

# **WORKING TOGETHER**

**AUTUMN 2008**

**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 Autumn Terms 1 and 2 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 Autumn 2008 and Spring 2009 Governor Training Programme is available as a separate booklet.

## Executive Director's Report – Autumn 2008

Dear Colleague

Welcome to the autumn edition of Working Together and a new academic year. We have much to celebrate, new colleagues to welcome and challenges and opportunities ahead. Firstly, I would like to congratulate two of our colleagues on their tremendous achievements. Sue Donovan, Headteacher of Holmewood Nursery School and Tree House Children's Centre was awarded an OBE in the 2008 Queen's Birthday Honours List. Wendy Jacobs of Rosendale Primary School and Christ Church (Brixton) CE Primary School has won the title of Headteacher of the Year in a Primary School in London from the National College for School Leadership (NCSL). Both awards are well deserved and I would like to wish Wendy well in the national awards, to be announced in October. I am also very pleased to welcome new Headteachers, some to the role and some to the borough. Welcome to:

Rifat Batool, Orchard Primary School  
Terri Cox, St Helen's RC Primary School  
Hyder Dastiger, The London Nautical School  
Ian Hyde, Crown Lane Primary School  
Phil Roderick, Jubilee Primary School  
Peter Walker, Evelyn Grace Academy  
Morgan Williams, St Anne's RC Primary School  
Nicky Zeronian-Daley, Christ Church CE (Streatham) Primary School

In addition I know you will join me in welcoming Phil Roderick's return to Lambeth to cover the headship at Jubilee Primary School. We also welcome The Iqra School; our latest Muslim voluntary aided primary school.

Pupil test results show significant improvement in the Foundation Stage and further improvement in Key Stages 2, 3 and 4. As reported in recent press reports, the borough had its best ever GCSE results for every school, an improvement this year indicated as 6%.

As you are all aware, Children and Young People's Services in Lambeth are undergoing a Joint Area Review – see the briefing on page 34. I would like to thank all of you for the positive outcomes we can demonstrate to the inspectors and thank those of you who have had direct involvement in the process for your commitment and positive partnership working. The Council's corporate assessment is also progressing well.

The temporary home of the new Evelyn Grace Academy has opened this month in Somerleyton Road, Brixton and the first 180 pupils have begun their education in this specially designed building. The temporary school was built in just 19 weeks with an innovatively designed sports hall of the same quality floor as a permanent building but erected in 4 days. The building was delivered on time and to budget to a standard which will ensure the pupils have a great start for their first term in Lambeth's newest school. The permanent buildings will open in September 2010.

We must also consider the challenges ahead of us. There is a worrying increase in both fixed term and permanent exclusions. It is important that we work together to understand the causes and reduce these, especially as initial analysis suggests this is against the national trend, which is reducing. Attendance levels also require our continued attention. While secondary attendance is slightly above the national average, primary attendance is lower. It is essential that we pool our knowledge and experience to improve attendance in all our schools. We must learn from those with positive results and maintain focus on persistent absence, which is which is worryingly high in Lambeth. There is ongoing concern regarding children missing education. Whatever, the cause, one child who is not receiving their educational entitlement is of serious concern and we must, together, establish what can be done to remedy the situation in Lambeth.

A challenge for children and young people in the borough is the involvement of some in violent crime, often as victims, and the fear of such crime. There has been significant work between schools, the Police and the Council to address this and the borough has just launched its Young and Safe action plan to develop new initiatives and extend current successful work in Lambeth.

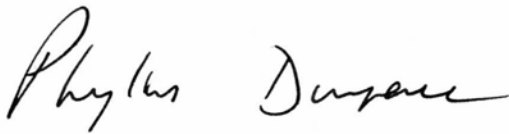
A key area of focus for us all has to be to address child poverty. While there has been a decline in child poverty rates nationally, that decline in London has not kept pace with the rest of Britain. The detrimental effects of poverty on children's development are well established; such children do less well at school, have

poorer health, have reduced employment prospects and can be unable to participate in social activities. Those groups at greatest risk of poverty include lone parents, parents with disabilities, ethnic minority families, children in acute housing need, children of asylum seekers, children who arrive in the UK unaccompanied and gypsy and traveller children. 17000 children (25%) in Lambeth live in poverty and in two of our wards (Coldharbour and Tulse Hill) this rises to more than double the national average of 20.9%. In addition, there are 18,455 Lambeth children dependant on workless benefits and for take-up of free school meals we are one of the 5 poorest performing boroughs. The priority outcome for children and young people in the borough is to ensure they are on the path to success through the provision of good quality education, training and jobs which reduces the risk of exclusion and offending. To realise the greatest improvement we will focus on three key areas:

- Improving the health of children and young people
- Improving educational attainment
- Ensuring vulnerable children have a stable family life

Schools have a pivotal role in driving initiatives to address these areas. I look forward to working in partnership with you all to reduce child poverty and improve outcomes for all children in Lambeth.

Best wishes for the coming academic year.



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

# **PART A – FOR ACTION**

## Action Summary

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

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

- ensure that information about the governing body's current membership and contact details is given to Lambeth Governor Services (**see page 6**).
- ensure that the Headteacher's performance management review and planning meeting takes place before 31 December 2008 (**see page 6**).
- encourage its parent governors to stand for election as a Parent Governor Representative on the Council's Children and Young People's Service Scrutiny Sub-Committee (**see page 11**).
- review and endorse the school's education performance targets for 2009 and set targets for 2010. The deadline for submission this year is Friday 12 December 2008 (**see page 12**).
- make arrangements to consider key issues raised by the data in the school profile and contextual performance reports and draw up action plans for raising standards in the school (**see page 14**).
- make arrangements to consider the LA's proposals for a revised formula for devolvement of the Ethnic Minority Achievement Grant for 2009-11 and respond to the consultation. The deadline for responses is Friday 12 December 2008 (**see page 16**).
- make arrangements to consider its responsibilities regarding community cohesion and the other equality duties (**see page 18**).
- acknowledge the good practice in the new National Strategies materials on raising the attainment of black children and young people and supports the use of these materials within schools to raise the achievement of black children and young people (**see page 20**).
- make arrangements to consider the LA's proposed PE, Sport and Physical Activity Framework for Children and Young People in Lambeth and respond to the consultation. The deadline for responses is Friday 3 October 2008 (**see page 25**).
- make arrangements to consider the government requirements for the introduction of online reporting to parents and supports the schools' Senior Management to ensure that targets are met (**see page 26**).
- make arrangements to consider the draft ICT strategy for schools and, if appropriate, provide feedback (**see page 27**).
- consider sending a representative to one of the workshops on the financial documentation required from schools organised by the School Finance Team (**see page 31**).

**Primary and nursery school governing bodies are asked to:**

- ensure the principles of the guidance on the new Early Years Foundation Stage are understood and that the school is complying with the requirements of the framework.
- send representatives to one of the planned briefing sessions for governors in Spring 2009 (**see page 22**).

**Governing bodies of schools with Healthy School status are asked to:**

- consider working toward Advanced Healthy Schools Status (**see page 24**).

**Governors and headteachers of schools in Cohort 3 for Financial Management Standard in Schools (FMSiS) assessment should**

- ensure they take an active role early on in the process and make arrangements to attend one of the briefing sessions to ensure they are aware of the requirements of the Standard (**see page 28**).

## Governance Matters – Summer 2008

For additional information please contact:

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

The purpose of this paper is to provide information that may be of interest to governors and headteachers, but which does not warrant a separate briefing paper.

**RECOMMENDATION:** that the governing body

- ensures that information about the governing body's current membership and contact details is given to Lambeth Governor Services (see section 2).
- ensures that the Headteacher's performance management review and planning meeting takes place before 31 December 2008 (see section 3).

### 1. School Governing Body Model Agenda – Autumn 2008

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 autumn terms 1 and 2, 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** or we can email you an electronic copy on request.

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

We will be sending your Clerk, and the Chair and Headteacher for information, a printout from our database setting out the contact information that we hold for your governing body. We will ask the Clerk to update the list and return it to Governor Services so that we can update our database. If your contact details have changed recently please ask your Clerk to let us know or contact your assigned Governor Support Officer directly - see page 45.

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

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

### 3. Performance Management

In Working Together Autumn 2007 there was a full briefing on the key actions required from governing bodies to meet the requirements of the new performance management arrangements which came into effect from 1 September 2007. **As governing bodies must review their arrangements for performance management on an annual basis, there is an item on the Autumn 2008 model agenda summarising the main requirements.**

You will be aware that Headteacher Performance Management is now facilitated by your school's School Improvement Partner (SIP) - a detailed letter on the process will be sent to all chairs of governing bodies shortly. **Please note that your Headteacher's performance management review and planning meeting must take place by 31 December of each year and it is important that the Governor Reviewers agree arrangements with your SIP as soon as possible.**

To assist in the performance management process Lambeth has produced revised Headteacher Performance Management documents, including a Headteacher Performance Management Review and Planning proforma, which will be available on the School Governors section of the Lambeth website by the end of September 2008 - see section 1 above for instructions on how to find the webpage.

#### 4. Lambeth Endowed Charities – Grants to Schools

The Lambeth Endowed Charities – [www.walcotfoundation.org.uk](http://www.walcotfoundation.org.uk) – has funds available for Lambeth schools **to be targeted on Lambeth resident pupils from financially needy households**. They use eligibility for free school meals - or being known to be slightly above the eligibility limit (for example, in receipt of working tax credit) - as a proxy for financial need. However, they are also keenly aware that some pupils are not eligible for participation in the free school meals programme even if their household income would qualify them and they do take this into account.

**They have a specific annual budget for school grants and aim to allocate the budget equitably to Lambeth schools using the data they have on the financial need of each school's pupil population relative to other Lambeth schools.** For further information and advice on a target amount to apply for please contact the Grants Team by email ([grants@walcotfoundation.org.uk](mailto:grants@walcotfoundation.org.uk)) or via the website.

See <http://www.walcotfoundation.org.uk/SchoolsLetterInBorough.html> for information on what to include in a letter of application and <http://www.walcotfoundation.org.uk/schools.html> for examples of recent grants to schools.

Possible grants **targeted on financially disadvantaged pupils with Lambeth home addresses** include:

- **Specialist one-on-one tuition** - for example, of the nature offered by Springboard for Children - <http://www.springboard.org.uk/> (or similar providers) for Lambeth pupils that meet our criteria (from households in receipt of means tested benefits, on very low incomes or without access to State benefits).
- Subsidies for the costs of **participation in educational field trips** (please see our educational field trip grants policy - <http://www.walcotfoundation.org.uk/EdFieldTrips.html>)
- **Home school support services** (training for parents; equipment that pupils might need in order to study effectively at home)
- **After school activities** (free or subsidised places in after school clubs for pupils who would not otherwise be able to participate; homework help; Saturday and holiday revision schemes; a work placement programme)

but new ideas that would benefit financially needy pupils from Lambeth are always welcome. Please note the following:

- the availability of LA funds or similar must be investigated before applying - grants cannot be provided for the purchase of goods or services provided for by central or local government.
- no retrospective grants.
- no grants for goods or services that could be reasonably met from the schools' devolved budget.
- within the limits of data protection legislation, verification that those pupils that benefit from any grant are Lambeth residents from low income households.

Schools are asked to be creative in their thinking and to apply for goods or services that would not otherwise be available for the most financially needy Lambeth resident pupils. **These grants are meant to be above and beyond what schools would be expected to offer and are meant to provide educational opportunities that specifically advantage those Lambeth children that are disadvantaged by financial poverty.**

#### 5. Achievement of White British Pupils in Lambeth Schools

A vital element of school improvement is raising the levels of achievement of underachieving groups of pupils and Lambeth research into ethnic and gender differences in educational achievement and

pupil mobility has highlighted the importance of addressing such underachievement. Some schools are not nearly as effective as they need to be in tackling the underachievement of, for example, Black Caribbean, Portuguese and mobile pupils.

The educational achievement of White British pupils has seldom been mentioned in this context, but there is increasing evidence nationally that the performance of this group is beginning to fall behind that of some other ethnic groups. In Lambeth White British pupils are underachieving compared to other main ethnic groups at both Key Stage 2 and GCSE and White British pupils who are high achieving at the end of Key Stage 2 tend to leave the borough at secondary transfer.

**Kirstin Lewis from Lambeth's Education Research and Statistics Unit is undertaking a research project which aims to uncover the reasons for the underachievement of White British pupils, with particular reference to the effects of poverty and social class, and to identify common themes for success in raising achievement.** To this end, pupils, parents, school staff, governors, community groups and other interested parties are being encouraged to talk about their experiences, practice and ideas. **If you would like to take part in the project, please contact Kirstin Lewis by email: [klewis@lambeth.gov.uk](mailto:klewis@lambeth.gov.uk) or phone 020 7926 9438.**

## 6. Collaboration between Schools/Governing Bodies

There have been a number of occasions recently when we have been asked whether it is possible to "borrow" a governor from another school for, for example, a staff disciplinary hearing. While such arrangements are permissible, the two governing bodies should have a formal agreement to collaborate in place **before** such arrangements are made.

The School Staffing (England) Regulations 2003 "enable the governing bodies of two or more maintained schools to work together in relation to staffing (as well as other) functions. If collaborating governing bodies wish jointly to discharge functions relating to individual members of staff (such as appointments and dismissals), then Part 4 of the Staffing Regulations applies. These provisions allow schools to draw on a wider pool of headteachers and governors for the various staffing matters and this approach can be used either where the post or member of staff concerned relates to one of the collaborating schools, or is shared between more than one of those schools. So schools may agree to collaborate for different reasons, either to make use of the wider help and experience of other governors, or where schools wish to undertake staffing functions jointly where they share in the services of a member of staff."

This may also provide a solution to the difficulties some voluntary aided and foundation schools have experienced when convening and administering admission appeals. The new School Admission Appeals Code that came into effect in January 2008 makes it very clear that anyone who "has a connection with the school or could in any way be perceived as being partial must not sit on an appeal panel" and "clerks must be truly independent of the school and education or children's services department of the local authority".

## 7. Local Authority (LA) Governor Appointments

The open recruitment policy for the appointment of LA governors is continuing to work well. Over 45 governors were appointed during the last school year with governors from 20 schools taking part as members of the panels, for which we are very grateful. There are now 186 LA governor posts on the governing bodies of Lambeth schools and, at the end of August 2008, only two vacant places. The LA Governor Appointment Panel will meet on 2 September 2008 to interview seven or eight applicants and we hope to start the new academic year with no places for LA governors that have been vacant for more than six weeks. Comparative data from other London boroughs indicates that in 2007/08, on average, 4.4% of LA governor places remained vacant for **six months** or more whereas in Lambeth only 1.05% of LA governor places remained vacant for **six weeks** or more.

LA governor application forms are available to download from the School Governors page on the Lambeth website – see section 1 above for directions - or on request from Governor Services. The LA is particularly aiming at increasing the number of applications from members of black and ethnic minority communities, who are currently under-represented. Please encourage people to apply!

The appointment procedure includes an informal interview with a panel of two or three experienced governors. Meetings are held each term and we would be grateful if governors would consider putting their names forward to be members of the panel. We want to encourage as many governors as possible to take part in the process and will try to avoid using the same people too often. Panels meet in the Professional Development Centre at International House between 4.30pm and 8.00pm and the dates for the 2008/09 school year are as follows:

- Term One - Tuesday 14 October 2008
- Term Two - Wednesday 3 December 2008
- Term Three - Thursday 12 February 2009
- Term Four - Tuesday 31 March 2009
- Term Five – Wednesday 13 May 2009
- Term Six – Thursday 2 July 2009

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

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

## **8. School Admissions Consultation 2008**

The current School Admissions Code came into force in 2007, applying to admissions from September 2008. In the light of its first year of operation the Department for Children, Schools and Families (DCSF) is consulting on changes which would come into force in 2009 for admissions in the 2010/11 academic year. The consultation and the new draft School Admissions Code and Admissions Appeals Code aim to make the system simpler for parents, fairer for children and to ensure compliance by schools. **Details of the consultation can be found here - <http://www.dcsf.gov.uk/consultations/conDetails.cfm?consultationId=1561> – and the deadline for responses is Thursday 2 October.**

Included are major proposals to extend the co-ordinating role of local authorities to all applications for state primary and secondary schools made by their residents at any time of year; giving parents the right to apply to at least three primary schools; creating a standardised application form; improving the information provided to parents by local authorities; and encouraging own-admission authority schools to contract local authorities or other outside organisations to handle the administration of their appeals. The draft Code sets out how schools may describe, and request parents to support, their ethos - but may not ask for financial or practical assistance as a condition of admission. It does, however, permit priority to be given to children whose parents sign such an agreement on a supplementary form.

A new duty on local authorities to report to the Schools Adjudicator annually on the legality, fairness and effectiveness of admission arrangements in their area is being introduced through the Education and Skills Bill currently before Parliament.

## **9. Revised School Asset Management Handbook**

The first edition of the School Asset Management Handbook was issued back in 2004. To meet the growing demand for advice, assistance and guidance on premises-related issues, the Handbook has now been revised and updated. The second edition has now been published by Lambeth's Children and Young People's Service Asset Management, Planning and Development (AMPD) and three copies have been sent to all Lambeth schools.

It is hoped that the revised second edition is easy to read, informative and helpful to headteachers, governors, administrators and premises officers. Apart from establishing the respective roles, the handbook provides information, advice and guidance on a range of premises-related matters to assist you in reaching decisions about needs, and how to address those needs and priorities for future investment. As with the first edition, it is intended that the Handbook should be your first point of reference.

The handbook contains over 90 pages of text, both colour and black and white photographs depicting Lambeth schools, and other illustrations of interest. The Handbook has been produced with the help of the Building Schools for the Future Communications and Marketing Team.

## 10. Further Sources of Information

Further sources of information and guidance are identified above, where possible. All DCSF (Department for Children, Schools and Families) guidance and documentation should be available from DCSF Publications, tel. 0845 6022260, fax 0845 6033360, or email: [dcsf@prolog.uk.com](mailto:dcsf@prolog.uk.com), and can usually be downloaded either from the DCSF website: <http://www.dcsf.gov.uk/>; the DCSF governors' website: [www.governornet.co.uk](http://www.governornet.co.uk); or the DCSF 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 the up-to-date online version of the "Guide to the Law for School Governors", which is now only available electronically. There is a discussion board, a list of current DCSF 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. Important documents are often published on Governornet before they become widely available – hard copies are now often only available on request, if at all.

Every governor should receive a copy of the DCSF's 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 602 2260.

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

Alternatively you could contact Governorline – 08000 722181 or [www.governorline.info](http://www.governorline.info) – an independent source 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). The NGA produces a regular electronic newsletter.
- 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.
- 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).

# Election of Parent Governor Representatives

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 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 stand 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 and on any scrutiny committee dealing with an educational matter that is the responsibility of the Council. The remit of the PGR is to provide an apolitical voice for all parents in their area in local decision making.

An election for one PGR place in Lambeth is due because Scott Swinton will reach the end of his term of office on 31 March 2009. Governor Services will be writing to all parent governors of Lambeth schools to invite them to stand for election, **subject to eligibility**. The other PGR, Cathy Harvey, will reach the end of her term of office on 31 August 2009 and a separate election will be arranged during summer 2009.

## 2. Eligibility

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 Local Authority/Lambeth Council.
- Employees of schools maintained by the local authority (including teachers, non-teaching and other staff).
- Councillors of the same local authority.
- Parent governor representatives at another authority (or at the same authority) where their current term of office would overlap with the term of office of the vacancy.

Governor Services will be writing to all headteachers of Lambeth schools to ask for verification of current parent governors and whether they are eligible to stand in the election. **Please note that parent governors will not be permitted to stand or vote in the election if Governor Services have not received confirmation from headteachers by Friday 14 November 2008. You may wish to take the opportunity to remind your Headteacher of this requirement.**

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.

## 3. Further Information

You can find more information about PGRs on the Department for Children, Schools and Families' PGR website: <http://pgr.dcsf.gov.uk/>.

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

# Target Setting - Changes to Statutory Education Performance Targets

For additional information please contact:

Cathy Twist

Assistant Director, Standards

020 7926 9541

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

**The purpose of this paper is to inform governors and headteachers about changes to the statutory education performance targets for schools, in particular, the requirement to set a target to increase the percentage of pupils making at least two national curriculum levels of progress.**

**RECOMMENDATION: that the governing body should review and endorse the school's education performance targets for 2009 and must set targets for 2010.**

**The deadline for submission this year is Friday 12 December 2008.**

## 1. Introduction

Targets show what schools want to achieve and provide a clear focus for improvement. Schools that set ambitious targets can show that their pupils make more progress and achieve significantly higher standards than would be expected from their prior attainment. Evidence shows that schools with high expectations may not always achieve their targets but they do make bigger improvements than schools with more modest goals. As a result of setting ambitious targets those schools have helped more children to reach or exceed the expected level for their age. Ambitious target setting is critical if children are to achieve the educational outcomes they are capable of.

All children have a right to high quality, inclusive teaching and targets are at their most powerful when they are used alongside teachers' own assessment and monitoring of pupils' progress to inform what needs to happen in the classroom. Targets and monitoring can:

- check that pupils are progressing at the rate needed to meet age-related expectations;
- ensure that all pupils make the progress they are capable of, including those pupils who may not be able to achieve national expectations;
- identify areas of teaching that may need improving;
- identify pupils who may have fallen behind and who need extra help in addition to high quality day-to-day teaching to catch up.

## 2. The Role of the Governing Body

The Governing Body is legally responsible for ensuring that the statutory targets are set and reported to the LA each year. **Governors should be involved at an early stage so that they can shape the process of setting targets, discuss the trajectory towards improvement and fulfil their strategic role.** Governors should work through the cycle of school improvement with the Headteacher, staff and School Improvement Partner, looking at outcomes for individual pupils and groups of pupils, relative progress of pupils against prior attainment, evaluating past results and comparing with similar schools and the best schools. The governing body should

- ensure that the school has effective systems in place for monitoring pupil progress and is using prior attainment data supported by more recent teacher assessment to set challenging pupil targets.
- for children with Special Educational Needs, ensure targets reflect the best possible progress;
- for Children Looked After, ensure that all Personal Educational Plans (PEPs) are up-to-date and that appropriate, challenging targets have been set. How is the designated teacher contributing to this process?
- Link the target setting process with the school's development planning and contribute to discussions on how to achieve targets set – target getting.

- agree statutory school targets and submit to the LA by the statutory deadline of 31 December each year (**or earlier if required to do so by the LA**).

### 3. Duty to set targets

**Governors are required to set targets for their pupils' performance in Key Stage 2 and 3 national curriculum tests, and in public examinations for the year after pupils reach 15 and submit them to the LA.** At some special schools no children will be expected to meet these levels, instead, since December 2001 schools are required to set measurable performance targets at the relevant Key Stages using P scales or other appropriate performance criteria.

**From 2008/09 onwards, there is a dual focus on pupils reaching the target levels expected for their age in both English and mathematics and, at the same time, on improving rates of progress.** This is to help tackle uneven performance and narrow gaps in achievement, particularly between the most challenged and vulnerable groups and their peers.

**Although there is a statutory requirement that all schools set targets by 31 December each year, Lambeth has an earlier deadline. Governing bodies in Lambeth need to submit their targets to the LA by Friday 12 December 2008** for the tests/examinations that will be taken in summer 2010. Each year, targets must be set for the percentage of pupils that the governing body anticipates will, in the following school year, be registered pupils in the final year of Key Stages 2 or 3, and will achieve results as follows:

For Key Stage 2	For Key Stage 3
Level 4 or above in national curriculum in both English and mathematics	Level 5 or above in national curriculum tests in both English and mathematics
Proportion progressing two national curriculum levels in English	Level 5 or above in national curriculum tests in science
Proportion progressing two national curriculum levels in mathematics	Proportion progressing two national curriculum levels in English
	Proportion progressing two national curriculum levels in mathematics

**For Key Stage 4 the targets are as follows:**

- the percentage of pupils who will have completed the Key Stage 4 programme of study by summer 2009 to achieve the Level 2 threshold in approved qualifications including grades A\*–C GCSEs in five or more subjects or equivalent including English and mathematics;
  - to improve the proportion progressing two national curriculum levels in English;
- and
- to improve the proportion progressing two national curriculum levels in mathematics.

### 4. Attendance Targets

1. Governors are also required to set a target for overall absence for the following academic year that is realistic but aspirational. When setting and agreeing their overall absence targets, schools should consider the issues that may come up in an inspection, particularly any thresholds to rate performance. Schools are not required to agree individual absence targets, but for pupils who have deteriorating or poor attendance or who are persistent absentees, and their parents, such targets can be effective in reducing unnecessary absence and improve attainment as a result.

### 5. Further Sources of Information

The most recent guidance for schools and LAs, published in August 2008, can be downloaded from: <http://www.standards.dfes.gov.uk/ts/publications/list/>.

For further information, please contact your school's School Improvement Partner.

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

For additional information please contact:

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Head of Research and Statistics

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

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

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

## 1. Introduction

During the autumn all governors and headteachers will be sent:

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

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

## 2. Key Issues for Governors and Headteachers

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

## 3. Overall school-related issues:

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

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

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

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

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

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

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

**6. Recommendations for Action:**

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

# Ethnic Minority Achievement Grant (EMAG) - consultation on the proposed formula for 2009-11

For additional information please contact:

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Ethnic Minority Achievement Team

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The purpose of this paper is to inform governors and headteachers about the Local Authority's consultation on a revised formula for the devolvement of the EMAG for 2009-11, based on some key principles of equity and excellence. Copies of the consultation documents have been sent to all headteachers and chairs.

**RECOMMENDATION** that the governing body makes arrangements to consider the LA's proposals for a revised formula for devolvement of the Ethnic Minority Achievement Grant for 2009-11 and to respond to the consultation.

The deadline for responses is Friday 12 December 2008.

## 1. Introduction

In November 2007, the Department for Children, Schools and Families (DCSF) announced a continuation of the EMAG until 2011. Consultation took place on a revised Lambeth formula during 2007-08 and the outcome reflected headteachers' desire to have more time to consider the implications of the new formula. This is a re-presentation of the revised formula for headteachers, governors and other stakeholders to consider.

## 2. Current Context

The current DCSF EMAG funding is based around two key areas:

- **Meeting the needs of pupils for whom English is an additional language (EAL).** In Lambeth, over 2002-2007, the average for KS1 was 43% EAL (33% non fluent), 41% at KS2 (22% non fluent), 38% at KS3 (18% non fluent) and 43% at GCSE (16% non fluent). The majority of non fluent EAL pupils are to be found in primary schools.
- **Closing the achievement gaps for minority ethnic groups who are underachieving.** The DCSF uses national ethnic trends, weighted by Free School Meals, to allocate funding but Local Authorities (LAs) decide how best to distribute the grant based on a local formula which better reflects local circumstances. In Lambeth, the main underachieving minority ethnic groups are:
  - Portuguese (across all Key Stages)
  - Black Caribbean (across Key Stages 1-3, but the gap has narrowed at GCSE)
  - Somali (across all key stages)
  - Black Other (Key Stage 1 and 2), and
  - Gypsy Roma and Irish Travellers (across all key stages)

The DCSF recommends that LAs make schools aware of the proportion to support each of these two categories- this has not happened in Lambeth.

The National Strategies are moving away from targeted programmes (for example, the Black Children's Achievement Programme) towards a mainstreaming of the key aspects of each programme, alongside the personalising of learning contexts. This national change will support a more targeted approach to the use of the EMAG.

## 3. Lambeth's Formula

Lambeth has used the following formula for EMA allocations over the last few years:

- 40% EAL - this is weighted so that Stage 1 pupils get 2 points, Stage 2 pupils get 1.5 points, and Stage 3 pupils get 1 point
- 40% BME {Black and Minority Ethnic Pupils}
- 20% FSM (Free School Meals).

**Lambeth's EAL scales:** Lambeth uses a four point scale, based on the ones developed by Hilary Hester (Stage 1: New to English; Stage 2: Becoming familiar with English; Stage 3: Becoming confident as a user of English; Stage 4: a fluent user of English in most social and learning contexts).

The fluency data collected from schools to allocate this funding is based on the September roll, rather than the more up to date January census. This means that schools with large numbers of mid-term arrivals are not credited for this via the formula.

#### 4. Principles and Proposals

- that the revised formula is based on agreed principles of equity and excellence, and reflect headteacher requests for transparency;
- the data used to identify stages of fluency should conform to DCSF expectations;
- data on fluency used in the formula should be up to date by the time of the allocations so that schools with significant numbers of mid-term arrivals do not lose out;
- that all future funding decisions are data-driven, ie. reflect more fully the needs of Lambeth's most disadvantaged and under-performing Black and Ethnic Minority pupils (this would mean a greater emphasis on current and future underperforming groups of pupils: Black Caribbean, Portuguese, Somali, Gypsy/Roma and Irish Travellers, and Refugees and Asylum Seekers; as well as funding to support EAL pupils who are in need of language support);
- information should be given to schools about proportions related to the two elements of EMAG.

#### 5. Further Sources of Information

The DCSF standards site has a section on Ethnic Minority Achievement:  
<http://www.standards.dfes.gov.uk/ethnicminorities/>.

Information about the continuation of the EMAG can be found here:  
[http://www.standards.dfes.gov.uk/ethnicminorities/raising\\_achievement/whats\\_new/November2007emagcontinuation/](http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/whats_new/November2007emagcontinuation/).

# Community Cohesion and the Equality Bill

For additional information please contact:

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Ethnic Minority Achievement Team

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**The purpose of this paper is to update governors and headteachers on the duty to promote community cohesion and identifies key issues arising from proposed new legislation – the Equality Bill. Guidance for schools will be published in the near future.**

**RECOMMENDATION: that the governing body makes arrangements to consider its responsibilities regarding community cohesion and the other equality duties.**

## 1. Introduction

Globalisation and increasing diversity mean that, over the course of their lifetimes, children and young people today are more likely to come into contact with; be educated, and work with individuals from a different race, culture, faith or socio-economic background. If we want a cohesive and successful society then it is important that we help children understand and appreciate diversity, so that every child can succeed and fulfil their potential and become responsible, active citizens in the future.

Schools have been required to demonstrate their contribution to community cohesion since September 2007 – a full briefing was included in Working Together Autumn 2007. **From September 2008 Ofsted inspections will include a focus on community cohesion** and to reflect this the school SEF (Self-Evaluation Form) and Ofsted inspection framework are being revised. Non-statutory guidance on community cohesion was published by the DCSF in July 2007 and a number of Local Authorities have already published their own guidance for schools (see references at the end). Lambeth is aiming to publish draft guidance for schools during Autumn 2008.

The DCSF guidance indicates that most schools are already identifying how they contribute towards community cohesion in their SEF. Community cohesion is defined as “working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

## 2. Lambeth’s Commitment to Race Equality

The Race Relations (Amendment) Act 2000 has already placed a duty on schools to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good race relations between people of different racial groups

## 3. The Lambeth Context

**Lambeth is a religiously diverse area:** the 2001 national census indicates that 58.8% of Lambeth residents define themselves as Christian and there are increasing numbers of Muslims and other minority religions represented in the borough.

**Lambeth is also linguistically diverse:** the 2006 language survey of schools showed that 42% of pupils speak a language other than English at home; with Portuguese being the biggest language, followed by Yoruba and also Spanish and French.

**The borough ranks as the 15<sup>th</sup> most deprived nationally:** at least 17,000 Lambeth children are living in poverty.

74% of our school children and young people are from black and minority ethnic communities. There are 180 unaccompanied asylum seeking children in the borough. Over 500 children are Looked After by the Council.

There is currently a disproportionate number of young black boys entering the criminal justice system in Lambeth for the first time and black boys are also over represented in exclusion figures.

In terms of achievement, although there have been significant improvements at Key Stage 2, Key Stage 3 and at GCSE across the borough, there are still significant achievement gaps for particular ethnic groups: at Key Stage 1-3 for Portuguese and Caribbean pupils; and for Portuguese at KS4. More recently collected data on the Somali community suggests low achievement across all key stages.

This data shows that our schools will need to continue to improve to ensure full community cohesion.

#### 4. **Draft Guidance on Community Cohesion- the Role of Schools**

The draft guidance groups the contribution of schools into 3 main areas:

- **Teaching, learning and the curriculum:** helping children and young people to learn to understand others; to value diversity whilst also promoting shared values; to promote awareness of human rights and to apply and defend them; and to develop the skills of participation and responsible action - for example through the new "Identity and Diversity: living together in the UK" strand within citizenship education.
- **Equity and excellence:** to ensure equal opportunities for all to succeed at the highest level possible; removing barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- **Engagement and extended services:** to provide reasonable means for children, young people their friends and families to interact with people from different backgrounds and build positive relations, including links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

#### 5. **The Equality Bill**

The government's draft legislative programme for 2008-09 identifies an Equality Bill, the purpose of which is to "make Britain a fairer place where people have the opportunity to succeed whatever their race (sic), gender, disability, age, sexual orientation, religion or belief." The proposed single equality duty will aim to bring together existing legislation around some of these areas and will require public bodies to consider the diverse needs and requirements of their workforce and the communities they serve.

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

- The DCSF Guidance on the Duty to Promote Community Cohesion can be found here - <http://www.teachernet.gov.uk/wholeschool/Communitycohesion/> - together with other useful information, including case studies of good practice. The guidance sets out how schools can contribute to community cohesion through their teaching and learning; work on narrowing achievement gaps; and through extended services and engagement with the local community.
- An online resource pack to provide schools with practical advice, support and examples of good practice, including a section for governors, can be found here: [www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack](http://www.teachernet.gov.uk/wholeschool/Communitycohesion/communitycohesionresourcepack). Governors can use this resource pack to help their school review their current work in relation to promoting community cohesion and take action to consider what more could be done to improve their practice and provision to ensure it is effective.
- Guidance has been published by other Local Authorities - check their websites for further information. For example, a toolkit produced by Hertfordshire and guidance by Cambridgeshire.
- Ofsted will also publish information about how it intends to inspect schools on this area. Check their website - [www.ofsted.gov.uk](http://www.ofsted.gov.uk) - and look at Inspection Matters.

# National Strategies: Raising the Attainment of Black Children and Young People

For additional information please contact:

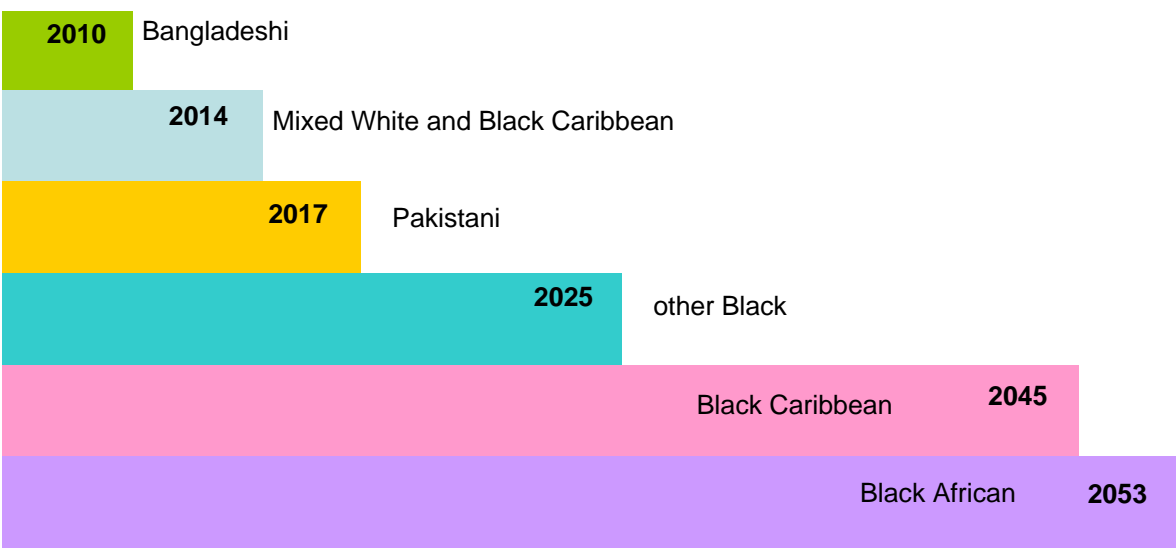
Brian Netto                      School Improvement Adviser-                      020 7926 9689  
Ethnic Minority Achievement Team                      [bnetto@lambeth.gov.uk](mailto:bnetto@lambeth.gov.uk)

The purpose of this paper is to inform governors and headteachers of the launch of the National Strategies materials on raising the attainment of black children and young people: the Black Children’s Achievement programme (Primary Schools) and the Black Pupils’ Achievement programme (Secondary Schools).

**RECOMMENDATION:** that the governing body acknowledges the good practice in the new materials and supports the use of these materials within schools to raise the achievement of black children and young people.

## 1. Introduction

**Black achievement in Lambeth:** if the achievement of 11 year olds at Key Stage 2 continues to improve at its current rate of progress, how long will it be before children from these ethnic groups close the attainment gap in English and Maths? The diagram below shows national patterns, with serious implications for black achievement in particular. In Lambeth, Black African pupils (apart from Somali pupils) are amongst the highest achievers, though Black Caribbean and Black other pupils are not closing the achievement gap at all key stages.



## 2. Secondary materials

The National Strategies have recently published their support materials for the Black Pupils’ Achievement Programme (BPAP). Since 2003 the DCSF have supported national programmes targeted at under-achieving ethnic minority groups.

The BCAP was originally piloted in Lambeth schools and since then the programme has been supported in a range of other Local Authorities. The materials have now been published and are being disseminated across all LAs from September 2008.

Lambeth’s Ethnic Minority Achievement Team (EMA) will be organising a launch of these materials in October 2008. An invitation to headteachers, senior managers, EMA co-ordinators, parents and governors will be sent nearer the time.

The materials are in the form of a ring binder containing a management guide and a folder which contains a range of Professional Development modules covering areas such as using data; developing an inclusive ethos; working with parents and carers; teaching and learning; and pupil voice. Each school is being sent three copies of the folder.

“Ensuring the Attainment of Black Pupils: Management Guide” can be found here:  
[http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec\\_blackattain](http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec_blackattain).

### **3. Primary materials**

These materials are in the form of a pack which includes a number of booklets and a photopack. These and other materials are also available online. The primary programme has been piloted in four Lambeth schools - Rosendale, St Luke's, Sudbourne and Telferscot - and plans are underway to use these schools to promote different areas of good practice.

In addition to the materials, the EMA team will be offering a programme of support for all schools during 2008-09 and beyond.

The primary materials – “Excellence and Enjoyment: learning and teaching for Black children in the primary years” – which includes information for governors, can be found here:  
[http://www.standards.dfes.gov.uk/primary/publications/inclusion/esca\\_excl\\_enjy005808/](http://www.standards.dfes.gov.uk/primary/publications/inclusion/esca_excl_enjy005808/).

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

For further information please contact Clare Warner on 020 7926 6349, or [cwarner2@lambeth.gov.uk](mailto:cwarner2@lambeth.gov.uk) or Beverley Hillman on the same number or [bhillman@lambeth.gov.uk](mailto:bhillman@lambeth.gov.uk). Alternatively, contact Brian Netto on 0207 926 9689, or [bnetto@lambeth.gov.uk](mailto:bnetto@lambeth.gov.uk).

# Introduction of the Early Years Foundation Stage (EYFS)

For additional information please contact:

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The purpose of this paper is to provide governors and headteachers with information about the EYFS and how it is different from the Foundation Stage it replaces. It also outlines the legal responsibilities of governors and headteachers for implementing the EYFS from 1 September 2008.

**RECOMMENDATIONS:** that primary and nursery school governing bodies

- ensure the principles of the guidance are understood and that the school is complying with the requirements of the new framework.
- send representatives to one of the planned briefing sessions for governors in Spring 2009 – see section 4

## 1. Introduction

The EYFS is a central part of the government's 10 year childcare strategy "Choice for Parents, the Best Start for Children" and The Childcare Act 2006. The EYFS becomes statutory from September 1 2008 for all schools and early years providers and replaces three documents: the Curriculum Guidance for the Foundation Stage; Birth to Three Matters and the National Standards for Under Eights Daycare and Childminding. The new framework - the "Statutory Framework for the Foundation Stage – Setting the Standards for Learning, Development and Care for Children from Birth to Five" - is essential reading for all 'providers' (managers, headteachers, governors and nursery directors) who are legally responsible for ensuring that their provision meets the learning and development requirements and complies with the welfare regulations of the EYFS.

The framework document contains:

- 16 cards outlining the four Themes and Principles with the four Commitments for every theme explained.
- Practice Guidance for the EYFS
- Statutory Framework for the EYFS
- A CD-Rom which can be used for training and Sets the Standards for Learning, Development and Care for children for birth to five.
- A wall poster

## 2. Organisation of the Framework

The EYFS is based on four Themes which all relate to the Every Child Matters agenda and each theme is underpinned by an overarching Principle. The EYFS principles are grouped into four distinct but complementary themes. The Themes are: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

In turn each Theme has four Commitments. For example, the commitments for The Unique Child are: Child Development, Inclusive Practice, Keeping Safe and health and Well Being.

## 3. Main changes

- Ensures a consistent approach to care, learning and development from birth to the end of the Foundation Stage.
- The curriculum from birth to five is based on the same 6 areas of learning.
- A principled play-based approach with children having access to an outdoor space.

- The Practice Guidance is based on what a child can do in broad age ranges to enable practitioners to plan care and learning that is right for each child at each stage of their development. A base line of a child's attainment on entry can now be accurately assessed.
- All practitioners are required to use observational assessments to assess children and plan the next steps for learning.
- The importance of the partnerships with parents/carers and the child's attachment to a key person.
- The new EYFS Profile document is due to be re published during Autumn 2008 and the handbook can be downloaded from: [www.naa.org.uk/naa17850.aspx](http://www.naa.org.uk/naa17850.aspx).

#### 4. Briefings for Governors

We have organised two special briefing sessions to help governors to understand their new legal responsibilities and the importance of:

- Assessment in Nursery and Reception – observation based;
- E-profile and the final summative assessment at the end of the Reception year;
- Essential outdoor play;
- Parent Partnership – the centrality of parents/carers in the learning process;
- Transitions – into Nursery/Reception and into Year 1;

**The Autumn 2008 briefing session will take place on Thursday 20 November 2008 at 10.00am. The Spring 2009 briefing session will take place on Tuesday 3 February 2008 at 6.30pm. Both will be held in a room at International House, Canterbury Crescent, London SW9 7QE.** If you wish to attend, please contact Joan Badoo on 020 7926 9668 or email [governor@lambeth.gov.uk](mailto:governor@lambeth.gov.uk)

#### 5. Further Sources of Information

Information about the Early Years Foundation Stage can be found here: <http://www.teachernet.gov.uk/teachingandlearning/EYFS/>.

The EYFS Statutory Framework can be downloaded here: <http://www.teachernet.gov.uk/docbank/index.cfm?id=12628>.

The EYFS Practice Guide can be downloaded here: <http://www.teachernet.gov.uk/docbank/index.cfm?id=12629>.

Hard copies of the EYFS Pack, which includes the Framework and the Practice Guide, and other publications can be ordered online at [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications), email: [online.publications@teachernet.gov.uk](mailto:online.publications@teachernet.gov.uk) or tel. 0845 600 9506.

# Advanced Healthy Schools

For additional information please contact:

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**The purpose of this paper is to inform governors and headteachers about the Advanced Healthy Schools Standard (AHSS), an exciting new joint initiative between Lambeth's Children and Young People's Service and the Primary Care Trust (PCT).**

**RECOMMENDATION: that governing bodies of schools that have already achieved Healthy School status consider working toward Advanced Healthy Schools Status.**

## 1. Introduction

The Advanced Healthy Schools Standard (AHSS) is an exciting new joint initiative between the Council and the Health Service in Lambeth. Schools that have already achieved the National Healthy Schools Standard will be provided with expert, specialist support to extend and sustain the good work they are already doing in Personal, Social and Health Education (PSHE). This work is part of the local health strategy aimed at reducing health inequalities in the borough. Schools that fulfil the Advanced Healthy Schools criteria will be awarded Advanced Healthy Schools accreditation.

## 2. What is involved?

The AHSS focuses on initiating improvements and preventative education in line with national curriculum guidance in sex and relationship education; drug education and emotional health and wellbeing.

## 3. How does it work in practice?

- An Action planning approach – an individually tailored action plan is used to support schools in enhancing the quality of PSHE in line with the Every Child Matters agenda.
- Coordination of local education specialists who will offer schools support with training; policy development; parent/carer and governor sessions; provision of resources and coaching.

## 4. What do schools need to do?

To attain AHS accreditation schools will be required to engage all stakeholders, including senior managers, teaching and non teaching staff, governors, parents and pupils in developing a whole school approach to PSHE.

## 5. What are the benefits?

In addition to supporting children and young people to reach their full potential through developing healthy behaviours and bringing about sustained improvement in behaviour, standards of work and school management, secondary schools who undertake the accreditation will qualify for a grant of £1000 towards funding PSHE initiatives and primary schools will receive £500.

# A PE, Sport and Physical Activity Framework for Children and Young People in Lambeth – Consultation Programme

For additional information please contact:

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Strategic Lead – Play and Sports

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

The purpose of this paper is to inform governors and headteachers about the development of the first PE, Sport and Physical Activity Framework for Children and Young People in Lambeth.

**RECOMMENDATION:** that the governing body makes arrangements to consider the LA's proposed PE, Sport and Physical Activity Framework for Children and Young People in Lambeth and to respond to the consultation.

The deadline for responses is Friday 3 October 2008.

## 1. Introduction

Lambeth is developing its first PE, Sport and Physical Activity Framework for Children and Young People, aiming to provide a coherent approach to the future delivery of PE, sport and physical activity for children and young people across the borough, through which participation levels and improved outcomes will increase year on year.

The growing recognition of the potential of sport to deliver on cross-cutting agendas, coupled with spiralling obesity and the desire for a permanent legacy from the London 2012 Olympic and Paralympic Games has led to an increased profile for sport on both national and regional agendas. The government has set a target over the next three years from 2008 -2011 to provide a '5 hour' offer of high quality school and community sport to all pupils.

Essential to the delivery of the '5 hour offer' is effective partnership working and use of resources at a local level. The Framework has been developed to provide a coherent approach to the future delivery of PE, sport and physical activity for children and young people across the borough, aiming to provide a strategic approach to the delivery of this ambitious target.

## 2. The Framework

The Framework draws together the content of several local strategies and plans and has been informed by "Opening Doors – the Sport and Recreation Strategy", the priorities of the Community Sport and Physical Activity Network and the Building Schools for the Future Sports Strategy. Through the integration of these strategies it is intended that the infrastructure, resources, service offer and quality of provision will be strengthened and that providers will ensure greater opportunity for children and young people to access services seamlessly at all levels.

The draft framework is currently out for consultation and, given the important role schools have in the delivery of high quality PE and sports opportunities in the borough, we are particularly keen to receive your comments on the draft framework. The deadline for consultation is **Friday 3 October 2008**. Consultation packs have been sent out to all chairs of governing bodies.

## 3. Further Sources of Information

If you require any further information or would like to discuss this further, please do not hesitate to contact Sarah Warman on 020 7926 8789 or by email: [swarman@lambeth.gov.uk](mailto:swarman@lambeth.gov.uk).

There is further information on the '5 hour offer' on the Sport England website: [http://www.sportengland.org/text/london\\_index/london\\_news\\_media/homepage-5\\_hour\\_children\\_and\\_young\\_people\\_offer.htm](http://www.sportengland.org/text/london_index/london_news_media/homepage-5_hour_children_and_young_people_offer.htm).

# Introduction of Online Reporting to Parents

For additional information please contact:

Phil Redman                      Education ICT Manager

020 7926 9855

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

Richard Charlton                Schools ICT Adviser

07970 265 481

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

**The purpose of this paper is to inform governors and headteachers that from September 2008 all maintained schools will be expected to start the move towards online reporting to parents.**

**RECOMMENDATION: that the governing body makes arrangements to consider the government requirements and supports the school's Senior Management to ensure that targets are met.**

## 1. Introduction

In January Schools Minister Jim Knight announced that from September 2008 all maintained schools will be expected to start the move towards online reporting to parents. A letter from the Minister introducing Becta's introductory pack has been sent to all headteachers and chairs. The pack provides more information about the resources and advice available on the Becta website to help schools with implementation. It is expected that parents and learners will be provided with online access to information about:

- Attendance and behaviour (both positive and challenging);
- Progress and attainment;
- Special needs.

Secondary schools are expected to be providing parents with online reports by September 2010 and primary schools are expected to do so by September 2012.

## 2. Managed Learning Environments (MLE)

In order to meet the targets schools will need to implement and make effective use of a MLE. The London Grid for Learning has tendered for provision of an MLE and has contracted Fronter to provide the London MLE. Currently six primary schools in Lambeth are piloting the MLE while an additional six schools are trying an alternative product from Digital Brain who provides the current Learning Platform. Secondary schools and secondary phase special schools provision will come from the Building Schools for the Future (BSF) programme.

Funding to assist schools will be available from the Harnessing Technology grant which is managed by CYPS Standards Division and from the BSF programme. Training and additional support will also be provided.

Adoption of a MLE and the implications for management and learning and teaching are identified in the new draft ICT Strategy for Schools 2008. There is a separate briefing paper on Lambeth's draft ICT strategy on page 27.

## 3. Further Sources of Information

Lambeth's draft ICT strategy can be found here: <http://cms.lambeth.lgfl.net/web/site/ictresources>.

To visit the parental engagement section of the Becta website, go to:  
[http://schools.becta.org.uk/index.php?section=oe&catcode=ss\\_es\\_fam\\_02](http://schools.becta.org.uk/index.php?section=oe&catcode=ss_es_fam_02).

To see a copy of the letter sent to schools, go to:  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=12680>.

## Draft ICT Strategy for Schools 2008

For additional information please contact:

Phil Redman                      Education ICT Manager

020 7926 9855

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

Richard Charlton                Schools ICT Adviser

07970 265 481

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

The purpose of this paper is to inform governors and headteachers that the draft strategy for schools ICT has been drafted and posted on the new schools ICT website: [www.lambeth.lgfl.net](http://www.lambeth.lgfl.net).

**RECOMMENDATION:** that the governing body makes arrangements to consider the draft ICT Strategy for Schools and, if appropriate, provide feedback.

### 1. Introduction

Lambeth has not had an ICT strategy for schools since the original draft Futureclass strategy. With many recent initiatives such as Building Schools for the Future, the Primary Capital Programme, connection to the London Grid for Learning etc it became evident that a new strategy was required. Thus the CYPs team have been working on a draft strategy which was launched at the ICT Subject Leader's Conference in July and is available on the schools ICT website (see below) to download or to view online.

Also launched at the conference was the new school's ICT website [www.lambeth.lgfl.net](http://www.lambeth.lgfl.net). The website is a newly designed amalgamation of the previous websites: [lambeth.futureclass.net](http://lambeth.futureclass.net) and [lambeth.lgfl.net](http://lambeth.lgfl.net). The site contains regularly updated ICT news, ICT resources, e-safety resources, teaching and learning resources, ICT courses and much more.

### 2. Further Sources of Information

To download the draft strategy, please visit: <http://cms.lambeth.lgfl.net/web/site/ictresources> .

To visit the new website, please go to: <http://cms.lambeth.lgfl.net/>

## **Financial Management Standard in Schools (FMSiS) Cohort 3 Schools (Financial Year 2009/2010)**

For additional information please contact:

**Nilesh Jethwa**

**Head of Schools Finance**

**020 7926 9728**

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

**The purpose of this paper is to inform governors and headteachers of schools in Cohort 3 that the FMSiS assessment process will begin in January 2009. This will include primary and special schools who will be assessed against the standard by March 2010.**

**RECOMMENDATION: in order to achieve the Standard headteachers and governors of schools in Cohort 3 should**

- **ensure they take an active role early on in the process;**
- **make arrangements to attend one of the briefing sessions to ensure they are aware of the requirements of the Standard.**

### **1. Introduction**

The Financial Management Standard and Toolkit was developed and released to schools as a self-management package in June 2004. The Standard is a statement of what a school that is financially well managed would look like. It provides a clear and consistent benchmark that schools can use to encourage self-improvement. The Standard is intended to cover standards and processes that should already be in place in schools, rather than to introduce a new, higher standard. The Standard is intended to help schools in evaluating the quality of their financial management and to assist in training staff to become better financial managers.

### **2. Phased Implementation**

The requirement to achieve the Standard has been phased in over 4 years, starting with secondary schools by March 2007 and primary and special schools by March 2010. Local Authorities are required to have assessed 40% of their primary and special schools by March 2008, 40% by March 2009 and the remaining 20% by March 2010. The first cohort of primary and special schools completed the assessment process in March 2008 and headteachers and governors of Cohort 3 schools should take note of their experiences and feedback on successful achievement of the standard, which are summarised below.

Cohort 2 schools are currently preparing for the assessment process and are required to submit their evidence file for initial assessment during autumn 2008.

### **3. Early Engagement**

**A critical element of success in FMSiS is the engagement of governors and headteachers right at the start of the process, gaining an understanding of the requirements and planning the steps to be taken. There are briefing sessions for headteachers, governors and finance staff from Cohort 3 schools in January 2009 (see para 8 below).** Early engagement will enable schools' senior management to undertake the planning and document collection required to achieve the Standard.

### **4. Role of the Governing Body**

**The Standard requires the governing body to agree a Controls Assurance Statement and the Best Value Statement – there were briefings on these key documents in Working Together Summer 2007. In addition governors are required to complete a self assessment of the school's adherence to the Standard.**

At the earliest opportunity the Headteacher should ensure that the governing body is taken through the process and the documentation the governors who will undertake the self assessment are identified. All members of the governing body and, in particular, the Resources or equivalent committee should be aware of the school's financial policies and procedures.

## 5. Key Documentation

A key part of the assessment process will be the examination of the documentation presented as evidence of adherence to the Standard. This means up-to-date

- Minutes of full governing body and Resources or equivalent committee meetings;
- Full and accurate recording of discussions and actions agreed by the governing body and Resources or equivalent committee to demonstrate knowledge is shared by a group; decisions are arrived at after discussion and at the appropriate level; and no one individual or small group is working autonomously.

## 6. Identify Key School Officer to Co-ordinate

Usually the School Administrative Officer (SAO) or Bursar will be responsible for the initial preparation of the evidence file, The Headteacher and governors will be required to ensure that the evidence file meets the Standard and all appropriate records and key documentation has been authorised, discussed and approved at meetings of the governing body and copies included in the evidence file (see para 9 below).

## 7. Schools in Cohort 3

Christ Church Brixton CE	King's Avenue	St Jude's
Christ Church Streatham CE	The Michael Tippett	St Leonard's
Elm Wood	Orchard	St Luke's
Immanuel and St Andrew CE	Paxton	St Mark's
Jessop	St Andrew's CE	St Saviour's
Johanna	St Anne's C	Vauxhall
Jubilee	St Bede's C	
Julian's	St John's Angell Town CE	

Nursery schools are not required to go through the FMSiS assessment process, although they can voluntarily elect to do so.

## 8. Introductory Briefings in January 2009

Introductory briefings for governors, headteachers and school finance staff will be held at International House in the second floor Lecture Theatre on the following dates:

- **Wednesday 21 January 2009**      **6.00pm – 7.30pm**
- **Thursday 29 January 2009**      **2.00pm – 4.00pm**
- **Friday 30 January 2009**      **9.30am – 11.30am**

**You need only attend one meeting.**

Please email the Schools Finance Monitoring Team to book a place at one of the briefings, clearly indicating the date and time you wish to attend: [SchFinance@lambeth.gov.uk](mailto:SchFinance@lambeth.gov.uk)

Governors, headteachers and school finance staff are actively encouraged to contact the Schools Finance Monitoring Team FMSiS designated support personnel via telephone or email if they require any additional support or have any queries. **You will be provided with details of the contact for your school at the initial briefing meeting.**

## 9. Evidence File

All schools will be issued with an Evidence File which will include templates for the documentation, reports etc required to achieve the Standard. All documents and records collated by the school should be included in this file, which delegates will be required to bring to each information and support meeting (see para 10). Schools will also receive the templates electronically on disk and by email.

## **10. Schedule of FMSiS Cohort 3 Information and Support Meetings**

Regular information and support meetings are held for all schools in the cohort. The schedule for Cohort 3 is detailed below and it is strongly advised that all schools send at least one representative to each meeting. The meetings will be held in the Lecture Theatre on the second floor at International House from 9.30am until approximately 12.00 noon. Refreshments will be served prior to the meetings from 9.20am.

Monday 9 February 2009  
Monday 2 March 2009  
Monday 23 March 2009  
Wednesday 6 May 2009  
Wednesday 3 June 2009  
Thursday 17 September 2009

Wednesday 7 October 2009  
Wednesday 11 November 2009  
Wednesday 2 December 2009  
Wednesday 3 February 2010  
Wednesday 3 March 2010

## **11. Benchmarking**

All schools will have the opportunity to attend a half-day benchmarking workshop. These workshops are held in the ICT suite on the third floor at International House. Using a unique user name and password, delegates will have direct access via the internet to their school's own financial information held on the DCSF website. Delegates will be taken through the benchmarking process as well as how to use and interpret the information.

The workshops will take place in February, May and June 2009 - detailed information will be sent to schools during the autumn.

## **12. Further Information**

Further information on FMSiS can be obtained from the following websites:

DCSF Financial Management Standard in Schools website: <http://www.fmsis.info/>

Schools Financial Benchmarking Website: <https://sfb.teachernet.gov.uk/login.aspx>

# Finance Monitoring Reports and Submission Timetable - Capita SIMS FMS Accounts Package

For additional information please contact:

Nilesh Jethwa

Head of Schools Finance

020 7926 9728

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

**The purpose of this paper is to remind governors and headteachers about the financial documentation required by the Local Authority and the deadlines for submission. Included are details of training workshops for headteachers, governors and school finance staff organised by the School Finance Team.**

**RECOMMENDATION: that the governing body considers sending a representative to one of the workshops.**

## 1. Introduction

Finance documents produced by the Capita SIMS FMS accounts package are used in the majority of schools across the borough. The following system generated reports are required from all schools in accordance with the annual submission timetable (see section 3):

- Full VAT Report
- Vat Submittal Report
- Income and Expenditure Report in full Consistent Financial Report (CFR) coding
- Balance Sheet
- Bank Statement(s)
- Bank Reconciled Transaction Listing
- Bank Un-Reconciled Transaction Listing
- Creditors Listing
- Debtors Listing

Headteachers must analyse, query, reconcile and authorise the system generated accounting reports on behalf of the school prior to authorisation to ensure that all the reports are correct and give a true and accurate account of the school's financial position at any one time.

## 2. Training Workshops

An understanding of the system generated accounts is vital prior to authorisation of the monitoring documents and submission to the LA. Training workshops have been arranged for headteachers, governors and school finance staff to understand the content of the reports required, highlighting areas that may require further analysis or resolution prior to authorisation and submission.

**The workshops will be held in the ICT Suite on the 3<sup>rd</sup> Floor at International House on Thursday 23 October 2008 from 9.30 – 11.30am and 2.00 – 4.00pm. Delegates need only attend one workshop.**

There is a limit of 16 delegates per workshops and prospective delegates are advised to email our generic address - [SchFinance@lambeth.gov.uk](mailto:SchFinance@lambeth.gov.uk) - at their earliest convenience to secure a place. Please indicate which workshop you would prefer to attend.

## 3. Submission Timetable

**Schools are required to adhere to the LA's submission timetable - late submission of reports can impact upon receipt of streams of funding and success at achieving the Financial Management Standard in Schools (FMSiS). The timetable is as follows:**

<b>Submission Documents – 2008</b>	<b>Date</b>	
	<b>Schools in Deficit/With Projected Zero Budget or Budget Deficit</b>	<b>Schools in Surplus</b>
Year End Documentation 2007/2008	30 April	30 April
Statement of Balances 2007/2008	30 April	30 April
Section 16 Report 2007/2008	30 April	30 April
P11D Report 2007/2008	30 April	30 April
April VAT	15 May	15 May
April Financial Statements	15 May	NA
Budget 2008/2009 (Approved by Governing Body and signed by Chair of Governors)	2 June	2 June
May VAT	16 June	16 June
May Financial Statements	16 June	N/A
June VAT	15 July	15 July
<b>June Financial Statements</b>	<b>15 July 2008</b>	<b>15 July 2008</b>
July VAT	15 September	15 September
August VAT	15 September	15 September
July Financial Statements	15 September	N/A
August Financial Statements	15 September	N/A
September VAT	15 October	15 October
<b>Quarter 2 Financial Statements &amp; Year-End Forecasting</b>	<b>15 October 2008</b>	<b>15 October 2008</b>
October VAT	17 November	17 November
October Financial Statements	17 November	N/A
November VAT	15 December	15 December
November Financial Statements	15 December	N/A
<b>2009</b>		
December VAT	15 January	15 January
<b>Quarter 3 Final Statements &amp; Year-End Forecasting</b>	<b>15 January 2009</b>	<b>15 January 2009</b>
January VAT	16 February	16 February
January Financial Statements	16 February	N/A
February VAT	16 March	16 March
February Financial Statements	16 March	N/A
<b>March VAT</b>		
<b>Quarter 4 / Year End Financial Statements</b>	<b>WEDNESDAY 22 APRIL 2009</b>	

#### 4. Further Information

For further information, please email [SchFinance@lambeth.gov.uk](mailto:SchFinance@lambeth.gov.uk) or ring 020 7926 9728.

# **PART B – FOR INFORMATION**

# Joint Area Review (JAR) of Services to Children, Young People and their Families in Lambeth

For additional information please contact:

Jason Preece	JAR Project Manager	020 7926 9761 <a href="mailto:jpreece@lambeth.gov.uk">jpreece@lambeth.gov.uk</a>
Louise Hudson	Senior JAR Project Officer	020 7926 9237 <a href="mailto:lhudson@lambeth.gov.uk">lhudson@lambeth.gov.uk</a>

**The purpose of this paper is to inform governors and headteachers about Lambeth's Joint Area Review (JAR) inspection, which will be taking place between 15 and 26 September 2008.**

## 1. What is the Joint Area Review (JAR)?

The JAR is one of the biggest ever inspections of how well children's services are being delivered in Lambeth by the council and its partners. The purpose of the JAR is to assess how well partners are working together in order to improve outcomes for the most vulnerable children and young people within the borough. The Inspectors want to find out what it is like to be a child or young person growing up in Lambeth and how well the services for them are being delivered.

The JAR will look much more closely at the views of service users, parents and carers than previous inspections have done. This includes case-tracking which looks at the level and effectiveness of multi-agency partnership working in detail.

## 2. When is the JAR?

The main inspection fieldwork JAR is 15–26 September 2008, but the inspectors visited the Council for a preliminary analysis week between 21–26 July when they looked at strategies and plans and reviewed case files.

## 3. What are the JAR Inspectors investigating?

Lambeth's JAR will have four core investigations:

- Safeguarding
- Looked After Children
- Children with Learning Difficulties and/or Disabilities
- Service management

The JAR Inspectors have also chosen to undertake two additional investigations in Lambeth:

- The impact of the partners' strategy on improving the provision of Children and Adolescent Mental Health Services (CAMHS)
- The effectiveness of inter-agency co-operation in tackling youth crime and behaviour.

## 4. How does the JAR involve schools?

The contribution of schools to improving the lives of children and young people in Lambeth is a key area of enquiry for the JAR Inspectors. The JAR Inspectors have requested to:

- Have a number of focus groups involving headteachers, designated teachers and SENCOs;
- visit a number of schools;

## 5. When will you be notified of your school's involvement in the JAR?

A number of headteachers that may be potentially asked to meet with inspectors or participate in focus groups or host a visit were contacted before the summer holiday. Confirmation of which

schools are to be involved in the JAR was sent on 2 September. It was not possible to do this before schools closed for the summer as the JAR Inspectors had not confirmed which focus groups and visits were to be held. Headteachers and school staff involved will receive briefing packs helping them to prepare and have been invited to attend a Preparing for the JAR event at the Oval Conference Centre on 5 September 2008.

#### **6. How can schools help with preparations for the JAR?**

It will be most helpful if headteachers and school staff can:

- make their diaries flexible between 15–26 September 2008 and be willing to rearrange appointments at short notice if necessary;
- make time to receive a telephone briefing;
- attend interviews or focus groups during the JAR Fieldwork 15-26 September;
- provide assistance if your school is requested to host a visit from Inspectors.

#### **7. Why is the JAR important?**

The JAR provides us with an opportunity to demonstrate all the great work that is going on in Lambeth and will also provide us with an objective assessment of where further improvements can be made. The results are published nationally, so a good result will also have a beneficial impact upon Lambeth's reputation and ability to recruit staff. The JAR will impact directly on the grade that the Council receives for the Audit Commission's Corporate Assessment inspection, which is taking place simultaneously with the JAR.

#### **8. Joint Area Review Timelines**

- **15-26 September:** JAR Fieldwork –Headteachers and school staff attend focus groups and visits of schools undertaken
- **29 October:** draft JAR report sent to Council
- **12 November:** deadline for submitting comments on draft JAR report
- **13 January 2009:** JAR report published on Ofsted website

#### **9. Further Information**

For further information, please contact Jason Preece or Louise Hudson – contact details above.

# School Federations in Lambeth

For additional information please contact:

Cathy Twist

Assistant Director, Standards

020 7926 9541

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

**The purpose of this paper is to inform governors and headteachers about the establishment of federations, for consideration as an alternative to recruitment of a headteacher to a single school for a fixed period of time.**

## 1. Introduction

A “federation” is a formal agreement for two or more schools to work together in partnership. A federation is usually established to raise standards at one or more of the schools; to promote inclusion; to find new ways of approaching teaching and learning and to build capacity between schools within a structured framework.

There are various models of partnership. In the case of a “**soft federation**” there is a non statutory arrangement which means that although working closely together and sharing some resources, the participating schools remain largely separate with separate budgets and separate governing bodies. They are led by an “Executive Headteacher” who works across both schools. There are structural changes in leadership and management in both schools. A school joining a soft federation gains an experienced Executive Headteacher who is sensitive to the ethos of the school and its particular needs; they also gain the expertise of other staff members from the supporting school. Through a soft federation, schools benefit from the experience, resources, staff, and facilities from the partner school

A “**hard federation**” is a more formal statutory arrangement. Although the schools have separate budgets, there is a single governing body that works across the federation. This enables more strategic and streamlined decision making.

Lambeth has considerable experience of brokering soft federations and there are currently six such arrangements in the borough. We also have one hard federation. All have proved highly successful, bringing enormous benefits to each school in terms of improved outcomes for pupils, professional development opportunities for teachers and other staff and economies of scale. By giving aspiring leaders and teaching staff at all levels the opportunity of working across a federation and under the guidance of a skilled Executive Headteacher, the model is an excellent way of developing a pool of future school leaders.

Of particular note is the diversity of the pairs of schools working together in Lambeth: these include two pairs of voluntary-aided and community schools working together, and a special school and a pupil referral unit. The longest running federation in Lambeth is nearly three years old, and improvements for pupils have been very significant with the supported school’s Key Stage 2 National Curriculum results more than doubling in the first year and continuing to rise in the second and the third.

Federations in Lambeth have been agreed for fixed terms and are subject to periodic review by the governors, the Executive Headteacher, the School Improvement Partner (SIP) and the Local Authority. Federations are monitored by a steering group comprising school and governor representatives and LA staff to ensure that they are delivering the best possible outcomes for children.

## 2. Why Federate?

Federations between schools increase capacity to achieve higher standards and recruit and retain the best staff, providing:

- An opportunity to work with a proven and successful Headteacher;
- improved teaching and learning provision;

- a structured way for each school to collaborate, learn from each other and share best practice;
- improved senior and middle management, the potential for joint appointment of staff and structured training;
- the possibility for joint staffing opportunities including sharing specialist teachers and wider career opportunities across the federation;
- governance support and development;
- a cost-effective and coherent curriculum, increasing the opportunity to fulfil individual students' needs, extending curriculum entitlement;
- models of good practice to improve teaching and learning, inclusion and SEN provision;
- saving on planning and administrative time;
- strategic planning, for example through the sharing of complementary specialisms.

### **3. What is the Role of the Governing Body in a “Soft” Federation?**

In a soft federation arrangement, each school's governing body remains accountable for decisions made within the school (in a “hard federation” the schools have a single governing body). There can be provision for a joint committee comprised of governors from the separate schools, but this is not a decision-making body. It would be up to individual governing bodies to authorise any plans.

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

**For more information on joining or offering your school to be a lead school in a possible future federation or if you would like to talk to executive headteachers currently working in Lambeth about their experience, please contact Cathy Twist on 020 7926 9541.**

The DCSF's Standards Site has a wide range of information about federations, including FAQs: <http://www.standards.dfes.gov.uk/federations/>.

A diagram, the “Federation Continuum”, clearly shows the difference between types of federation: <http://www.standards.dfes.gov.uk/federations/software/ContinuumAugust07.doc?version=1>.

The Federation Continuum is included in the two page “Guide to Establishing a Hard Governance Federation”: <http://www.standards.dfes.gov.uk/federations/pdf/govfedjulyv2.pdf?version=1>.

# Childhood Immunisation Agreement

For additional information please contact:

Liz Byron

Policy Officer

020 7926 1102

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

**The purpose of this paper is to ensure governors and headteachers are aware of an important agreement between the Primary Care Trust (PCT), the Local Authority (LA) and schools to share detailed demographic data in order to improve the uptake of childhood immunisations across the borough and, consequently, reduce preventable infections.**

## 1. Introduction

The Children and Young People's Strategic Partnership (CYPSP) has in place an "Overarching Information Sharing Protocol for key partners in Lambeth" which sets out the principles and requirements of sharing information across the partnership. **However, where information needs to be shared for specific purposes, a second tier agreement is needed for the parties concerned – a "purpose-specific information sharing agreement" (PSISA).**

Across Lambeth there is low immunisation take-up, with high and increasing records of preventable infections, particularly measles. There are also advances in immunisation methods and the type of immunisations available. Accuracy and timeliness of data would improve our opportunities to safeguard the health of children and young people in the borough and improve performance assessment processes. **A PSISA for Childhood Immunisation would offer this opportunity within a formal agreement, commonly understood by everyone involved.** In addition, we will be standardising current best practice in data sharing. This approach fits strategically with Department of Health (DoH) campaigns and the commitment of the CYPSP to share information that improves outcomes for children and young people in Lambeth.

## 2. Scope of the PSISA

The PSISA is aimed at an organisations' "operational management/practitioner" level and it will define the relevant business processes which support information processing/sharing between two or more organisations for a specified purpose, in this case, childhood immunisation. **Partners may use the information disclosed to them under a PSISA only for the specified purpose(s) set out in that PSISA document. They may not regard shared information as intelligence for the general use of their organisation, unless they have defined and agreed this purpose within the PSISA and have informed their respective service users of this use.**

## 3. What information will be shared?

Lambeth schools, the PCT and the LA will be sharing and validating demographic data on all children registered in and attending Lambeth educational settings. This includes all children and young people aged 0-19 who attend Lambeth provision and those for whom the Local Authority has responsibility. We will be sharing data held by the Lambeth PCT immunisation data management service (RIO). RIO is the single electronic health record used across all London PCTs. Excluded children will be dealt with separately via the LA.

The following information will be shared:

- child or young person's full name in order for them to be identified;
- date of birth as an identifier and accuracy check;
- gender to allow targeting of specific immunisation campaigns such as Human Papilloma Virus (HPV) for girls and young women;
- child's GP for validation and to provide contact details for follow-up purposes;
- school and year in order to locate cohort immunisation campaigns by school year, for example, 15 year old being offered Teenage BCG;

- home address to enable communication directly with the parent/carer during campaigns/outbreaks
- child's ethnicity (where this is readily shared with schools by parents) as groups of specific ethnicities can be more susceptible to certain diseases than people from other ethnic backgrounds. This information can help plan health services for the community as a whole and for particular groups or individuals.

#### **4. Why this information will be shared**

We will be sharing information to meet our Public Health duty and to fulfil our duty of care. We will also share information because our immunisation figures are low and present a risk to public health as a result. We will share information in order to ensure fully updated GP information, to validate information already held and to promote accuracy.

In order to protect public health, the PCT has a duty to maintain immunisation levels at specified thresholds. Take-up rates in Lambeth do not currently meet those thresholds.

Through sharing information we will be improving public health outcomes for all children and young people. We will also improve the security of transferring person-identifiable data between schools and the PCT which will improve parental confidence.

As a consequence of sharing this information we will be able to keep parents actively involved with the immunisation agenda; we will be able to keep schools open during outbreaks and minimise outbreaks. In the long term we aim to decrease school absences that are linked to preventable infections and sustain achievement for those children and young people.

#### **5. Who will share this information?**

The parties involved in sharing this information are:

- Schools with the PCT
- PCT with schools
- Local Authority with the PCT
- PCT with the LA

The PCT, the LA and schools have a legal basis for sharing this information under the Children Act 2004. Section 10 of the Children Act creates a duty to co-operate amongst organisations within the borough to improve the well-being of children within Lambeth. The Children Act makes specific reference to improving the physical well being of children through co-operation in section 10(2).

#### **6. Consent**

Under the Children Act 2004 the consent of the child or their parent or carer is not required for this agreement due to the nature of the information we are sharing. There are additional allowances under the Data Protection Act 1998 which also allow this information to be shared.

No consent is required where safeguarding is an issue. If a parent or carer states that they do not consent it will be good practice to explore their concerns, explain what information is required, who it will be shared with and for what purpose. Should the parent, carer, child or young person still refuse consent, they should be advised who to approach to discuss consent issues.

The PCT, the LA and schools inform parents and carers, as part of the registration process, of information that is likely to be shared or where consent is sought.

Relevant parents and carers will be notified by letter regarding specific immunisation campaigns affecting their child.

Parents and carers of children missing education will be informed by the Local Authority.

#### **7. Action to date**

Having been approved by the CYPSP working group on immunisation and Lambeth Headteachers' Council, a letter has been sent to all schools with a copy of the PSISA and signatures from headteachers are currently being returned so this work can be progressed.

# Estate Master Plan/Primary Capital Programme - Update

For additional information please contact:

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Programme Manager

020 7926 9419

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**The purpose of this paper is to update Governors and Headteachers on the progress made on the Primary Capital Programme and on the Estate Master Plan.**

## 1. Introduction

Following consultation with governors, headteachers and other stakeholders, Lambeth's Primary Strategy for Change was submitted to the DCSF by the 16 June 2008 deadline. The work is now concentrating on the Estate Master Plan, and this is described below.

## 2. Primary Capital Programme

The DCSF has said that our Primary Strategy for Change document will be reviewed over the summer, and responses issued in September. Possible outcomes are:

- Accepted without reservations, money available in April 2008;
- Accepted subject to the fulfilment of conditions – could lead to a delay in funding;
- Rejected, funding put on hold until acceptable submission made.

The Primary Strategy for Change document can be found on the Lambeth website:

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

## 3. Estate Master Plan

Lambeth Children and Young People's Service (CYPS) is preparing an Estate Master Plan. This is an exercise which will look at the whole of the CYPS property portfolio; produce an analysis of the risks and possibilities; and create a strategy for dealing with all property issues in the longer term.

To support the process NPS Property Consultants Ltd, wholly owned by Norfolk County Council, have been commissioned to carry out the detailed work and the study is under the direction of two senior staff members, one of whom is an educationalist and the other a property professional. The completed Strategy will provide a framework for CYPS to make decisions about its assets, and allow for closer integration with Lambeth's Corporate Asset Strategy and with those of other Council Directorates/divisions.

The Estate Master Plan exercise is being directed by a Working Party comprising LA officers and stakeholder representatives including a headteacher; a chair of a governing body and representatives of the Police, Primary Care Trust (PCT) and other partners.

The consultants are developing an Estate Master Plan to identify the full extent and nature of the estate, using available information where possible, and including:

- location of all CYPS controlled properties;
- condition, suitability, sufficiency and asbestos surveys and access audits;
- estimate of long term maintenance and running costs;
- potential capacity of estate;
- risk/opportunities associated with each site;
- current and potential capital value;
- other potential sites under the control of the Local Authority (LA) or stakeholders;
- assessment of future needs - immediate; medium term and long term.

This will enable the formulation of a strategy for the use of the estate to meet current and projected needs and inform decision making over the next 10-15 years, including the Asset Management Plan,

Capital Allocation and Pupil Place Planning for the Primary Schools. It has already contributed to the Primary Strategy for Change (PSfC) for the Primary Capital Programme (PCP). The Master Plan will incorporate information from the Building Schools for the Future (BSF) programme and will be able to support this in the future.

The consultants are working closely with Asset Management Planning and Development (AMPD), BSF, Asset Strategy, Planning and other departments within CYPS and the LA, and also with agencies including diocesan authorities, the PCT, Metropolitan Police, Fire Brigade and other members of the Lambeth Community to provide an holistic overview of the assets. While the initial focus of the Estate Master Plan is on the property portfolio, it must also determine and set out the nature and level of services that CYPS and other stakeholders wish to deliver through the estate. These will include national programmes, such as those indicated in the Children's Plan, and local priorities, such as the provision of extended services, and how these provisions might be funded. Headteachers and governors were consulted during the Primary Strategy for Change consultation process but a further consultation programme is currently being developed to ensure that all stakeholders are involved in the Estate Master Plan process.

It is anticipated that the final draft of the Master Plan, including a prioritised programme of works, will be ready for submission to Cabinet for approval by October 2008.

# **PART C – STANDARD UPDATES**

## SCHOOL TERM AND HOLIDAY DATES 2008/09

<b>Term</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>Number of days</b>
<b>Term One</b>	<b>Wednesday 3 September 2008</b>	<b>Friday 24 October 2008</b>	<b>38</b>
Holiday	Monday 27 October 2008	Friday 31 October 2008	
<b>Term Two</b>	<b>Wednesday 5 November 2008*</b>	<b>Friday 19 December 2008</b>	<b>33</b>
Holiday	Monday 22 December 2008	Friday 2 January 2009	
<b>Term Three</b>	<b>Monday 5 January 2009</b>	<b>Friday 13 February 2009</b>	<b>30</b>
Holiday	Monday 16 February 2009	Friday 20 February 2009	
<b>Term Four</b>	<b>Monday 23 February 2009</b>	<b>Friday 3 April 2009</b>	<b>30</b>
Holiday	Monday 6 April 2009	Friday 17 April 2009	
<b>Term Five</b>	<b>Monday 20 April 2009</b>	<b>Friday 22 May 2009</b>	<b>24</b>
Bank Holiday	Monday 4 May 2009		
Holiday	Monday 25 May 2009	Friday 29 May 2009	
<b>Term Six</b>	<b>Monday 1 June 2009</b>	<b>Friday 17 July 2009</b>	<b>35</b>

**Total number of days = 190**

\* Date shown applies if school is choosing "local flexibility" days Monday 3 November and Tuesday 4 November 2008 as Professional Development Days. **If not, Term Two will start on Monday 3 November 2008.**

### Bank and public holidays

Christmas Day	25 December	Easter Monday	13 April
Boxing Day	26 December	May Day Holiday	04 May
New Year's Day	01 January	Spring Bank Holiday	25 May
Good Friday	10 April	Summer Bank Holiday	31 August

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 1 September 2008
- Tuesday 2 September 2008
- Monday 3 November 2008
- Tuesday 4 November 2008
- Monday 20 July 2009
- Tuesday 21 July 2009
- Wednesday 22 July 2009

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.

## SCHOOL TERM AND HOLIDAY DATES 2009/10

<u>Term</u>	<u>Start Date</u>	<u>Finish Date</u>	<u>Number of days</u>
<b>Term One</b>	<b>Thursday 3 September 2009</b>	<b>Friday 23 October 2009</b>	<b>37</b>
Holiday	Monday 26 October 2009	Friday 30 October 2009	
<b>Term Two</b>	<b>Monday 2 November 2009</b>	<b>Friday 18 December 2009</b>	<b>35</b>
Holiday	Monday 21 December 2009	Friday 1 January 2010	
<b>Term Three</b>	<b>Monday 4 January 2010</b>	<b>Friday 12 February 2010</b>	<b>30</b>
Holiday	Monday 15 February 2010	Friday 19 February 2010	
<b>Term Four</b>	<b>Monday 22 February 2010</b>	<b>Thursday 1 April 2010</b>	<b>29</b>
Holiday	Friday 2 April 2010	Friday 16 April 2010	
<b>Term Five</b>	<b>Monday 19 April 2010</b>	<b>Friday 28 May 2010</b>	<b>29</b>
Holiday	Monday 31 May 2010	Friday 4 June 2010	
<b>Term Six</b>	<b>Monday 7 June 2010</b>	<b>Friday 23 July 2010</b>	<b>35</b>

**Total number of days = 195**

### Bank and public holidays

Christmas Day	25 December	Easter Monday	05 April
Boxing Day Holiday	28 December	May Day Holiday	03 May
New Year's Day	01 January	Spring Bank Holiday	31 May
Good Friday	02 April	Summer Bank Holiday	30 August

The school term and holiday dates for all community schools, including nursery schools and community special schools and voluntary controlled schools in the borough for 2009/10 are as above. It is usual practice for voluntary aided, foundation and foundation special schools, who can determine their own dates, to follow the community school pattern. The regulations governing school term and holiday dates stipulate that schools must be open to pupils for not less than 190 school days in any school year. Headteachers will need to designate, in consultation with staff, five Professional 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.

It is our view that headteachers should decide which dates should be INSET days. However, our strong recommendation is that at least one whole day should be allocated for professional 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. We have written to headteachers to ask if they would complete and return a form to Governor Services once they have finalised the professional training dates for their school for the academic year 2009/10. Please can this form be returned to David Jones in Governor Services by **Friday 3 April 2009**. The information provided by schools will be made available to parents and the public via the Lambeth website.

The beginning of Term One for the school year 2010-11 is expected to be **Wednesday 1 September 2010**.

**LAMBETH GOVERNOR SERVICES**  
**GOVERNOR SUPPORT OFFICER ALLOCATIONS – SEPTEMBER 2008**

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

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