the revised guidance has addressed one of the main concerns raised by schools and local authorities in that the fixed period of exclusions will not be aggregated, as was previously outlined in the earlier draft.

### 3. Consultation

The Government are currently seeking views on specific aspects of the DfES guidance and the related regulations on exclusion from schools and pupil referral units. **If you wish to respond to the consultation, the deadline for responses is Friday 18 May 2007.** Full details can be found here:

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1458>

### 4. Next Steps

The changes outlined above present a number of challenges for schools and the LA. It is proposed that a series of workshops be arranged for headteachers and governors during the summer and autumn to ensure that all schools are clear on the requirements as set out in the final guidance and regulations.

### 5. Further Sources of Information

The current DfES guidance – 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' – is available here:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/>.

As stated above the consultation documents can be found here:

<http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1458>.

# The Role of the Special Educational Needs Section

For additional information please contact:

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Head of Special Educational Needs

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The purpose of this paper is to provide governors and headteachers with a brief overview of the role of the Special Education Needs Section. It is hoped that this paper will help to clarify some of the key areas which are outside the SEN Section's remit but often attributed to it. It is recommended that this paper is shared with Senior Leadership Teams and SENCOs.

**RECOMMENDATION:** that the governing body considers the LA's responsibilities for pupils with SEN as set out in this paper and reviews the school's implementation of its responsibilities as set out in Section 7.

## 1. Introduction

The main function of the Special Educational Needs (SEN) Section is to undertake on behalf of the Council all of its statutory duties regarding children with Statements of SEN. Within this, the following are the key areas of the Section's activities:

- Statutory assessment of children
- Maintenance of statements
- Monitoring of statements within schools
- Provision of information and advice
- Strategic planning

## 2. The Statutory Assessment of Children

Upon request the SEN Section on behalf of the Local Authority (LA) has a duty to consult with parents, schools, education psychology service (EPs), primary care trust (PCT), social care and any other relevant professionals working with a child. This is to help determine whether the child is known to them or if they have information which would help the SEN Section make a decision whether to commence an assessment or not **within six weeks of the date of the referral**.

If the decision is to proceed with an assessment the SEN Section would then contact parents and professionals as outlined above to provide an in-depth report on the child. This process must be completed within **ten weeks**. Thereafter, the SEN Section must within **two weeks** produce a draft statement. This is a summary of the reports collated.

The draft statement is presented to the Special Educational Needs Panel (this is a moderating group which includes a head teacher, Senior Educational Psychologist, Senior Inclusion Officer & Head of SEN) and the Panel determines:

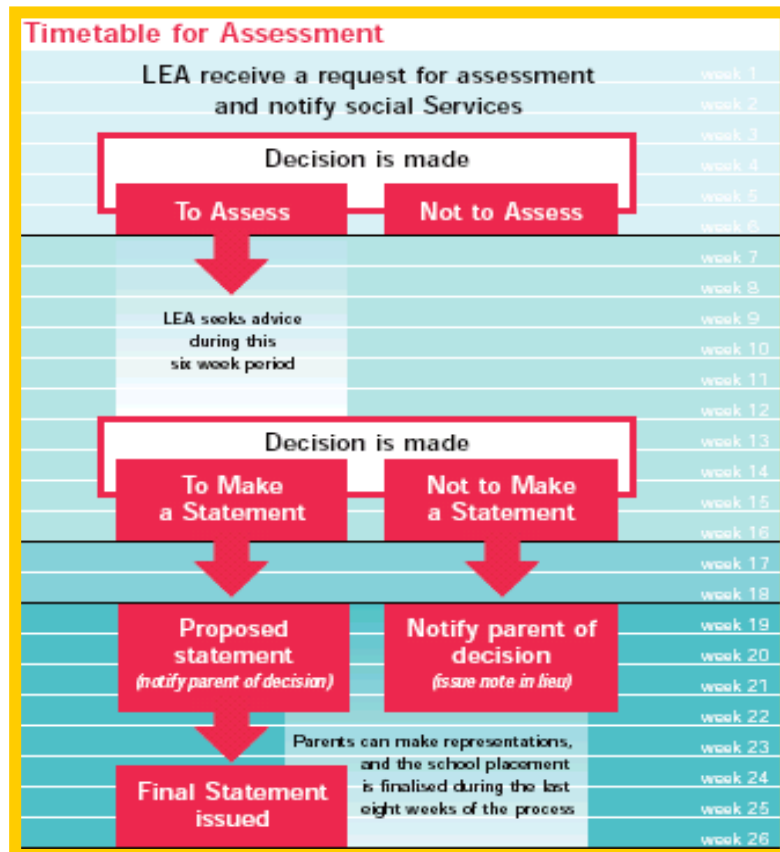
- whether to issue a statement or not;
- if a statement is to be issued, the level of support and/or provision.

This process completes the **18 week statutory deadline that all LAs have to work towards where there are no exceptions in terms of late reports etc.**

The proposed statement is then sent to the parent and all contributors for a **15 day consultation**. Where there are no objections the proposed statement is finalised.

Where there are objections, the SEN Section has eight weeks from the date of proposed statement to resolve any difficulties. Where differences cannot be bridged the SEN Section will finalise the statement during this period giving the parent the right to appeal to the special education needs & disabilities tribunal (SENDIST).

**This process completes the 26 week cycle, by which time a final statement must be completed.** On occasions this cycle may be exceeded where a parent has asked for further discussions on the proposed statement.



### 3. Maintenance of Statements

Once a statement has been completed the SEN Section has to maintain it. Responsibilities around this are as follows:

- Changes to a statement, for example, change of address, personal details etc
- Placements
- Admissions
- Provision/support
- Home to school transport
- Therapeutic support, such as speech language, physiotherapy, occupational therapy support on part three of statements. This is delivered in partnership with the PCT

### 4. Monitoring of Statements

Once a statement of SEN is in effect, the SEN Section has a duty to facilitate a review of it at least once every year. In exceptional cases schools can request this review earlier. To do this the SEN Section has to remind schools two weeks before the beginning of every term about reviews due for that term. This includes transitional reviews. Once

recommendations from the reviews have been considered the Section has a duty to respond to parent and school within one week.

## **5. Provision of Information and Advice**

Examples of information provided are:

- The Local Authority's SEN Policy
- Criteria for Initiation of Statutory Assessment
- Guidance for Home to school Transport provision
- Home to School Transport Policy
- SENDIST
- Mediation (Dispute Resolution)
- Conciliation and advice
- Parent Guides
- SENCO Training / SEN conferences
- Website

## **6. Strategic Planning**

The SEN Section also plays a key role in the following areas:

- DfES Statutory Returns
- SEN Transport and policy
- SENDIST - Tribunal Appeals
- SEN Review
- Inclusion Strategy
- ECM - Every Child Matters
- Transport Review
- BSF - Building Schools for the Future

## **7. Operations outside the SEN Section's Remit (including the school's responsibilities)**

- Funding for school action
- Funding for school action plus
- Funding for statement support up to 15 hours of LSA or cash equivalent
- Managing medical needs of non-statemented pupils
- Provision of therapy services for non-statemented pupils
- Provision of Speech and Language therapy for non-statemented pupils
- Provision of Occupational therapy for non-statemented pupils
- Provision of Physiotherapy for non-statemented pupils
- Provision of additional support for children undergoing statutory assessment

## Reporting Racist Incidents

For additional information please contact:

Patience Wilson	Quality Assurance Manager	020 7926 6335 <a href="mailto:pwilson@lambeth.gov.uk">pwilson@lambeth.gov.uk</a>
Dunevia Bakpa	Customer Care Officer	020 7926 9777 <a href="mailto:dbakpa@lambeth.gov.uk">dbakpa@lambeth.gov.uk</a>

The purpose of this paper is to:

- provide governors and headteachers with the analysis of racist incidents in Lambeth schools for the academic year 2005/06, based on information from submitted racist incident monitoring forms.
- inform governors and headteachers about the new electronic system for reporting schools' racist incidents. From January 2007, schools are required to submit their termly Racist Incidents data online, via the London Grid for Learning Portal.

**RECOMMENDATION:** that headteachers and governing bodies use the information from the analysis to develop strategies to effectively tackle racism and promote equality.

### 1. Introduction

Following the recommendations of the Stephen Lawrence Inquiry, the LA and schools have a duty to record all racist incidents. Schools are required to record and monitor racist incidents using the 'racist incident monitoring form', thus enabling the LA to provide regular reports in compliance with Audit Commission requirements. The data also helps to identify trends, to develop effective responses to racist incidents and develop strategies to challenge racism in partnership with schools and their communities. It is vitally important that schools return the monitoring forms so that the LA can ensure that the information is gathered and used to good effect.

This paper presents the key points from the racist incidents annual report for the academic year 2005-06.

### 2. Statistical analysis

100% submission rates were reported for Autumn and Spring, and 95% for Summer of the academic year 2005-06. It is expected that the submission rate will improve further with the introduction of the online submission system (see Section 3 below). The high rate of submission, however, indicates greater awareness, particularly of the importance of recording, reporting and monitoring of racist incidents.

Key points drawn from the submissions are:

- 225 incidents were reported for the academic year. This is almost twice as many as the number reported for the previous academic year 2004-05. The high number is comparable with other boroughs which suggest we are likely to see a reduction in the coming years as schools continue to implement strategies to tackle racist incidents.
- Although the number of racist incidents was significantly higher in 2005-06 than in previous years, this is consistent in terms of numbers across all schools. Primary schools have consistently reported the highest number of racist incidents, which can be

explained by the higher number of primary pupils. The numbers of racist incidents reported per school were:

- Primary schools - 146 (66%)
- Special schools - 55 (24%)
- Secondary schools - 23 (10%)
- Nursery schools - 1

- 73% of the victims were from primary schools. This is not surprising, as historically primary schools reported the highest number of racist incidents, again explained by the comparatively higher number of pupils. Secondary and special schools reported 10% and 17% respectively.
- Gender differences were also noticeable, as boys (74%) were almost three times more likely to be perpetrators as girls (26%). There was, however, an even distribution by gender of victims across all schools, with boys (54%) more likely than girls (46%) to be victims. The gender difference was greater in Secondary schools where 81% of the perpetrators were boys, against 19% girls.
- Caribbean pupils (25%) were more likely to be victims of a racist incident, closely followed by African (24%) and English, Scottish, Welsh (17%) pupils. This trend is consistent with previous years.
- Consistent with previous years, the most frequent type of racist incident was 'verbal, with derogatory name calling, insults and racist jokes' which accounted for 64%. Conversely, 'explaining policy on racism to offenders', which accounted for 24%, and 'reporting perpetrators to headteacher or head of year', (22.3%) were the most common actions schools took to address the issue.
- The number of actions schools took to manage the incidents (529) rose in line with the number of racist incidents (225) compared to previous years. This may be attributed to schools increasingly taking multiple actions to tackle racist incidents.

### 3. Introduction of the online submission system

**From Spring 2007 only electronic returns will be accepted.** To submit completed forms your school's designated Racist Incident Monitoring (RIM) Officer or equivalent should log on to the London Grid for Learning (LGFL) via [www.rim.lambeth.lgfl.net](http://www.rim.lambeth.lgfl.net) using the school's unique password; fill in the appropriate form on line, and click 'submit' on completion. An email with your data will immediately be sent to the Customer Care Officer who collates the information for the LEA.

In the event of any problems accessing the online system, please contact your school network Manager in the first instance.

### 4. Further sources of information

For further information or a copy of the annual report, please contact Patience Wilson or Dunevia Bakpa – contact details above.

Please note completed racist monitoring forms, including nil returns, should be submitted online by the following dates:

- **Autumn 2006** - 26 January 2007
- **Spring 2007** - 1 May 2007
- **Summer 2007** - 28 September 2007

## Learning Mentors

For additional information please contact:

**Sonia Townsend** Co-ordinator for Learning Mentors  
and Learning Support Units

020 7926 0368  
[stowns@lambeth.gov.uk](mailto:stowns@lambeth.gov.uk)

**The purpose of this paper is to inform governors and headteachers in schools without Learning Mentors about the benefits of having a Learning Mentor to support pupils with barriers to learning and contribute to the delivery of the five outcomes of Every Child Matters.**

**RECOMMENDATION: that the governing bodies of schools that have not yet appointed Learning Mentors discuss the benefits of the role and decide whether to appoint or seek further information.**

### 1. Introduction

Learning Mentors were introduced by the DfES as one of the key strands of the Excellence in Cities initiative, aimed at supporting pupils to overcome their barriers to learning through a range of mentoring programmes and developing supportive links with families. Learning Mentors started in post in Lambeth schools in 1999. The funding currently continues to be allocated to all schools in receipt of the original funding allocation, but there has been no further extension of the funding.

Due to the successful impact of Learning Mentors there has been a growth in the number of schools making appointments using alternative funding. In 2007 42 primary and 10 secondary schools plus Lambeth College have Learning Mentors in post, whereas only 23 primary and 10 secondary schools had Learning Mentors in 2003.

### 2. Who are Learning Mentors?

A Learning Mentor is a person employed by schools to help pupils develop their academic, social/emotional and personal skills. They may work full-time or part-time and generally bring a range of skills from previous experiences of working with pupils in settings where they have supported disengaged, challenging and socially disadvantaged pupils.

### 3. What services do Learning Mentors provide?

The report 'An Evaluation of the work of EiC Learning Mentors in Lambeth' concluded in their key findings that Learning Mentors provide 'confidential support for pupils, pastoral support for individuals and groups, academic support: multiple benefits to teachers; increasing self-awareness in pupils; benefits to the wider school community; building the capacity of schools.'

### 4. What can Learning Mentors offer your school?

This is an opportunity to consider joining the 50+ schools with Learning Mentors and appointing someone who can support your pupils in removing their barriers to learning. 'An Evaluation of the Work of EiC Learning Mentors in Lambeth' states that 'these might include those who are poorly motivated, have poor attendance, find it difficult to communicate, lack self-esteem or self-confidence, are in public care have suffered bereavement, have difficulties at home, have moved schools often, fallen behind in their

work or for whatever reason find the routines and organisation of school very difficult to accommodate.'

**5. Support provided to schools by the Local Authority LM Co-ordinator**

The Co-ordinator for Learning Mentors and Learning Support Units may assist you with sample interview questions, a Learning Mentor Job description and job specification, Learning Mentor Induction Handbook and termly Learning Mentor Newsletter.

There are termly Learning Mentor Network meetings and bi-annually Learning Mentor Line Manager Network Meetings. School visits to support line managers and Learning Mentors.

Learning Mentor Induction Training is available as well as a range of local role specific training, most of which is free to schools.

**6. Further Information:**

The report 'An Evaluation of the Work of EiC Learning Mentors in Lambeth' was commissioned by Lambeth Education in 2005 as part of its evaluation of the work undertaken through funding for Excellence in Cities. This evaluation focuses on the varied roles Learning Mentors undertake and the successes achieved. It explores what might be done to develop the role further. The evaluation was carried out by two education consultants Eileen McAndrew and Chris Power, both retired HMI.

You can find the report '**An Evaluation of EiC Learning Mentors in Lambeth**' here: [www.Lambeth.gov.uk/Services/EducationLearning/ExtraCurricular/LearningMentorsLambeth.htm](http://www.Lambeth.gov.uk/Services/EducationLearning/ExtraCurricular/LearningMentorsLambeth.htm)

Further information about Learning Mentors can be found on the DfES website: [www.standards.dfes.gov.uk/learningmentors](http://www.standards.dfes.gov.uk/learningmentors)

# **PART B – FOR INFORMATION**

# Children Trust Arrangements in Lambeth, including the establishment of the Team around the Child (TAC)

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 development of Children Trust arrangements in Lambeth, including the establishment of the Team around the Child (TAC).

## 1. Introduction

The Children and Young People's Strategic Partnership (CYPSP) has overseen the achievement of four out of five of the statutory requirements of the National Change Programme for Children and Young People: Every Child Matters (ECM), since its inception in 2004 which are:-

- The establishment a Children and Young Peoples Strategic Partnership (CYPSP) (2004)
- The appointment of a Director of Children's Services (2005)
- The appointment of a Lead Member for Children (2006)
- The publication a Children and Young People's Plan (2006)

The remaining key statutory requirement for implementation is the establishment of Children Trust arrangements for all children in Lambeth between the ages of 0-19. Children Trust arrangements are characterised by the following:-

- The pooling of resources between partner agencies (including schools)
- Joint commissioning
- Integrated service delivery
- Integrated systems and processes

All of which will contribute to improved outcomes for our children and young people. The focus on the child and their young people is the fundamental principle of our developing arrangements.

As Children Trust arrangements are developed the importance of collaborations between schools, between schools and other agencies will become increasingly important Robust partnership working and the co-ordination of a number of government initiatives that include the Extended Services Programme, Early Years Strategy and Children Centres programme and the integrated youth programme will also be significant.

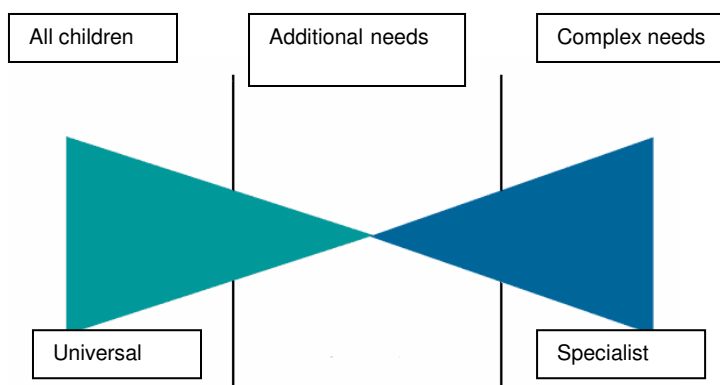
## 2. The Team around the Child

It is proposed to develop the Team around the Child as one of the approaches that will enable the Local Authority and its partners to meet the remaining statutory requirements to integrate systems, process and service delivery that support the improvement of outcomes of children and young people.

The TAC will see the bringing together of services across the Children and Young People's Strategic Partnership (CYPSP) based on the needs of local communities governed by three planning areas that are the same as those currently used by the Primary Care Trust (PCT).

A range of professionals will work together to support children and young people and their families who have additional needs that cannot be solely met by the resources available in universal settings such as schools. **Children with additional needs (CWAN)** is the term used to describe young people identified as 'at risk' or vulnerable.

Historically there has always been a scarcity of resources for **children with additional needs** as the majority of resources available to support children and young people are within universal settings or specialist services, best depicted by the diagram below:-



The development of the TAC aims to address the lack of support for this group of children and young people whose needs cannot be met by schools or other universal services without the support of a range of professionals and agencies.

The professionals that will be brought together include Child and Adolescent Mental Health Services (CAMHS) workers, school nurses, educational psychologists, family support workers, health promotion workers, community safety officers who will come together to provide multi-agency support to '**children with additional needs**'.

As different children have different needs they will have different professionals meeting their needs. The TAC will be used to meet the needs of children with additional needs and support multi-agency and early preventative working at a local level and that the planning, commissioning and service delivery will be governed by the three planning areas.

### 3. What does TAC mean for Schools?

Schools are integral to the successful implementation of the TAC. Schools will be able to ensure children and young people benefit from a 'one-stop' approach that provides access to targeted and preventative as well as specialist services locally.

Collaboration between schools will/may support commissioning of services between schools based on their local needs. (A number of schools in North Lambeth already have experience of this approach). In addition agencies are already shifting resources to enable services to be accessed locally.

As the TAC develops the impact on the role of Headteachers and Governors will/may result in:-

- an increasing community leadership role
- schools individually and collectively commissioning services
- schools contributing to the analysis of need at a local level
- schools working closely with the PCT, police and the voluntary and community sector and other agencies
- schools becoming extended schools or managing children centres

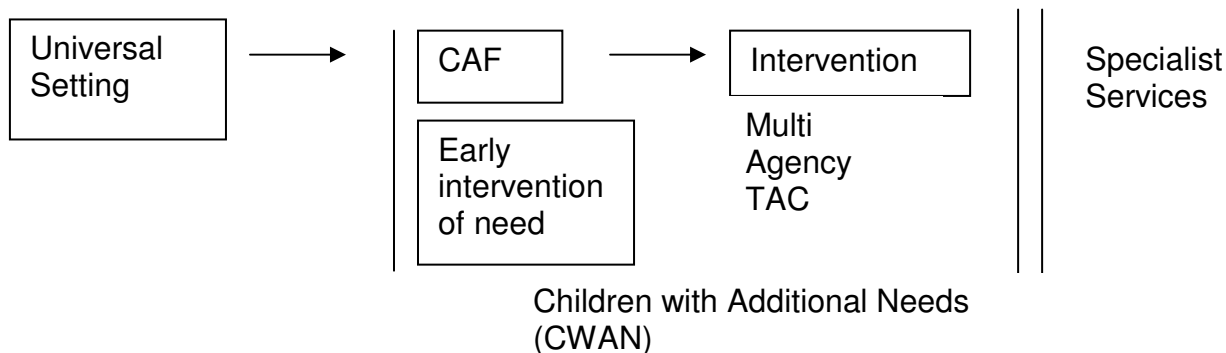
Governors and headteachers will also have to consider the role that schools will need to play in ensuring the needs of children with additional needs (CWAN) are met locally.

#### 4. What will be the expected outcome of the TAC?

There are two key outcomes expected from the implementation of the TAC:

- (1) Increase in community intervention that is based on preventative working supported by the Common Assessment Framework (CAF)
- (2) Improved outcomes for children and young people with a reduction in a number of key performance indicators.

The TAC is a different approach that will require early identification of need through the use of the CAF resulting in a multi-agency response (intervention) to meet needs.



Over time there is an expectation that there will be a reduction in the need for specialist services that will result in a corresponding shift of resources to support children and young people in a preventative manner.

#### 5. Integrating Services for Children with Disabilities and Special Educational Needs CWD/SEN

An additional component of Lambeth's Children Trust arrangements is the integration of services for Children with Disabilities (CWD) and those with Special Educational Needs (SEN). This will bring together services that support these vulnerable young people under a single manager and the integration of service delivery. Supported by the integration of systems and processes, which will mean that the parent of a CWD/SEN will be supported by integrated casework management where one key manager holds information rather than parents needing to liaise and co-ordinate appointments across a number of agencies (PCT, SEN, consultants and educational psychologists).

The CYPSP is taking a phased approach to the integration of these services

- Phase One - integration of LA resources and full integration of PCT, LA and CAMHS resources for the under 5's
- Phase Two - total integration of resources across the partnership

##### Timescales

The Team around the Child arrangements begin in April 2007 and it is expected that the CWD/SEN trust arrangements will be in place by March 2008.

#### 6. Governance Arrangements

To enable the CYPSP to provide the strategic leadership to ensure Children Trust arrangements are in place the CYPSP has revised and streamlined its governance arrangements to ensure that across the partnership sufficient emphasis is given to the achievement to the key statutory requirements to have in place by March 2008:

- Joint Strategic commissioning supported by pooled budgets
- Integrated service delivery

- Performance management and monitoring framework
- Safeguarding children arrangements
- Workforce development strategy that allows all of the workforce to have a minimum qualification of NVQL3

## 7. Representation

Governors and headteachers are represented on the CYPSP Board that is overseeing the development of Children Trust arrangements by:-

Anita Wright	Headteacher	Woodmansterne Primary School
David Boyle	Headteacher	Dunraven Secondary school
Mike Richardson	Governors Forum	
Jeremy Baker	Governors Forum	

They are represented on the CWD/SEN Steering group by:

Jan Stogden	Headteacher	Michael Tippett School
Geraldine Lee	Headteacher	Livity School

## 8. Further Information

- The TAC business case is available from [kandroulakis@lambeth.gov.uk](mailto:kandroulakis@lambeth.gov.uk). A summary of the business case is available at the following link:  
<http://www.lambeth.gov.uk/Services/EducationLearning/CYPSPolicy/TACBusinessCase.htm>

# Development of Extended Schools

For additional information please contact:

John Hogarth    Extended Services Manager

020 7926 1107

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

**The purpose of this paper is to provide governors and headteachers with a progress report on the Extended Schools programme in Lambeth.**

## 1. Introduction

Extended Services are one of the key delivery mechanisms for achieving the five Every Child Matters outcomes. Lambeth's Children and Young People's Service (CYPS) is working strategically with schools and key partners to plan, commission and co-ordinate extended service provision in and around schools. This includes working to ensure that the Extended Services agenda links with the children's workforce strategy, the Children and Young People's Plan and the development of Children's Centres. There is a separate briefing on the development of Children's Centres on page 41.

While the Government expects all schools to be delivering a core offer of Extended Services by 2010, it is not expected that schools should develop and deliver services on their own. There are various models of Extended Service delivery: some schools provide services directly, whilst others work with providers from the third sector and other relevant agencies. The Voluntary and Community and not for profit sector are key delivery partners of extended services. Recent revisions to DfES guidance, which came into effect in January 2007, clarified what it means for schools to deliver the core offer. Schools are required to:

- provide access to childcare, 8am-6pm, five days a week, 48 weeks a year, in response to community need. This provision may be delivered on the school site or through other local providers with supervised transfer arrangements where appropriate.
- provide access to a safe place to be before and after school hours and offer a varied menu of activities such as homework clubs and study support including arts, sports and other recreational activities.
- provide information and access to parent support including parenting groups using structured evidence based parenting programmes,
- work closely with specialist service providers and the voluntary and community sector to establish clear processes and mechanisms which will identify, intervene and support children and young people with additional needs who are at risk of poor outcomes.
- provide access to school facilities where they are appropriate and suitable for use by the local community to meet wider community needs.

## 2. Extended Schools

In Lambeth a small strategic support team, including five Extended Services Area Co-ordinators (ESACs), has been established and is working with schools and local delivery partners on a town centre area basis. Local Authorities are working with the National Remodelling Team to support schools in a change programme that will help them deliver Extended Services. ESACs, along with staff from partner agencies, the voluntary sector and schools, have participated in Training and Development Agency (TDA) Extended School Remodelling Consultants course, and support the roll-out of Extended Service Development Workshops. The workshops assist in the development of services to meet local needs. Along with area network events, they are a key vehicle for engaging local

communities and involving the voluntary and community sector in the delivery of extended services in and around schools.

### 3. Funding

Funding to support the development of Extended Services has been made available to schools through three routes:

- An increase in Standards Fund grant to all schools
- A new 'Personalisation' element in the Standards Fund and Dedicated Schools Grant
- A time limited 2 year Standards Fund grant allocation to the Local Authority to be used for central co-ordination and support of schools to deliver the LA strategy. This fund is to support schools to achieve delivery of the core offer and ceases in March 2008.

### 4. Rationale and proposals for use and distribution of central LA funding

The Government set the following target dates for local authorities and schools to be delivering the core offer of extended services:

2006: 15% of all schools to deliver the extended services core offer

2008: 33% of all secondary schools to be delivering the extended services core offer

2008: 50% of all primary schools to be delivering the extended services core offer

2010: 100% of all schools to be delivering extended services, at a local level, tailored to meet local need.

To enable Lambeth CYPS to support schools to develop the core offer and achieve the Government targets, the Extended Services Programme will be rolled out in three phases. Schools were invited to indicate their preference for phased inclusion in the Extended Services programme and express their phase preference, resulting in the following breakdown:

Phase 1 (September 2006) –	27 schools plus 2 London challenge Full Service Extended School (FSES) and 1 BIP FSES
Phase 2 (2006- 2008) –	a further 13 schools
Phase 3 (2008 - 2010) –	all remaining schools

To provide the intensive support and resources to schools who expressed a preference for inclusion in Phase 1, the central Local Authority funding allocation for 2006 – 2007 will be weighted between Phase 1 for immediate achievement of the full core offer from September working to a higher delivery standard by December 2006 and Phase 2 schools to fund development of the core offer from January 2007 to July 2007. In addition, all schools will have received their full formula allocation of Standards Fund and Dedicated Schools Grant to support the provision of extended services. This draft framework for extended schools and services received widespread support from the CYPSP and schools.

The breakdown of the total number of schools and length of engagement in the programme is provided below:

#### Phases of Schools and Length of Engagement in Programme:

	Phase 1	Phase 2	Phase 3	Total
No of months	12	8	4	
No of schools	29	13	38	80
Total months	348	104	152	604

Based on the proposals outlined above, the total funding per school per Phase from April 2006-March 2008 is given in Table 2 below:

**Allocated total funding per school per phase from April 06- March 08:**

Phase of school	Length of engagement	April 06- March 07	April 07- March 08	Total for 06-08
Phase 1	12 months	£12,318.40	£9,364.89	£21,683.30
Phase 2	8 months	£8,212.27	£9,364.89	£17,577.16
Phase 3	4 months	£4,106.13	£9,364.89	£13,471.03

**5. Summary of Work with Phase 1 and 2 Schools in the 5 Town Centre Areas**

A list of phase 1 and 2 schools is listed in Section 5.

- **Roll out of TDA remodelling agenda** - ESACs have rolled out a programme of area based workshops and area network events. Schools and representatives from the voluntary and statutory sectors developed new partnerships, shared good practice and initiated collaborative projects relating to music sports and the arts.
- **Linking into Children's Centre agenda** - ESACs work closely with the Early Years Coordinators to ensure that the services on offer through the extended services agenda dovetail with the early years provision.
- **Multi agency working and service delivery in schools** - schools in Phase 1 are working with a range of partners to deliver an increased range of services: e.g. local councillors offering surgeries in schools, new family learning and adult learning initiatives, parenting courses, employment support sessions and community sports programmes.
- **Developing clusters of schools for commissioning** - schools are starting to form clusters which will enable more effective commissioning of services and more efficient use of resources.
- **Parent consultation** - ESACs have facilitated a range of effective consultations with parents using different tools to inform the development of extended services in schools. Pupil and student consultation will develop through work with school councils.
- **Fundraising** - ESACs have provided information on funding and fundraising support. Funds raised include money to run an after school gym club, after school homework clubs and holiday sports activities.
- **Mapping of service provision** - audits of all Phase 1 schools have been completed which have built a detailed map of the services, along with benchmarking and comparative information across all schools. This has been used to identify which core offer services are to be developed or expanded.
- **Common Assessment Framework (CAF) and Team Around the Child** - ESACs will play a part in the roll out of the CAF. Audits are being amended to include better assessment and mapping of current referral systems in readiness for the implementation of CAF.

**6. List of Schools/Phase in the Extended School Programme**

School	Phase	School	Phase
London Nautical Secondary	1	Granton Primary	1
Allen Edwards Primary	2	Henry Cavendish Primary	2
Archbishop Sumner CE Primary	1	Henry Fawcett Primary	1
Ashmole Primary	2	Hill Mead Primary	1
Charles Edward Brooke CE Secondary	1	Hitherfield Primary	2
Clapham Manor Primary	2	Holmewood Nursery	1
Crown Lane Primary	1	Jessop Primary	1
Effra Early Years & Children's Centre	1	Johanna Primary	2
Elm Court Special	1	Julians Primary	2
Ethelred Nursery & Children's Centre	1	King's Avenue Primary	1
Fenstanton Primary	1	Kingswood Primary	1
Glenbrook Primary	1	Lansdowne Special	1

<b>School</b>	<b>Phase</b>	<b>School</b>	<b>Phase</b>
Lark Hall Primary	2	St John's Angell Town CE Primary	2
Lilian Baylis Technology Secondary	1	St Luke's CE Primary	1
Loughborough Primary	1	St Martin-in-the-Fields CE Secondary	1
Macaulay CE Primary	2	St Saviour's CE Primary	1
Maytree Nursery	1	Stockwell Primary	1
Paxton Primary	2	Sunnyhill Primary	1
Richard Atkins Primary	1	Telferscot Primary	1
Rosendale Primary	1	Triangle Nursery	1
St Andrew's CE Primary	2	Vauxhall Primary	1
St Anne's RC Primary	2	Woodmansterne Primary	1

# Development of Children's Centres

For additional information please contact:

**Stella Clarke**

**Head of Research and Information**

**020 7926 8619**

[sclarke4@lambeth.gov.uk](mailto:sclarke4@lambeth.gov.uk)

**The purpose of this paper is to update governors and headteachers on the development of Children's Centres in Lambeth and to provide information about the arrangements for the monitoring and management of Children's Centre performance.**

## 1. Introduction

The Childcare Act 2006 sets out the new agenda for integrated services for children up to five and their families. The new legislation also affirms the central role of Children's Centres as the key delivery mechanism for these services. Lambeth has 14 Children's Centres in Phase 1 and a further 10 in Phase 2 (to be open in 2008).

**The DfES has issued guidance – 'Sure Start Children's Centres Planning and Performance Management Guidance' – but please note that this guidance is not about the performance management of staff. It covers self-evaluation and the monitoring of the performance of Children's Centres themselves.**

## 2. Children's Centres: Phase 1

In Phase 1 Lambeth was set a target to create fourteen Children's Centres. Each Children's Centre is designed to offer a range of services for children up to five and their families. These include:

- childcare integrated with early years education
- family support and health services
- links with Jobcentre Plus
- a base for childminders.

Thirteen are designated to provide the core offer of services:

<b>Lambeth Phase 1 Children's Centres</b>	<b>Designation Date</b>
Lark Hall Primary School & Children's Centre	27 Sept 2006
Stockwell Primary School & Children's Centre	25 Sept 2006
Coin Street Family & Children's Centre	27 March 2006
Jubilee Children's Centre	27 March 2006
Holmewood Nursery School & Children's Centre	24 March 2006
Effra Early Years & Children's Centre	23 March 2006
Sunnyhill Children's Centre	23 March 2006
Henry Fawcett & Kennington Park Children's Centre	23 March 2006
Clapham Manor Primary School and Children's Centre	21 March 2006
Loughborough Children's Centre	21 March 2006
Kingswood & Little Starz Children's Centre	21 March 2006
Hitherfield Children's Centre	21 March 2006
Ethelred Children's Centre	01 June 2003

Brixton Children's Centre is awaiting designation pending the resolution of building-related issues.

Lambeth's Children's Centres are now reaching 8,324 of children up to the age of five, which equates to 94.17% of our overall target of 8,840 for Phase 1. The progress of Lambeth's Children's Centre Programme was mentioned in the 2006 Annual Performance Assessment of Services for Children and Young People:

"Early years' provision has been extended with 11 Children's Centres established and a further three on track for approval by the Sure Start Unit by September. The development of Sure Start programmes and Children's Centres has involved parents in making decisions about childcare provision."

### 3. Children's Centres: Phase 2

To support the approach to Phase 2, a registration of interest process was carried out in November 2005 and this was widely publicised throughout Lambeth. Prospective partners were informed that in order to be considered they must be prepared to work in accordance with the principles of Brightstart, Lambeth's response to the Government's Childcare Strategy. Criteria included location (to ensure universal coverage), capacity to deliver integrated childcare and family support services and the quality of provision.

To start the process of identifying 'Gateway' sites, feasibility studies were carried out at prospective sites. Schools have been chosen as the gateways for the majority of Phase 2 Children's Centres. There are three key reasons supporting this approach:

- To contribute to the effective planning of Lambeth's Extended Services for Schools Strategy.
- To enable effective qualified teacher input.
- To improve early intervention and improve educational outcomes for young children.

There are two voluntary sector projects (The Weir Link and Streatham United Reform Church).

#### Lambeth Phase 2 Children's Centres:

<u>Phase 2 'Gateway' Site:</u>	<u>Ward</u>	<u>Town Centre</u>	<u>Primary Care Trust Locality Area</u>
Vauxhall Primary School	Princes	North Lambeth	Northern
St. Stephens Primary School	Stockwell	Clapham & Stockwell	Northern
Heathbrook Primary School	Clapham Town	Clapham & Stockwell	South West
Maytree Nursery School	Thornton	Clapham & Stockwell	South West
Weir Link Project	Thornton	Clapham & Stockwell	South West
Jessop Primary School	Herne Hill	Brixton	South East
Streatham Wells Primary School	Streatham Hill	Streatham	South West
Streatham United Reformed Church	St. Leonards	Streatham	South West
Woodmansterne Primary School	Streatham South	Streatham	South West
Rosendale Primary School	Thurlow Park	Norwood	South East
Crown Lane Primary School	Knights Hill	Norwood	South East

### 3. Children's Centre Development Issues

Children's Centres are at varying stages of development. Over the last year the Sure Start Local Programmes have been working closely with Children's Centres to transfer the delivery of their services so that most are now delivering a range of family support services.

The childcare element of the core offer can be provided on site, via a third party or via a network of childminders linked to the Children's Centre. The childcare needs to be

sustainable and we are working with Children's Centres on business planning to ensure that this is the case. At the same time we are looking at how we can support Children's Centres in funding places for vulnerable children.

There is some overlap between Children's Centres and Extended Services Schools (currently 6 in Phase 1 and 7 in Phase 2). The CYPS teams are working together to ensure that these are considered as one project and communication with schools is joined up.

Children's Centres will each have a 'Brightstart Partnership to involve and engage parents and other local childcare and family support providers. The Children's Centres and parent representatives will sit on a strategic Early Years Area Board with other statutory and voluntary sector representatives. We are currently considering how to move from a Town Centre model to a PCT locality model for the Area Boards in line with the C&YPS approach to Team Around the Child.

#### **4. Arrangements for the Monitoring and Management of Children's Centre Performance**

Updated Children's Centre Practice Guidance from the DfES Sure Start Unit was published along with the Performance Management Framework for Children's Centres at the end of 2006.

The management of Children's Centre performance will focus on a self-evaluation approach that schools will be familiar with. The evaluation will incorporate performance data when this is available (January 2008) and the self-evaluation will provide the basis for an Annual Review and ongoing support and challenge from the Local Authority.

**Lambeth's Early Years and Sure Start Service aim to start the process of establishing the baseline for the self-evaluation by visiting each Phase 1 Children's Centre in the summer.** During this visit we will talk about the current service offer, partnership working and the mechanisms to put in place to monitor performance.

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

The Planning and Performance Management guidance and the Self Evaluation Form are available here: <http://www.surestart.gov.uk/publications/index.cfm?document=1852>.

# School Admissions in Lambeth

For additional information please contact:

**Peter Scott**

**Service Manager, School Admissions**

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**The purpose of this paper is to inform governors and headteachers about the current situation regarding the secondary transfer process for pupils starting secondary school in September 2007; about the success of eAdmissions; and sets out the major changes in the new School Admissions Code, which comes into effect in September 2008.**

## 1. Secondary Transfer 2007

For the 1845 secondary school places in Lambeth, including those at the new Elmgreen School, Lambeth received 7479 applications from both Lambeth and non-Lambeth residents. In total, Lambeth's schools were oversubscribed by 5634 applications. Lambeth itself has 2415 pupils transferring to secondary education in September 2007.

On the 1 March 2007, National Offer Day, 2172 Lambeth resident pupils were offered a place at a preferred school. This means that 90% of our transferring children were offered a place and is indicative of a positive trend over the past few years – see table below.

Offer Trends	2005	%	2006	%	2007	%
Number of applications received on time	<b>2393</b>	100%	<b>2472</b>	100%	<b>2415</b>	100%
Number of offers	<b>1832</b>	77%	<b>2097</b>	85%	<b>2172</b>	90%
Number of "No" offers	<b>561</b>	23%	<b>375</b>	15%	<b>243</b>	10%

The number of children without an offer is dropping daily (at the time of going to print approximately 160 have not received an offer). We are confident that all these children will receive an offer by September, as in previous years.

## 2. eAdmissions

The Government set a target for all LAs to provide an online service to all parents who wish to apply for a school place via the web. All LAs had to have such a system in place by September 2006.

All LAs had to ensure that they received at least 7% of their total applications (for both primary and secondary) via this new eAdmissions facility. Lambeth LA was able to ensure that 23% (16% above our target) of all applicants applied for school places online. This also exceeded the 16% average take-up rate across London. Our communications strategy, which was devised and driven by Change Management, Communications, Inclusion senior management, School Admissions and other stakeholders, was also noted as being very effective.

Lambeth LA ensured that residents could apply for a school place on-line by the 1<sup>st</sup> September 2006. Lambeth's website has again been ranked in the top 20 national government websites this year, and our admissions site: <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolsAdmissions.htm> was singled out for particular praise for our "summary of school admissions online and links

to pdf for full information” including our “links to online admissions”. This link is not currently active as the online application process for transfer in September 2007 is now closed - online admissions will be open again once the secondary transfer process starts all over again in September.

### 3. School Admissions Code of Practice 2007

In the Spring 2007 edition of Working Together we provided a briefing on the draft Admissions Code of Practice. The School Admissions Code of Practice was last revised in January 2003, but following the implementation of statutory co-ordination for secondary admissions for 2005 entry and a number of high profile adjudications made by the Schools Adjudicator in the past two years, the DfES consulted on a new draft Code.

The new School Admissions Code has now come into force and applies to all maintained schools and Academies when setting their admission arrangements for September 2008 and subsequent years. This new Code surpasses expectations in many respects and is good news for children and their parents. The changes (nearly all of which are additions) are summarised below, with the ‘major’ ones highlighted in bold. **The major difference from previous versions of the Code is that there are now mandatory elements - the “musts” - which are enforced by statute, so that admission authorities have to abide by it, rather than, as previously, just have regard to it.**

The changes are summarised here:

- **the Code makes it abundantly clear that interviewing parents and/or children will be prohibited by the Education and Inspections Act 2006 (‘The Act’).**
- governing bodies should limit the cost of school uniform, sportswear, school trips, etc so as not to deter parents on low incomes from applying for their preferred school.
- governing bodies should ensure that any uniform chosen is widely available from high street shops, other retail outlets and internet suppliers rather than from an expensive sole supplier.
- attendance at an open evening or day “must not be a condition for the allocation of a place.”
- the Code outlines very clearly what can and cannot be asked for on schools’ supplementary forms, i.e. all the information requested via the supplementary form must be related solely to the school’s admissions criteria.
- admission authorities must not ask parents to provide photographs of a child *except* if a selective school needs to ensure that the applicant taking the test is the child named on the application form.
- Admissions Forums have the power to write an annual report, for submission to the Schools’ Commissioner, on the impact of admissions policies within their area. However, this is not mandatory.
- **a list of prohibited criteria/practices is provided which includes the prohibition of:**
  - ‘first preference first’ being used in all areas
  - priority for siblings of former pupils;
  - priority for children of current or former staff or governors (unless they are the children of a new appointee to a post for which there is a “demonstrable skills shortage”);
  - priority to the order in which applications are received (this also applies to waiting lists)
  - excluding applicants from a particular social or religious group, ie. faith schools that do not already do so must have “other children” as a last criterion.
- faith schools must, by law, give first priority to looked after children of the faith, but it is good practice for them to go further and give first priority to looked after children per se. However, faith schools must prioritise faith children of no faith above other children of no faith.
- the Code gives the seal of approval to random allocation, particularly in *urban* areas.

- admission authorities ought to have a published policy as to how they will treat twins, triplets, etc.
- admission authorities must make it clear that parents can defer admission to Reception class until later in the school year or until the child reaches compulsory school age within the school year.
- admission arrangements for tests must give reasonable adjustment for children with SEN and disabilities, as appropriate..
- **the Code suggests that it is good practice for parents to be able to know the outcome of selective tests (normally held at grammar schools) before the closing dates for applications to schools under co-ordinated schemes.**
- LAs have been given new powers to direct looked after children into schools. These powers of direction can allow children to be directed to schools that are already full.
- the Code outlines the duty on LAs to provide a ‘choice adviser’ service, which will assist families engage with the coordinated requirements.
- the Code makes it clear that in all cases – presumably including late and casual applications – admission authorities **must** inform parents of the outcome in writing.
- the Code states that admission authorities within a coordinated scheme “**must** ensure that their admission arrangements do not undermine the scheme”. Presumably this could be a route for referral to the adjudicator of any LA within an inter-LA scheme that chooses to use ‘first preference first’ in all the schools within its area.
- allocation of places after NOD or by NOD must occur if LEA has vacant places
- changes to common application forms (CAFs) cannot be made after the October deadline, unless the parent is moving home.
- **a “school or schools within an agreed equal preference scheme must not give priority to those parents who make the school their first preference”.**
- the Code expands previous guidance on the admission of children who have entered the UK.
- **“waiting lists must be clear, fair and objective and must not give priority to children based on the date the application was added to a list.”**
- Admissions Forums: all schools are members of the School Admissions Forum and can come, unannounced, to any pre-arranged meetings. Each forum must also produce an annual report, though legislation does not state this.
- **LAs must publish a notice in their local newspaper to say that they have determined their arrangements and that they are available for inspection at their offices etc.** (If they have their criteria on the web then they can publish the web address)
- **all LAs must have a new IN-YEAR Admissions protocol in place by September 2007, which will take over any previously agreed Hard to Place Pupils Protocol.**
- **LAs will be obliged to refer to the Adjudicator any admission arrangements which “appear to them to be unlawful or contravene the mandatory provisions of this Code”, or risk being held accountable by the Local Government Ombudsman.**

#### 4. Further Information

- General information on eAdmissions is available here: [www.eadmissions.org/OnlineSchools/](http://www.eadmissions.org/OnlineSchools/)
- The new School Admissions Code is available here: [www.dfes.gov.uk/sacode](http://www.dfes.gov.uk/sacode).

# Inclusion Strategy for Education 2006 - 2016

For additional information please contact:

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**The purpose of this paper is to inform governors and headteachers about Lambeth's exciting 10 year programme to support all children and young people between the ages of 0 – 25.**

**The principles underpinning the strategy aim to provide high quality education provision for all through the delivery of excellent services. Key actions and outcomes are outlined in the strategy, which will help to ensure that the needs of all children and young people in Lambeth are met effectively**

## 1. Introduction

The Inclusion Strategy for Education was published in February 2007 following a series of consultation meetings with governors, headteachers, parents, councillors and the wider community.

The Strategy reinforces Lambeth Council's commitment to removing barriers to learning so that the needs of all children and young people are met appropriately.

## 2. Local and National Context

Lambeth is a diverse borough with pockets of wealth and areas of significant poverty. Lambeth's Community Strategy, Children and Young People's Plan and the Education Achievement Plan support the Inclusion Strategy for Education very effectively. The strategy is also an integral part of Lambeth's Building Schools for the Future (BSF) programme, which is designed to transform the secondary phase of education.

The Inclusion Strategy also takes account of

- Index for Inclusion 2000
- Special Needs Code of Practice 2001
- Education Act 2002
- Every Child Matters and Children Act 2004
- Education Act 2005
- Education and Inspections Act 2006

## 3. Principles

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

- work together in the best interest of children, young people and families;
- places learners' needs at the centre;
- promote inclusion in inclusive settings as far as possible;
- respond effectively to individual needs, differences, abilities and disabilities;
- promote the highest standards of achievement and welfare for all;
- recognise that learning is a life long process;
- work in partnership with the voluntary sector and the business community;

- provide access to a broad range of good quality learning and social opportunities;
- work in partnership with parents;
- actively involve parents in decision making;
- value the views of parents and other stakeholders;
- provide advice and guidance for those we serve;
- make full use of capital programmes to improve inclusivity for children, young people and their families.

#### **4. Further Sources of Information**

- The full Inclusion Strategy for Education 2006 – 2016 document can be downloaded from here:  
<http://www.lambeth.gov.uk/Services/EducationLearning/InclusionStrategyEducation.htm>

## School Improvement Partners (SIPs)

For additional information please contact:

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**The purpose of this paper is to inform governors and headteachers about the current role of School Improvement Partners (SIPs) in Lambeth secondary schools and the introduction of SIPs in Lambeth primary and special schools.**

### 1. Introduction

A School Improvement Partner acts as a critical professional friend to the school, helping its leadership to evaluate its performance, identify priorities for improvement, and plan effective change. The role is to build the school's capacity to improve the attainment of pupils and to achieve other key outcomes for pupils that bear on achievement. The School Improvement Partner acts for the school's maintaining authority and is the main (but not the only) conduit for local authority communication with the school. A SIP will be either an Adviser or a recent or serving Headteacher who has successfully completed the nationally accredited SIP training.

### 2. School Improvement Partners (SIPs)

SIPs are allocated to schools and will be required to commit to a number of days to complete their work with schools and the Local Authority. SIPs are currently in place in Lambeth Secondary schools and the rolling out of the National School Improvement Partner programme to Lambeth Primary and Special Schools is on stream and is due to be fully in place by April 2008. Headteachers are encouraged to be trained as SIPs and all Primary and Special Headteachers have been invited to a meeting to discuss how SIPs will work in Lambeth and how to apply to become a SIP. The meeting for Special School Heads will take place on Wednesday 28<sup>th</sup> March from 11.30 – 13.00 and the meeting for Primary Heads will take place on Friday 30<sup>th</sup> March from 12.00 – 13.30

SIPs allocated to schools will offer a minimum of three visits a year to 'light touch' schools and relatively more to schools facing challenging circumstances. SIPs will challenge and support schools in relation to the raising of standards, self-evaluation and they will also advise the governors on Headteacher performance management.

At present Lambeth is working in partnership with Southwark to roll out SIP work; this has proved to be very successful. A Secondary SIP handbook has been produced with information to support the implementation of the SIP programme and also the SIPs own work.

### 3. Further sources of information

- An updated version of the 'School Improvement Partner's Brief', which explains the role of SIPs and what is expected of them, is available here:  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=8508>.

# The Future of School Leadership – New and Future Leaders in Lambeth

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**The purpose of this paper is to inform governors and headteachers about the steps being taken to develop the next generation of school leaders in Lambeth.**

## 1. Introduction – the National picture

Nearly a quarter of heads are aged over 55, and as they retire over the next 5 years, the profession will be deprived of a great swathe of experienced Leaders. At the same time, too few new candidates are putting themselves forward for the role. Some are discouraged by what they see as the overwhelming demands of modern headship, but that is not the only deterrent. It takes a long time to become a head – around 20 years on average – and that can be off-putting to the young and ambitious.

On top of this, schools have traditionally waited for talent to emerge of its own accord, rather than seeking out leaders. It's another brake on the system and is a barrier that hinders more teachers setting their sights on the top jobs. Almost one-third of primary and secondary headships are re-advertised because no suitable candidate comes forward.

We must plan for succession. Effective succession means having a plan and making plans to create positive and coordinated flows of leadership, across many years and numerous people.

## 2. School leadership in Lambeth

In Lambeth we have already begun a process of 'succession planning' for school leadership. Succession planning is a systematic approach to leadership recruitment and development that is crucial to tackling the shortage of headteachers now looming. Our innovatory '**Future Leaders**' programme (which targets teachers with at least three years experience) has a 'futures' flavour, it encourages participants to think outside the box, to consider how schools are changing with the impact of the Every Child Matters and Extended School agendas, Children's Centres, personalised learning and ever-changing technology. **Contact: Louise Allen, [louize.allen@virgin.net](mailto:louize.allen@virgin.net).**

For school leaders aspiring to become future headteachers in Lambeth, a training programme has been running for the last three years which has been designed to take account of the big picture as well as the local context for leadership in the 21<sup>st</sup> century. We are aware of the need to develop skills such as change management and for greater emphasis to be placed on strategy and vision. Effective communication and interpersonal skills are essential tools for school leadership. The '**Aspiring School Leaders**' programme culminates each year in a two day residential conference for deputies and assistant headteachers. **Contact: Ros Scherler, [rscherler@lambeth.gov.uk](mailto:rscherler@lambeth.gov.uk).**

We also run a new and acting headteachers network and mentor system.  
**Contact: Susan Scarsbrook: [suescarsbrook@aol.com](mailto:suescarsbrook@aol.com).**

### **3. Next Steps**

Our next step is to consider other pathways to leadership which will include the early identification and nurturing of potential school leaders in Lambeth and providing relevant training to support their development. For example, a local version of 'Investing in Diversity' which targets aspiring black and minority ethnic leaders for higher level leadership roles in schools.

In addition, the following initiatives are being developed:

- Future Leaders – a three (to be confirmed) day course
- Deputy Headteacher network
- Headteacher apprenticeships – an opportunity for a deputy or assistant headteacher to work alongside an experienced headteacher in another school for a week
- Aspiring Headteachers - a four (to be confirmed) day course for those considering headship in the near future
- Leadership seminars – two annual seminars for serving headteachers
- New and acting headteachers' induction and mentoring programme

### **4. Further Information**

Information about the national 'Future Leaders' programme, is available at [www.future-leaders.org.uk](http://www.future-leaders.org.uk).

# **PART C – STANDARD UPDATES**

## Reports from Headteachers' Council Sub-Committees

For additional information please contact:

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Sharon Williams	Strategy and Research Manager (Inclusion and Standards Sub-Committee)	020 7926 9950 <a href="mailto:swilliams2@lambeth.gov.uk">swilliams2@lambeth.gov.uk</a>
Sue Farr	Head of Contracts Unit (Resources Sub-Committee)	020 7926 9675 <a href="mailto:sfarr@lambeth.gov.uk">sfarr@lambeth.gov.uk</a>
Nilesh Jethwa	Group Finance Manager - Schools (School Revenue Funding Working Group [SRFWG])	020 7926 9728 <a href="mailto:njethwa@lambeth.gov.uk">njethwa@lambeth.gov.uk</a>

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

### 1. Community Learning Sub-Committee

The overall purpose of the Head teacher's Council Community Learning Subcommittee (HCCLS) is to improve the co-ordination of community learning within schools and other settings and contribute in the delivery of the five outcomes of every child matters.

A key area of the subcommittee's work for the spring term has been as follows:

- **Lambeth Play Strategy** - Lambeth has been allocated £834,260 of Big Lottery Play funding to cover a 3 year period which is dependent on the Local Authority approving a strategic play strategy and the submission of a play portfolio which addresses the needs highlighted in the strategy. The local authority is entitled to secure up to 20% of the overall allocation as the lead applicant responsible for the management and monitoring of the portfolio of projects.

The Play Strategy aims to set out a vision for children's play across the borough over the next 10 years, covering children and young people 0 to 18 years. It sets out why play is important to children. Using the definition of play as freely directed and chosen by children, this strategy aims to develop and support play opportunities for children based on where children say they want to play. This includes near where they live, in open spaces, playgrounds and parks, in play services. This covers creating both better and safer spaces where children gather as well as developing and improving unstaffed and staffed play services.

The strategy has five strategic aims and eleven strategic priorities covering the quality, accessibility and sustainability of play provision, the involvement of children and parents in the planning and development of play, effective partnership and cross departmental coordination and maximising available resources.

For further information please contact Nicky Road, tel. 020 7926 8617, email: [nroad@lambeth.gov.uk](mailto:nroad@lambeth.gov.uk).

### 2. Inclusion and Standards Sub-Committee

The sub-committee considers matters that impact on schools within the Children and Young People's Service for which the Inclusion and Standards Division is responsible. It

meets 4-5 times a year and the Divisional Director, strategic officer and PA (minute taker) attend all meetings with other officers from the Division attending when required.

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

- Headteachers' Conference 2007 planning.
- Feedback on Attendance, Admission, Exclusions Conference.
- Local Authority (LA) support for schools – schools budget and the need for some financial commitment from schools when seeking LA support.
- Joining up the National agenda and support for schools from the Local Authority – the need for the LA to ensure its national and local agenda work is more joined up and also complements the different agendas schools work to.
- Annual Audit Commission School Survey – low response rate and the importance of schools completing the survey.
- SEN funding – funding and re-designation of special schools.

### 3. Resources Committee

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

- The Resources Committee has been consulted on the introduction of the Five and Thrive Lunch time Club which is a means of involving pupils in the lunchtime service and raising the healthy eating agenda. Following a pilot in the summer term it will be fully introduced in September 07.
- The Committee contributed to the evaluation of the SEN transport contract which has now been awarded and will result in positive improvements for the pupils and the service.
- Through discussion on the need for a critical incident plan it was agreed that specific training needed to be arranged for schools, including governors.
- The Committee has been regularly updated on progress with the review of contracts.
- The February meeting was cancelled to allow members to attend the Lambeth Meets the Buyer event which was arranged as an opportunity to bring together potential purchasers and small and medium-sized enterprises. This was a positive opportunity to source potential suppliers suitable for schools. Thanks to the Head teachers and school staff who gave time to support this.

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

The SRFWG is a working group of Headteachers and LA officers which meets twice termly, to undertake a detailed review of the Authority's Fair Funding Formula, to effect changes to as required by regulations and legislation and otherwise generally improve the effectiveness of the funding factors. The SRFWG works in conjunction with the Schools Forum but will examine funding proposals in greater detail and make recommendations to the Schools Forum. However, the SRFWG is not a sub-committee of the Schools Forum.

In 2006-07, the SRFWG focused on 3 key areas of the fair funding formula:

- **Funding for Deprivation** - a full review was undertaken as part of the DfES' review of local authorities funding for social deprivation. Options considered included the use of the Index of Multiple Deprivation, funding Mobility as a separate factor and the level of Additional Educational Needs (AEN) funding. It was agreed that no changes were required.
- **Funding for Special Education Needs** - the report from Cambridge Education Associates on changes to the funding for Visual Impairment (VI) projects in Secondary schools; the audit of complex need in special schools; and the funding for non-

statemented SEN were considered. It was agreed that the funding for VI projects should reflect the number of pupils in the Units; a further (in-house) review would be undertaken on special needs bands in 2007; and proposals for funding non-statemented SEN through proxy factors would be put to the Schools Forum.

- **Small Schools Funding** – one-form entry schools asked for a review of non-pupil related funding, as a possible source of additional funding. The SRFWG considered a number of options but decided that any changes would be contrary to the Authority's strategy of having stable two-form entry primary schools and accordingly recommended that there be no changes to the factor.

## SCHOOL TERM AND HOLIDAY DATES 2006/07

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

### Total number of days = 190

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

## SCHOOL TERM AND HOLIDAY DATES 2007/08

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

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

### **Total number of days = 190**

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

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

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

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

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

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

Governor Services is based on the 6<sup>th</sup> Floor, International House, Canterbury Crescent, London SW9 7QE, tel: 020 7926 9668 or email: [governor@lambeth.gov.uk](mailto:governor@lambeth.gov.uk).

**NGA NEWS  
SUMMER TERM 2007**

**Teachers' Pension Scheme (TPS)**

From 1 January 2007 changes were introduced to the TPS mean more flexibility and greater choice over how individuals save and plan for retirement; including flexible retirement, increased options for saving outside the main scheme and encouragement to consider pension planning from an earlier stage in their career. Outdated features of the scheme have been reformed allowing arrangements to meet the needs of both employees and employers to make the most of teachers' experience and expertise.

In their role as employers Governors need to be aware of the new flexibilities as they can help with the management of the workforce and succession planning.

Full details of all the changes are available on the Teachers' Pensions website:

[www.teacherspensions.co.uk](http://www.teacherspensions.co.uk).

Information on the background to the changes can be found on the TeacherNet website:

[www.teachernet.gov.uk/pensions](http://www.teachernet.gov.uk/pensions).

**NCSL/NGA Regional conferences on succession planning – recruiting the next generation of School leaders.**

As noted in the Spring edition of the Newsletter, schools are already experiencing problems in attracting candidates for headship and over the next three years the problem will get worse as significant numbers of heads retire.

Appointing a headteacher is one of the most important jobs a governing body has to undertake, but rarely thinks about until the resignation/retirement announcement is made. At which point the mad dash to create job specifications, publish adverts and arrange interviews often precludes serious strategic planning.

Governing bodies need to consider the whole question of school leadership (including headship) before it becomes an issue, not once it's become unavoidable. You may also need to consider options other than the traditional head such as co-heads or federations with executive heads and heads of learning.

In conjunction with the National College for School Leadership (NCSL), NGA is running a series of regional conferences on succession planning. The conferences include a keynote speech and practical workshops. Two conferences have already taken place in Manchester and London. The venues for the remaining conferences are:

Birmingham Saturday 12 May – Austen Court, 80 Cambridge Street, Birmingham, B1 2NP

Bristol Saturday 23 June – Macdonald Hotel, Holland House, Redcliffe Hill, Bristol, BS1 6SQ

Leeds Saturday 30 June – The Met Hotel, King Street, Leeds LS1 2HQ

The conferences are for governors and governance professionals and are completely free of charge. If you would like to book a place you can download a booking form from [www.nga.org.uk](http://www.nga.org.uk) or email NGA on [governorhq@nga.org.uk](mailto:governorhq@nga.org.uk) or phone on 0121-643-5787.

**Retaining and Developing Staff – A Governors' Guide to Sabbaticals for Teachers**

Headteachers and governing bodies may be understandably wary of releasing teachers on sabbaticals – 'they won't come back' is the common perception. However, research by VSO and the Institute of Education (Time IN: The impact of a VSO placement on professional development, commitment and retention of UK teachers -2002) indicated quite the opposite. The research found that volunteering with VSO dramatically improves teacher commitment, motivation and retention.

Of course there are important issues to consider, such how a teacher's sabbatical will be covered, but the benefits of releasing staff are considerable. They come back refreshed with a variety of new skills and increased personal and professional confidence.

NGA has teamed up with VSO to produce 'Retaining and Developing Staff – A Governors' Guide to Sabbaticals for Teachers'. One copy has been sent to every governing body in England. Further copies can be downloaded from [www.nga.org.uk](http://www.nga.org.uk).

For further information on VSO visit their website at [www.vso.org.uk](http://www.vso.org.uk)

### **Gender Equality Duty (GED)**

On 1 April 2007 an important new duty, the Gender Equality Duty came into force. The GED requires public authorities to promote gender equality and eliminate sex discrimination. Instead of depending on individuals making complaints about sex discrimination, the duty places the legal responsibility on public authorities to demonstrate that they treat men and women fairly.

Under the GED Code of Practice, schools fall into the category of 'public authority'. More specifically it is the governing body who is responsible for ensuring that the GED is implemented. As well as the general duty to eliminate unlawful sexual discrimination and harassment and promote equality of opportunity between men and women, there are several specific duties which require each school to:

- Prepare and publish a gender equality scheme, showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives
- Consider the need to include objectives to address the causes of any gender pay gap in formulating its overall objectives
- Gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services
- Consult stakeholders and take account of relevant information in order to determine its gender equality objectives
- Assess the impact of its current and proposed policies and practices on gender equality
- Implement the actions set out in its scheme within three years
- Report against the scheme every year and review the scheme at least every three years

To help schools implement the GED, the Equal Opportunities Commission has published guidance. 'The gender equality duty and schools - guidance for England' can be downloaded via the link below. Chapter 7 specifically relates to the role of governing bodies.

<http://www.eoc.org.uk/default.aspx?page=20177>

### **Governing Changing Schools – 15 June 2007 – SOAS, London**

The Annual Joint Conference organised by the Children's Service Network, the National Governors' Association, National Co-ordinators of Governor Services and ContinYou.

The conference will cover the new duties placed on governing bodies by Section 38 of the Education and Inspections Act 2006 (duties to promote community cohesion and well-being). John Crookes of QCA will talk about the curriculum of the future. Workshops will consider: Trust Schools and Federations, the Gender Equality Duty, Financial Management Standards in Schools, Sustainable Schools and RAISEonline.

The conference costs £160/delegate – alternatively you can buy three and get one free, thus enabling the local authority to buy three places and bring a governor for free. To book places at the conference contact: The Events Team, LGIU, 22 Upper Woburn Place, London WC1H 0TB, email: [events@lgiu.org.uk](mailto:events@lgiu.org.uk), or phone on 0207 7554 2801.