

WORKING TOGETHER

AUTUMN 2007

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

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PLEASE NOTE THAT:

- You should take your copy of 'Working Together' to your school's governing body meeting.
- The 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 2007 and Spring 2008 Governor Training Programme is available as a separate booklet.

Executive Director's Report – Autumn 2007

Dear Colleague

Welcome to the beginning of a new school year after a much deserved break. I would like to begin by congratulating you all on the excellent work you have done in maintaining standards in our schools and the sustained improvement demonstrated across the borough. I am confident that, once all the results are validated, they will evidence continued progress.

As you have come to expect, this Working Together document contains a range of important information essential for the coming year. Please make good use of the content and contacts as the term progresses. This term's introduction covers a wide range of different issues including community cohesion, school transport and partnership arrangements.

Throughout this term we will be consulting schools on the support provided across Lambeth for vulnerable children. We are keen to hear your views on how this support can best be provided for the benefit of all vulnerable children in the borough by all relevant partners.

Good progress has been made on the provision of both primary and secondary places. Capacity is being increased at two primary schools and all Lambeth resident pupils who applied on time for a secondary place were offered one before the start of this term. Significant joint work has taken place to support children missing education, including the 'In Year Fair Access' protocol to address this issue and increasing capacity at Lambeth College.

The Home to School Transport service for pupils with special needs has been tendered and successfully awarded to Veolia UK for a period of five years with an option to extend to ten years. The new contract is an exciting opportunity to work in partnership with schools and Veolia to ensure that the service meets the highest specification and that children are transported safely in new sensory vehicles. The contract to support schools with curricular transport has also been awarded to Veolia.

There is considerable concern about the rise in first time entrants to the Youth Justice system. This is an issue which the Police and the Council take seriously, as do headteachers. We are concentrating on long term strategies including prevention, early intervention and Team Around the Child (TAC), all of which schools are closely involved in. We are looking carefully at what we currently do and how we can support vulnerable children and their families. The Children and Young People's Strategic Partnership intends to work with schools to tackle these issues and reduce crime and the fear of crime. The central role of schools in this work cannot be underestimated. Many of you met the police officers involved in this work at the last Working Together event. The Safer Schools Partnership has been increased so that every secondary school has a dedicated officer and all primary schools have safer neighbourhood teams.

You will be aware that all schools have a new duty, from September 2007, to evidence their contribution to community cohesion. A paper covering the details is included in this issue on page 19. Under this duty schools need to:

- provide opportunities for interaction between pupils from different backgrounds;

- consider how aspects of your work already support integration and community harmony;
- take stock of what has worked so far and consider where there is scope for a more explicit focus on the impact of your activities on community cohesion;
- consider how the duty can also contribute to your duty to promote children's well-being and help deliver the Every Child Matters outcomes.

I know there is already significant work amongst Lambeth schools which can provide evidence of fulfilling this duty and a strong base for sharing good practice.

There has been good progress with the TAC as some interim area managers have been appointed and permanent positions been advertised. Recruitment of Family Support Workers is well underway and 180 people have received Common Assessment Framework (CAF) training. A comprehensive programme for the delivery of CAF training to schools based staff, their partners and governors has been developed and sessions for the autumn have been published. An update on the development of the TAC is on page 44.

Finally, revised performance management regulations for teaching staff came into effect from 1 September 2007. All governing bodies should have approved a performance management policy by now, but will also need to approve a pay policy that meets the new requirements, including arrangements for appeals. Under the revised arrangements, the first performance management planning statement should be completed by 31 October for teachers and by 31 December for headteachers. Schools will need to ensure that all teachers are briefed on the revised performance management arrangements agreed - a full briefing on the key actions for governing bodies is on page 14.

I look forward to working closely with all of you in the forthcoming academic year in delivering the ECM agenda. We have some exciting challenges issues ahead which we will meet in partnership for the benefit of all children and young people in Lambeth.



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 all governing bodies are advised to:

- make arrangements to provide Lambeth Governor Services with up-to-date information about the governing body's current membership and contact details **(see page 7)**.
- note that the Department for Children, Schools and Families (DCSF) has published revised guidance on exclusion from schools and ensure that any governor who is likely to take part in a governing body review of the Headteacher's decision to exclude a child has read the current guidance and has received appropriate training **(see page 10)**.
- agree a Performance Management Policy that meets the new requirements.
- appoint three Governor Reviewers to carry out the Headteacher's performance review by 31 December 2007.
- agree a Pay Policy that meets the new requirements, including an appeals mechanism.
- note that Lambeth has a classroom observation protocol, agreed locally with the trades unions.
- appoint an Appeal Committee.
- establish a Pay Committee to consider recommendations and make decisions about pay.
- agree arrangements for governor training to support Performance Management as appropriate **(see page 14)**.
- ensure that appropriate policies and procedures are in place for ensuring the safety of pupils, staff and other users when using the Internet in school and that these are reviewed regularly. **(see page 17)**
- use the guidance from the DCSF on the new requirement for schools to promote Community Cohesion to inform its self-evaluation processes **(see page 19)**.
- make arrangements to respond to the consultation on the Lambeth formula for the allocation of the Ethnic Minority Achievement Grant (EMAG) in October 2007, following the announcement from the DCSF **(see page 21)**.
- ensure that adequate governance arrangements are in place in the following areas:
 - a register of business interests is in place and is updated regularly;
 - a register of gifts and hospitality is in place and is updated regularly;
 - adequate monitoring of budgets and financial performance is carried out;
 - rigorous asset control measures are established, securing the management of assets**(see page 23)**.
- make arrangements to respond to the Local Authority's consultation on the Fair Funding Formula for 2008/09 **(see page 25)**.
- ensure that all staff are aware of the newly revised Professional Standards for Teachers and that the school is using them from September 2007 **(see page 27)**.
- note the implications of the revised Construction (Design and Management) Regulations 2007, particularly the changes to the responsibilities of the 'client' **(see page 29)**.
- seek appropriate technical/professional advice before the school embarks on any construction project using its own funds.
- ensure that the school appoints an appropriately qualified professional (architect, surveyor or engineer) to give advice on any construction project it funds itself.

- review current health and safety management arrangements with regard to legionella and asbestos (**see page 31**).
- consider whether to nominate one or two governors or members of staff to link with the Lambeth Parent Forum (**see page 33**).
- consider the benefits of the Well-Being Programme and encourage the Headteacher to sign up for their school and staff (**see page 35**).
- consider the LA's recommended school term and holiday dates for 2009/10 and submit any comments by Wednesday 19 December 2007 (**see page 37**).
- support the introduction of 'Five and Thrive' linked to a whole school food policy (**see page 39**).

If they have not already done so, primary and special school governing bodies are advised to:

- make the necessary arrangements to approve a Disability Equality Scheme for the school by 3 December 2007 in accordance with the requirements of the Disability Equality Act 2005 (**see page 12**).

Governing bodies of schools with Children's Centres and/or extended services are advised to:

- consider whether to adopt an appropriate model of governance according to their particular circumstances (**see page 41**).

Governance Matters – Autumn 2007

For additional information please contact:

Peter Compton Governor Support Officer

020 7926 9636

pcompton@lambeth.gov.uk

David Jones Governor Support Officer

020 7926 9669

djones@lambeth.gov.uk

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

RECOMMENDATIONS: that the governing body

- makes arrangements to provide Lambeth Governor Services with up-to-date information about the governing body's current membership and contact details (see section 2).
- notes that the DCSF has published revised guidance on exclusion from schools and ensures that any governor who is likely to take part in a governing body review of the Headteacher's decision to exclude a child has read the current guidance and has received appropriate training (see section 9).
- makes the necessary arrangements to approve a Disability Equality Scheme for the school in accordance with the requirements of the Disability Equality Act 2005 (see section 14).

1. School Governing Body Model Agenda – Autumn 2007

As usual, a model agenda for your governing body meeting(s) can be downloaded as a word document from the School Governors section on the Lambeth website - go to www.lambeth.gov.uk 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 62.

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. Does Your Governing Body Have Vacancies?

If you have governor vacancies and you are looking for a governor with a particular skill such as financial planning or project management, we may have just the person you are looking for. The **School Governors' One Stop Shop (SGOSS)**, a small independent charity which recruits potential school governors with business and management skills, sends us details of volunteers who are committed and enthusiastic; who want to contribute to their community and possess a variety of transferable skills that can be put to good use on school governing bodies.

Recent research indicates that:

- 29% of respondents are now either chair or vice chair of their governing bodies.
- At least 80% have been involved in high level tasks such as chairing a committee, appointing staff or carrying out the Headteacher's performance review.

Prospective governors complete an application form listing their skills and experience and are aware of what being a governor entails: they are informed about the time commitment involved; the necessity for them to attend meetings; that the ideal governor term is four years and are asked to consider these requirements before volunteering.

We hold a substantial list of prospective governors from the One-Stop Shop and you can get details of prospective governors from your Governor Support Officer, or you can notify the One-Stop Shop about a vacancy direct by completing a vacancy notification form online or by downloading it from the SGOSS website.

The School Governors' One-Stop Shop is at Unit 11, Shepperton House, 83-93 Shepperton Road, London N1 3DF, tel. 0870 241 3883, email: info@schoolgovernors-oss.co.uk, website: www.sgooss.org.uk.

4. Department for Children, Schools and Families (DCSF)

On 28 June 2007 the Prime Minister set up three new government departments to replace the Department for Education and Skills (DfES) and the Department of Trade and Industry (DTI). **The Department for Children, Schools and Families (DCSF) is responsible for "improving the focus on all aspects of policy affecting children and young people, as part of the government's aim to deliver educational excellence"**.

5. New School Governance Regulations

New school governance regulations came into effect on 25 May 2007:

- School Governance (Constitution) (England) Regulations 2007
- School Governance (New Schools) (England) Regulations 2007
- School Governance (Procedures) (England) (Amendment) Regulations 2007
- School Governance (Federations) (England) Regulations 2007
- School Governance (Parent Council) (England) Regulations 2007

Most of the changes are fairly technical, but some of the major ones are:

- the requirements for the constitution and membership of governing bodies of trust schools;

- provision for the removal of partnership governors from governing bodies;
- arrangements for the composition, role and support of parent councils which trust schools are required to establish; encouragement for other categories of school to establish parent councils; and a new duty for governing bodies to have regard to the views of parents.

The new regulations and statutory guidance can be downloaded from Governonet: <http://www.governonet.co.uk/publishArticle.cfm?topicAreaId=1&contentId=1342&pageStart=1&sortOrder=c.publishDate>.

6. A Guide to the Law for School Governors

The new CD-ROM edition of 'A Guide to the Law for School Governors' is now available. 15 copies should by now have been delivered to your school, addressed to the Chair of Governors for distribution. Additional copies can be ordered from DCSF Publications at dcsf@prolog.uk.com or on 0845 602 2260, quoting reference 00418-2007CDO-EN **free of charge**. The Guide will no longer be available in hard copy format but revised copies in the new format should be issued twice every year.

7. Local Authority (LA) Governor Appointments

The open recruitment policy for the appointment of LA governors is continuing to work well. Over 50 governors were appointed during the last school year with governors from 12 schools taking part as members of the panels, for which we are very grateful. There are now 188 LA governor posts on the governing bodies of Lambeth schools. At the end of August 2007 there was one vacant place.

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. Forms are also available from libraries and Council offices. 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 2007/08 school year are as follows:

- Term One - Wednesday 26 September 2007
- Term Two - Tuesday 4 December 2007
- Term Three - Thursday 14 February 2008
- Term Four - Wednesday 26 March 2008
- Term Five – Wednesday 14 May 2008
- Term Six – Tuesday 1 July 2008

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

If you want to discuss any aspect of the process please do not hesitate to contact David Jones in Governor Services. David can be contacted on 020 7926 9669 or email: djones@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. Teaching Awards

Congratulations to Lesley Terry from Kingswood Primary School, who was awarded the 2007 BT award for Teacher of the Year in a Primary School in London at the regional teaching awards ceremony in June. In October Lesley will be considered for the national award along with the other regional winners.

The annual awards are the leading celebration of the brightest and best in the country. You can help celebrate their achievements and reward their dedication by nominating headteachers, teachers, teaching assistants, governors and schools.

Nominations for the 2008 awards are now open - nominating is a quick and easy process which only takes a few minutes: <http://www.teachingawards.new.ik.com/nominations/>. If you have any queries about making a nomination please call 020 7776 2340 or email nominations@teachingawards.com.

9. Exclusion from School

The Summer 2007 edition of Working Together included a full briefing on the then DfES consultation on proposed changes to the requirements for tackling behaviour, discipline and exclusion under the Education and Inspections Act 2006. **Revised guidance, 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units – September 2007' has now been published. The main changes affecting schools are as follows:**

- When deciding to exclude a pupil the Headteacher should ensure a record is kept of his or her actions and those of other staff (para 21 f);
- further guidance on breach of school rules on appearance (para 24 e);
- **important changes to the actions a school should take following a fixed period exclusion (paras 35–38). For example, the school must**
 - **inform parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion;**
 - **provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer;**
 - **inform own and, if different, pupil's home LA of a permanent exclusion immediately.**
- New requirements for reintegration interviews (paras 39-41);
- changes to the guidance on what actions should be taken following a permanent exclusion (paras 48-49);
- revised guidance on Parenting Orders and Contracts for behaviour (paras 42-44);
- revised guidance on looked after children (paras 64-70);
- Revised model letters – **it is very important that all the information in these model letters is included in your school's exclusion letters.**

All schools have been sent a new information pack which includes model letters containing the required local information. If you have any queries please ring 020 7926 9687.

All governors, headteachers and clerks should be well informed about the latest law and guidance on exclusion. The new guidance is available here: <http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance2007/> or hard copies can be obtained from DCSF Publications at dcsf@prolog.uk.com or on 0845 602 2260, quoting reference no. 00611-2007BKT-EN **free of charge**. Included in the guidance is advice on the separate roles of the Headteacher and the governing body and model letters are provided for use in a range of circumstances. Headteachers should “carefully follow the procedures set out in law and statutory guidance” and should take care that the letters, procedures and documentation being used are up-to-date.

It is important to note that the stage where governors review the Headteacher’s decision to exclude a child permanently is an integral part of the process and is not an ‘appeal’. **Any governor who is likely to take part in such a review should ensure they have read the guidance and have received appropriate training.**

A training course for clerks on the ‘Law and Practice on Exclusion from School’ will be held on Wednesday 19 September 2007 from 2.00pm – 4.30pm. A course for governors will be held on Wednesday 19 March 2008 from 6.30pm – 8.30pm. Further details and a booking form are included in the Autumn 2007 and Spring 2008 Governor Training Programme. Governors and headteachers are welcome to attend together.

10. Transforming Youth Services

The Children and Young People’s Service is leading a transformation project in 2007 to strengthen the services and systems within youth services so it can deliver the Lambeth Youth Strategy, launched last year. This project is particularly concentrating on range of universal and targeted community youth services including: Youth Service, Positive Activities for Young People (PAYP), Connexions and voluntary sector grants.

The project is focusing on three key areas:

- setting up the correct structures to lead and direct the implementation of the strategy through a Youth Project Board, Youth Joint Commissioning Board, a strong performance management framework and a clear communications plan
- putting a management and staffing structure in place to carry out the strategy, which takes full advantage of the opportunities offered by the Team Around the Child framework
- making sure that all staff are enabled to carry out their roles in implementing the strategy.

Many exciting events and activities are being promoted as part of the project, including an event to celebrate Lambeth Peace Month in September and drop in surgeries with CYPS staff to get information on the development of the Youth Service. For the first time a directory and range of leaflets on what youth services are available in each town centre area will also be launched.

For further information please contact Sandra Goodwin, Project Manager, on 020 7926 9006 or email sgoodwin@lambeth.gov.uk.

11. A Governor’s Guide to Sustainable Schools and Toolkit

The DCSF have developed a series of tools to help governors think creatively to build a sustainable future for their schools. Firstly, a booklet: 'Strategic, Challenging and Accountable: A Governor’s Guide to Sustainable Schools' sets out the principles for school leaders in creating the right backdrop for sustainable schools. This publication can be downloaded or ordered free of charge from the Teachernet Online Publications section:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-00445-2007&>.

On the same webpage there is a downloadable presentation with notes designed for governors to use as a starting point in their meetings (taking about 30 minutes) and a two hour long workshop with notes and handouts designed for experienced facilitators to use with governors and school leaders.

For further information email sustainable.schools@dfes.gsi.gov.uk or visit the Sustainable Schools site: <http://www.teachernet.gov.uk/sustainable-schools/>.

12. Sentinel Anti-Bullying Project

The Sentinel Anti-bullying pilot will start in September 2007. The Sentinel software will allow school staff to record and report on instances of bullying and hate, including racist incidents, in a central database, securely, over the Internet.

The Sentinel software will support schools with their duty to report racist incidents and to monitor all incidents of bullying and hate. The Lambeth Hate Crime Strategy defines a hate incident as "all hate incidents based on race, disability, sexual orientation and faith whether or not they constitute a criminal offence".

The pilot scheme is the first of its kind in the UK and is designed to enable participating Local Authorities (LAs) to take a coordinated approach to tracking and managing such incidents. We are hoping that Sentinel will eventually supersede the current system for reporting on racist incidents as an easy and user-friendly alternative.

Wave 1 will begin in September 2007 with ten schools, including, primary, secondary and special schools. Schools not chosen for the first wave will be asked to join in Wave 2.

For further information and advice please contact Rebecca Cribb on 020 7926 9237 or email rcribb@lambeth.gov.uk.

13. Disability Equality Scheme – Reminder

The Disability Discrimination Act (2005) requires that **all primary schools, special schools and Pupil Referral Units have a Disability Equality Scheme in place by 3 December 2007**. A model Disability Equality Scheme for schools is available here: <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/ModelDESForSchools.htm>. The model provides a foundation from which schools can work, but will need to be modified by each school to include specific priorities and needs.

For further information and advice please contact Rebecca Cribb on 020 7926 9237 or email rcribb@lambeth.gov.uk.

14. 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, and can usually be downloaded either from the DCSF website: <http://www.dcsf.gov.uk/>; the DCSF governors' website: 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 an up-to-date online version of the 'Guide to the Law for School Governors'. 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. Nowadays the DCSF does not send out paper copies of any document as a matter of course – all important documents are published on Governonet, often before they become widely available. Hard copies are now often only available on request.

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 or ring 0845 602 2260.

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

Alternatively you could contact Governorline – 08000 722181 or www.governorline.info – 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.
- 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.
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - www.governors.fsnet.co.uk.
- Times Educational Supplement (TES), the governors' section of the TES – www.tes.co.uk/governors.
- www.ukgovernors.org.uk/ which has been set up as an alternative to the discussion boards/forums on Governonet, but is purely for discussions and does not have any downloadable content or background materials.

Performance Management – Key Actions for Governing Bodies

For additional information please contact:

Peter Compton	Governor Support Officer	020 7926 9636 pcompton@lambeth.gov.uk
David Jones	Governor Support Officer	020 7926 9669 djones@lambeth.gov.uk
Dorothy Horsford	Teaching & Learning Consultant	0207 926 9899 dhorsford@lambeth.gov.uk

The purpose of this paper is to set out the key actions for governing bodies in relation to the new Performance Management arrangements that came into effect on 1 September 2007.

RECOMMENDATIONS: that the governing body

- agrees a Performance Management Policy that meets the new requirements - see section 2.
- appoints three Governor Reviewers to carry out the Headteacher's performance review by 31 December 2007 – see section 3.
- agrees a Pay Policy that meets the new requirements, including an appeals mechanism – see section 5.
- notes that Lambeth has a classroom observation protocol, agreed locally with the trades unions – see section 6.
- appoints an Appeal Committee – see section 7.
- establish a Pay Committee consider recommendations and make decisions about pay – see section 8.
- agrees arrangements for governor training to support Performance Management as appropriate.

1. Introduction

The Summer 2007 edition of Working Together included a comprehensive briefing on the new Performance Management requirements from 1 September 2007. Governors, headteachers and teachers all have key roles to play and responsibilities to discharge in the Performance Management process. Some requirements are unchanged but there are some significant changes to the process.

Outlined below are some of the specific actions required by governors. This advice is based on guidance from the TDA (Training and Development Agency for Schools) and should be read alongside the Summer 2007 briefing, which can be found here:

<http://www.lambeth.gov.uk/NR/rdonlyres/B83FBBE4-3D1A-418F-81B3-24A95339C18E/0/WorkingTogetherSummer2007.pdf> .

2. Performance Management Policy

If it has not already done so, the governing body must establish the school's Performance Management Policy. It must also monitor the operation and outcomes of performance management arrangements and review the policy and its operation every year. In doing so governors must:

- decide whether to direct responsibility for drafting the policy to the Headteacher. Where the Headteacher formulates the policy, the governing body may modify it before adopting or rejecting it;
- establish a process for seeking to agree the Performance Management Policy with the trades unions having regard to outcome of consultation with all staff;
- establish a process for monitoring the operation of Performance Management;
- receive an annual report from Headteacher on performance management arrangements;
- review the Performance Management Policy annually – seek to agree revisions with the trades unions;
- establish a timetable for the Performance Management process within the school in line with the revised Regulations.

Governing bodies are strongly advised to adopt the model Performance Management Policy published by the Rewards and Incentives Group (RIG), available on Teachernet: <http://www.teachernet.gov.uk/docbank/index.cfm?id=11093>.

3. Governor Reviewers

The governing body must appoint two or three Governor Reviewers to review the Headteacher's performance on an annual basis. It is recommended that governing bodies appoint three Governor Reviewers in case of lack of availability.

For voluntary aided schools, if the governing body appoints:

- two Governor Reviewers, at least one of them shall be a foundation governor of the school;
- three Governor Reviewers, not less than two of them shall be foundation governors.

4. Take External Advice

The appointed Governor Reviewers must take external advice from the School Improvement Partner (SIP), when one has been appointed. SIPs have already been allocated to secondary schools but will not be in place in primary and special schools until April 2008. Until then, primary and special school governing bodies may either use a paid external provider or they may continue to use the free service available from the Lambeth. Please contact Judith Hare, Education Adviser Team Leader, on 020 7926 9836 or jhare@lambeth.gov.uk if you would like further information.

5. Pay Policy

The governing body must agree a Pay Policy and make decisions about pay and career progression based on pay recommendations made by reviewers. In doing so governors should:

- set out the basis on which teachers' pay will be determined,
- describe how the Performance Management arrangements will work, including a classroom observation protocol, and
- state the procedures for determining appeals (see below).

Various pay policies have been produced but we are awaiting the publication of the Model Pay Policy promised by the Rewards and Incentives Group, to be published on Teachernet in due course. Confusingly, the document which currently appears on Teachernet in the 'Revised Performance Management Documents' section is the out-of-date 2006 model policy WHICH IS NO LONGER VALID. We will alert you as soon as the new model policy is available.

6. Appeals

An integral part of the pay policy is the appeals process. **The governing body must establish an Appeal Committee to hear any appeals from staff and the Headteacher in line with the school's Performance Management Policy. The committee must comprise three governors who are not employed at the school and who have not been appointed to carry out the Headteacher's performance review.**

7. Pay Committee

There is no change to the arrangements for making pay decisions. It is for the governing body's Pay Committee to consider recommendations and make decisions about both staff and the Headteacher's pay. **We recommend that the Pay Committee should consist of the three appointed Governor Reviewers to avoid any communication problems regarding the Headteacher's performance review.**

8. Budget

The governing body must identify a budget allocation to support training and development needs identified as part of Performance Management and also budget for pay progression for all eligible teachers.

9. Continuing Professional Development (CPD) Policy

The governing body must develop or review existing CPD policy to reflect the revised Performance Management regulations and ensure individual arrangements are equitable, transparent and fair, managed effectively and applied consistently.

10. Further Sources of Information

The Education (School Teacher Performance Management) (England) Regulations 2006:
[http://www.teachernet.gov.uk/doc/10404/The%20Education%20\(School%20Teacher%20Performance%20Management\)%20\(England\)%20Regulations%202006.pdf](http://www.teachernet.gov.uk/doc/10404/The%20Education%20(School%20Teacher%20Performance%20Management)%20(England)%20Regulations%202006.pdf)

The Rewards and Incentives Group guidance:
<http://www.teachernet.gov.uk/doc/10405/PM%20Guidance%20print%20final%20Nov%2006.pdf>

Current pay and conditions information including pay scales and pay discretion:
<http://www.teachernet.gov.uk/management/payandperformance/pay/STRBreportdec2005/>

Useful Performance Management documents can also be found on the Lambeth website:
<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/Teachers/SchoolPMDocs.htm>

The Lambeth protocol on classroom observation can be found here:
<http://www.lambeth.gov.uk/NR/rdonlyres/8E9FFCDA-D767-4309-9999-AB6F3F60D9EC/0/Lambethguidanceforlessonobservations.doc>.

E-Safety – Safe Use of the Internet in Schools

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The purpose of this paper is to provide governors and headteachers with recommendations for ensuring the safety of pupils, staff and other users when using the Internet in school.

RECOMMENDATION: that the governing body ensures that appropriate policies and procedures are in place and that these are reviewed regularly.

1. Introduction

As part of their wider duty of care, schools must ensure that children and young people are able to use the Internet and related communications technologies safely and appropriately. Technology such as firewalls and filtering and monitoring software are an important aspect of safeguarding the school's computer networks.

The Internet is a wonderfully valuable resource for the enhancement of learning and teaching through the use of ICT, however, the safety of pupils needs to be ensured. Governing bodies must make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes Internet Safety.

2. Guidance

All schools must have an Acceptable Use of the Internet Policy (AUIP) in place covering all users of the Internet. Discipline policies must also be in place that refer to the AUIP and cover abuse such as cyber bullying.

Governing bodies must ensure that all staff are aware that:

- Pupils should be appropriately supervised when using the Internet.
- All users should only access the Internet through a filtered system.
- Staff and other adults should be aware that children can access previously visited websites by accessing the history function.
- All users should be aware that **all** sites visited are logged by the filtering system.
- No filtering system can be 100% effective.
- Children should never give out personal details online or be able to be individually contacted.
- School websites should not include personal details of any child or adult. If it is deemed necessary to publish a photograph, permission must first be sought.
- Schools should ensure that pupils are aware of safety issues around use of sites and systems such as MSN, Bebo, My Space etc.

School Internet policies should be reviewed annually and all users should be made aware of the policy and should sign a declaration stating that they have read, understand and will adhere to it, including parents/carers signing for children.

Examples of Internet Acceptable Use Policies can be found on some of the websites below.

3. Further Sources of Information

Becta: <http://schools.becta.org.uk/index.php?section=is> – this site has a wide range of advice and resources for schools, including model policies and booklets and leaflets that can be downloaded.

LGfL Safety Site: <http://cms.lgfl.net/lgfl/web/safety> includes model policies.

The Lambeth Futureclass site:

<http://www.lambeth.futureclass.net/Resources/ResourcesIndex.cfm?SubjectID=37> includes a model Acceptable Use of the Internet Policy here:

<http://www.lambeth.futureclass.net/Resources/viewResource.cfm?resourceID=417&s=0>

New Duty to Promote Community Cohesion

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the new requirement for schools to contribute towards community cohesion from September 2007. From September 2008 Ofsted will be reporting on the contribution a school makes as part of the inspection process.

RECOMMENDATION: that the governing body uses the newly published guidance from the Department for Children, Schools and Families (DCSF) to inform its self-evaluation processes.

1. Introduction

From September 2007 schools are required to demonstrate their contribution towards community cohesion. This 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.”

A cohesive community is one where “there is a clearly defined and widely shared sense of the contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country.” Most schools already work in ways that promote community cohesion and the guidance aims to build on the best of that practice.

New, non-statutory guidance for schools on promoting community cohesion was published by the DCSF in July 2007.

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

Since May 2002 all schools have been required to promote race equality and to have a Race Equality Policy in place.

3. Lambeth’s context

Lambeth is a religiously diverse area - the 2001 national census indicates that 58.8% of Lambeth residents define themselves as Christian; there are also increasing numbers of Muslims, and other minority religions represented in the borough. Lambeth is also linguistically diverse - the 2006 language survey of schools shows 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 15th 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 - black boys are also over represented in exclusions 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 schools will need to continue to improve to ensure full community cohesion.

4. Ofsted inspections

From September 2008, Ofsted Section 5 inspections will report on the school's contribution to community cohesion for the first time. It is worth noting that since 2002, no school in Lambeth has been judged to cause Ofsted concern.

5. Guidance on community cohesion - the role of schools:

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

- **Teaching, learning and the curriculum** - to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **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 eliminating variations in outcomes for different groups.
- **Engagement and ethos** - to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

6. Further Sources of Information

The full guidance can be found here:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=11610>.

Ofsted will also be publishing information about how it intends to inspect a school's contribution to promoting community cohesion - check their website: www.ofsted.gov.uk.

Consultation on the Ethnic Minority Achievement (EMA) Grant 2007/08

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The purpose of this paper is to alert governors and headteachers to the forthcoming revised EMA allocations formula, which will result in a consultation on a new Lambeth formula.

RECOMMENDATION: that the governing body makes arrangements to respond to the consultation in October 2007, following the announcement from the Department for Children, Schools and Families (DCSF) – see Section 2 below.

1. Introduction

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

- Meeting the needs of pupils for whom English is an Additional Language (EAL) - in Lambeth, in 2006 43.7% of pupils had EAL; 2006 figures show 32% of pupils were not fluent (at stages 1-3) in primary schools, and 17% were not fluent in secondary 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 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), and Black African (this is in particular the Somali community).

The DCSF recommends that LAs make schools aware of the proportion to support each of these two categories - this has not happened in Lambeth in 2006/07.

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

- 40% EAL (- English as an additional language - 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 (these are: 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.

Broadly speaking, the LA has retained the maximum amount it is allowed to - about 15%. This means that about 85% of the total budget is normally devolved directly to schools, in

three different instalments, one tranche per term. The budget is ring-fenced, and must be used for the specific purposes as outlined above.

DCSF formula: the revised national formula is likely to provide more flexibility for LAs, due to the changing nature of recently arrived pupil populations (for example, from the A8 countries).

2. Recommendations for Governors and Headteachers to Consider

- that all future funding decisions are data-driven, ie. reflect more fully the needs of Lambeth's most disadvantaged and under-performing pupils from Black and Minority Ethnic communities (this would mean a greater emphasis on current and any future under-performing groups of pupils - ie. in terms of EMA, Black Caribbean, Portuguese, Somali, Gypsy/Roma and Irish Travellers, Refugees and Asylum Seekers; as well as funding to support EAL pupils who are in need of language support).
- that different formula are presented to Headteacher representatives, following the announcement from the DCSF, so that schools are consulted before a revised formula is in place for 2007/08.

3. Further Sources of Information

The final guidance will be published on the DCSF website in October 2007:

www.dcsf.gov.uk/publications/.

Finance – Key Findings from School Audit Reviews

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The purpose of this paper is to provide governors and headteachers with a summary of the findings and recommendations identified by the Council's Annual Internal Audit Report for Schools 2006-07.

RECOMMENDATIONS: that governing bodies ensure that adequate governance arrangements are in place in the following areas:

- a register of business interests is in place and is updated regularly;
- a register of gifts and hospitality is in place and is updated regularly;
- adequate monitoring of budgets and financial performance is carried out;
- rigorous asset control measures are established, securing the management of assets.

1. Introduction

Internal Audit is a key element within the system of internal control and corporate governance within Lambeth's schools and relies on the goodwill and co-operation of management to perform its duties and provide an independent assurance. It is management's responsibility to maintain systems of risk management, internal control and governance.

2. Key Themes

Eight schools were audited during the last financial year. The results indicate an improvement in standards (61 recommendations in total were raised in 2006/07 for eight reviews, compared to 77 for seven reviews in 2005/06, and 110 for eleven reviews in 2004/05). However, in light of the recommendations raised, it can be seen that weaknesses remain within the control environment for the schools reviewed:

Risk Rating	2006/07
Very High	0 (0%)
High	4 (7%)
Medium	45 (74%)
Low	12 (19%)
Total	61

The key areas for improvement are:

- **Up to date Scheme for Financial Delegation (Financial Regulations)** – all schools should have approved financial regulations listing the financial responsibilities and duties of the governing body; identifying financial delegated authority; responsibilities regarding contracts and procurement; security of assets etc. All schools have been provided with a Schools Financial Procedures Manual and a revised edition will be available during Autumn 2007.

- **A Register of Business Interests** should be maintained for all governors, the headteacher and any staff who control budgets or influence financial decisions. The onus is on individual governors and members of staff to keep their entries up to date. **If an individual has no business interests then this should still be recorded.**
- **A register of gifts and hospitality** should be maintained and staff attention should be drawn to the existence of the register. The register should be subject to regular review by the governing body.
- **Training for governors** - whilst not compulsory, all governors, however experienced, need training to improve their effectiveness in the role and to keep abreast of developments that may affect their school. It is particularly important that governors undergo training related to any special responsibilities they take on, for example, it is a requirement for the Financial Management Standard in Schools (FMSiS) that Resources Committee members have financial management competencies.
- **An asset register** which should include data on assets recorded in a suitable format, for example, cost, location etc should be maintained. There should also be a procedure for the disposal of assets. A member of staff should be nominated who will be responsible for the disposal of assets and who will ensure that any asset authorised for disposal is taken off the asset register promptly. The reason for disposal should be recorded and the school should demonstrate that the assets are either obsolete or surplus to requirements.
- **Monthly budget monitoring reports** should be produced on a timely basis, and presented to the Resources Committee and governing body termly.

3. Receptiveness to Audit Review and Investigation

Internal Audit are still finding that there are significant delays in finalising audit reports as schools fail to meet deadlines for providing formal management responses. Internal Audit relies on the goodwill and cooperation of management in order to fulfil its duties, and encourages governing bodies and headteachers to continue to develop a participative and consultative approach during audit procedures.

5. Further Sources of Information

- Financial Management Standard in Schools (FMSiS) Summary Guide to Governance and Accountability for schools: http://www.fmsis.info/uploads/S1_4.doc
- FMSiS Summary Guide to Internal Financial Controls: http://www.fmsis.info/uploads/S5_2.doc
- Audit Commission Report - Keeping Your Balance: Standards for Financial Management in Schools: <http://www.audit-commission.gov.uk/reports/NATIONAL-REPORT.asp?CategoryID=&ProdID=DB5B6379-A1C8-46cd-AB59-0E114CE9D211>
- Ofsted Report – Making it Better: Improving School Governance: <http://www.fmsis.info/uploads/r10.pdf>

Fair Funding Formula 2008/09 - Consultation

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The purpose of this paper is to provide governors and headteachers with a summary of the funding factors being considered for revision in the LA's 2008/09 fair funding formula for schools.

RECOMMENDATION: that the governing body makes arrangements to respond to the consultation on the Fair Funding Formula for 2008/09.

1. Introduction

At the start of each financial year both the Schools Forum (SF) and the School Revenue Funding Working Group (SRFWG) consider which funding factors will be reviewed for the following financial year. The review can be prompted by changes in the school funding arrangements, DCSF priorities, the LA's Strategic Plan and views of headteachers and governors on the Schools Forum and the Schools Revenue Funding Working Group (SRFWG).

2. Objectives of the Review

The School Finance (England) Regulations Act (2006) places a duty on a local authority to consult with headteachers and governing bodies on changes to the local fair funding formula. Lambeth has given a commitment to a continuous review of the formula factors which drive the funding to schools and it remains good practice for all schools to understand the basic principles underpinning, and any changes made to, the Local Authority's formula.

3. Factors Under Review for 2008/09

- **Fluency in English** - schools receive an allocation related to the number of pupils not fully fluent in English (Stages 1 – 3), as recorded by the annual Language Survey (subject to any agreed moderation or updating). Under existing arrangements, funding is weighted so that stage 3 receives 3 times as much funding as stage 1.

Stage	Weighting	Unit Funding
Stage 1	3	£137.46
Stage 2	2	£274.92
Stage 3	1	£412.39

There are a number of issues on the quality of data and the assessment of pupils which makes it an imprecise measure for use in funding decisions. There are inconsistencies between the fluency data and KS2 results as in many schools at least 25% of the pupils that have been assessed at being at stage 1, actually achieved level 4 at KS2 in English (deemed fluent) and in a significant number of schools, over 50% of stage 2 bilingual pupils achieved level 4 and above at English.

The Authority is proposing that the stages 1-3 are no longer weighted but receive equal per unit funding. The proposal is supported by the SF and SRFWG and will be included in the autumn consultation with schools.

- **Small Schools Protection** - the funding allocated through the main formula elements is intended to provide for schools in the normal planned size range of one to three forms of entry. However, schools which fall significantly below this size range are likely to have difficulty in sustaining the full curriculum without additional financial support. Primary schools whose roll (excluding nursery classes) is below 190 pupils receive a supplementary allocation related to the difference between their roll total and 190. In 2007/08, 5 schools received small schools protection funding, totalling £134,883. The SRFWG is reviewing funding for small schools to see if any changes should be implemented.
- **Building Schools for the Future (BSF)/Major Primary Projects** - over the coming years a number of schools will be involved in the substantial new build of their school premises or moving entirely to a new site as part of the BSF project. We recognise that such large projects will require a substantial amount of headteacher involvement in, for example, decanting arrangements, meetings with architects / projects managers, supporting parents etc. Past experience has shown that schools have needed to backfill for staff engaged on the project and as schools are not funded for this activity, any financial support has been on an ad-hoc and unstructured basis.

The SF and the SRFWG will be presented with a proposal for direct financial funding through the fair funding formula to support those schools involved in BSF and major targeted capital projects commencing 2008/09.

- **Special Schools** - the Special Educational Needs team has been undertaking a joint review with the headteachers of the special schools on the criteria for the bands of learning difficulty and designation of each of the schools. A joint proposal has been agreed on reducing the number of bands from 5 to 4 and work is currently being undertaken on the modelling financial impact.

The final proposal will be included in the autumn consultation with schools.

4. **Next Steps**

The proposed changes to the Authority's fair funding formula will be agreed by the SF at its meeting on the 10 October 2007. A full consultation with all schools will take place thereafter.

4. **Further information**

For further information, please contact the Schools Finance team on 020 7926 9728.

Revised Professional Standards for Teachers

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the revised Professional Standards for Teachers that have been published by the Training and Development Agency for Schools (TDA). The revised standards will replace existing teacher standards from September 2007.

RECOMMENDATION: that the governing body ensures that all staff are aware of the new standards and that the school is using them from September 2007.

1. Introduction

A revised framework of professional standards for teachers has been published by the Training and Development Agency for Schools (TDA). The revised standards will replace existing teacher standards from September 2007. They form the first clear, progressive framework of standards for teachers and a key element of the 'new professionalism' agenda.

2. The Framework of Professional Standards for Teachers in England

The standards are statements of a teacher's professional attributes, knowledge and understanding, and skills. They clarify expectations at each career stage and what progression looks like for:

- the award of Qualified Teacher Status (QTS) (Q)
- teachers on the main scale (Core) (C)
- teachers on the upper pay scale (Post Threshold Teachers) (P)
- Excellent Teachers (E)
- Advanced Skills Teachers (ASTs) (A)

The standards will act as backdrop to the revised performance management arrangements, helping teachers identify how they need to develop professionally to progress in their careers.

3. Terminology

Please note that in the revised framework the performance threshold standards are called the post-threshold standards and the induction standards are called the core standards.

4. Lambeth schools briefing

A briefing session for headteachers and governors to enable schools to start using these standards in the assessment of their teachers and, in particular, the Newly Qualified Teacher intake will have to be assessed against these revised standards in the autumn. The briefing will take place at International House on Thursday 4 October from 4.00 – 6.00pm. To book a place on the course please contact Gareth Ball via email gball@lambeth.gov.uk or call 020 7926 9829.

5. Further Sources of Information

A copy of the revised standards can be found on teachernet:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=11525>

Further information on the revised standards can be found at:

<http://www.teachernet.gov.uk/teachingandlearning/professionalstandards/>

Changes to the Law Affecting Construction Projects Commissioned by Schools

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The purpose of this paper is to provide governors and headteachers with information about the revised Construction (Design and Management) Regulations 2007 (CDM 2007), which came into force on 6 April 2007. The revised Regulations affect how schools and governing bodies undertake construction projects using their own funds.

RECOMMENDATIONS: that

- the governing body notes the implications of the revised Construction (Design and Management) Regulations 2007, particularly the changes to the responsibilities of the 'client'.
- appropriate technical/professional advice is sought before the school embarks on any construction project using its own funds.
- the school should appoint an appropriately qualified professional (architect, surveyor or engineer) to give advice on any construction project it funds itself.

1. Introduction

The Construction (Design and Management) Regulations (CDM) were first introduced in 1994 to ensure the safety of the workforce, the occupants of buildings and the general public while building works were taking place. They required the compilation of a health and safety plan for the works, the appointment of a Planning Supervisor (normally a consultant) and a notification of the works to the Health and Safety Executive (HSE).

2. The Revised Regulations (CDM 2007)

The revised regulations (CDM 2007) came into force on 6 April 2007. CDM 2007 focuses more clearly on the roles of the principal participants in a construction process, ie. the client, the designer(s), the contractor and, for larger projects, the CDM Coordinator and Principal Contractor.

In general, works that were previously affected by CDM were larger works which required the appointment of a consultant (who would look after these responsibilities along with their other duties). However, the revised Regulations apply to **all** construction works, no matter how small, including general building maintenance and mechanical or electrical installation work.

3. Client Duties

CDM 2007 defines the client as any organisation or individual for whom a construction project is carried out – the budget holder who controls and commissions the work. **For self help schemes in schools where Devolved Formula Capital or other local funded sources are being used, the client would be deemed to be the Chair or a nominated member of the school governing body, or a senior manager.** The client will no longer

be able to appoint a Client's Agent as in the past. **In addition, the role the client plays in managing the health and safety of a project is now particularly emphasised.**

The school's nominated client representative will be responsible for assessing if the project is notifiable to the HSE. Projects must be notified to the HSE by signing and submitting an F10 Notice proforma if they are:

- expected to last more than 30 working days
- or
- involve 500 person days or more.

The school's nominated client representative will be responsible for:

- appointing a competent team (team members are only acceptable if they have sufficient experience and ability to carry out their duty in relation to the project) or work under the supervision of a competent person, are adequately resourced and appointed early enough for the work they have to do. Competence must be assessed by the client using a specified set of criteria.
- taking reasonable steps to ensure projects are properly managed, consider welfare and take account of Workplace (Health, Safety and Welfare) Regulations 1992.
- provide pre-contract information (relevant information likely to be needed by any contractors etc) as follows:
 - any existing Health and safety File
 - information as to future use
 - information about or affecting the site or the construction work, eg. copy of asbestos survey
 - lead-in time allowed for Design team and Contractor

and, if the construction work is notifiable to the HSE, will also be responsible for:

- appointing a CDM Coordinator, to advise and assist with their duties and to co-ordinate the arrangements for health and safety during the planning phase.
- appointing a Principal Contractor, to plan and manage the construction work.

Overall, the regulations will make schools more accountable for health and safety in self help building projects. Ignorance is no defence and clients, including schools, need to ensure they follow up with their obligations. Failure to do so could lead to criminal prosecution, and, on conviction, imposition of penalties as laid down by the Health and Safety at Work etc. Act 1974.

4. Training

A training programme aimed at managers and school governors will be introduced in Autumn 2007 – further details to follow. These sessions will be designed to outline the CDM regulations 2007 and, in particular, the new duties that will affect schools as the client.

5. Further Sources of Information

Further information can be found on the HSE website:
<http://www.hse.gov.uk/construction/cdm.htm>.

Health and Safety – Legionella, Asbestos and Audit

For additional information please contact:

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The purpose of this paper is to remind governors and headteachers of their responsibility for ensuring requirements of health and safety legislation are implemented in schools and other premises under their control.

RECOMMENDATION: that the governing body should review current health and safety management arrangements with regard to the subjects set out below.

1. Legionella

Under the Health & Safety at Work etc Act 1974 and other legislation employers, self-employed and persons in control of premises have a duty to consider the risks from legionella. Legionella is a type of bacteria common in natural and artificial water systems which can survive at low temperatures and thrive at temperatures between 20c-45c. They are killed at higher temperatures and this is the main method used for their control in domestic water systems.

To ensure that water quality is managed correctly in education and other premises the responsible person must:

- ensure that a full risk assessment is carried out by a competent person of legionella susceptible plant within their premises;
- identify potential sources of legionella, assess the risk to health and implement measures for prevention or to minimise the risk;
- ensure that the assessment is written and reviewed where necessary e.g. if there are any changes to the system or management;
- ensure that the system is regularly inspected and maintained and that records are kept.

If expertise is not available within the organisation or within individual schools, it may be necessary to employ a specialist water treatment company to complete the risk assessment and implement a maintenance system.

Additional information is given in HSE publication Legionnaires disease, a guide for employers LAC27 which is available here:

<http://intranet.lambeth.gov.uk/StaffServices/HumanResources/HealthAndSafety/>.

2. Asbestos

As required by The Control of Asbestos at Work Regulations 2002, all schools in Lambeth should now have been surveyed to identify the presence of asbestos containing materials. The information should also be uploaded to the asbestos database maintained by CYPS and the information must be made available to contractors and others who are commissioned to work on school and other education sites. However, a number of recent incidents where asbestos containing materials have been disturbed has highlighted the need for responsible persons within schools and other premises to review their current asbestos management arrangements to ensure that they are adequate. **All schools have a duty to competently manage asbestos and if you are in doubt whether your school has been surveyed or you are not aware of the procedure for accessing and updating information relating to**

your premises, please contact Asset Management Planning & Development (AMPD) on 020 7926 9435/9419.

For those with responsibilities for managing asbestos containing materials in Lambeth premises, the Corporate Health and Safety team together with CYPs will be arranging asbestos awareness training based on Lambeth's existing Asbestos Management Plan. For further information please contact Corporate Health & Safety on 0207 926 3226 or AMPD. Health and Safety Website:

<http://intranet.lambeth.gov.uk/StaffServices/HumanResources/HealthAndSafety/>.

3. Health & Safety Audit

An audit of the Health and Safety management systems of all Lambeth Schools was carried out by a consultant during the 2003/2004 academic year. The results were analysed and the information used to develop a proactive priority programme of follow-up 3 year cycles of inspections and audits. The Corporate Health and Safety Adviser for CYPs is currently undertaking the first of these 3 yearly re audits and to date, has visited 10 of the 12 schools identified as needing to make significant improvements to their management systems. The Health and Safety Adviser will be contacting the remaining schools to arrange a suitable date/time to visit and complete the audit.

The audit will:

- a) cover the management of health and safety in schools and will include the following areas:
 - Management of Health and Safety
 - Risk Assessment
 - Premises and Equipment
 - In and out of school Activities
 - Emergency arrangements

- b) include:
 - an initial interview with the Headteacher
 - an inspection of the school with the Premises Officer.

Each audit will take approximately half a day, depending on the size of the school.

If you would like to book a visit prior to the Health & Safety contacting you please contact Beverley Russell, on 020 7926 3226 or on email brussell@lambeth.gov.uk.

Lambeth Parent Forum

For additional information please contact:

Denise Downie-Campbell Lambeth Parent Advocate 07932 046897
ddownie-campbe@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the Lambeth Parent Forum, which will act as an umbrella forum for all the other groups and forums within the borough that work with parents.

RECOMMENDATION: that the governing body considers whether to nominate one or two governors or members of staff to link with the Lambeth Parent Forum.

1. Parent Advocate

Denise Downie-Campbell has been in post as Lambeth Parent Advocate since January 2007. Her key responsibilities are:

- to develop and promote links with all key parents groups in Lambeth
- To be an advocate for parents to support their access to services provided by the CYPS through sign-posting.
- To work closely with a range of officers responsible for promoting parent partnership to ensure a co-ordinated approach to working across the Borough.
- To liaise with all services within CYPS to promote the voice of parents.
- To set up a Lambeth Parent Forum

2. Lambeth Parent Forum

The Parent Forum has been set up to draw together all the other parent groups within Lambeth. Its terms of reference were drawn up between parents and officers, the most significant being:

- to ensure that parents receive information in a variety of ways and to close gaps in the profile of information available across agencies.
- to ensure that all information is clear, easily understood and accessible.
- to improve parents access to the range of Lambeth Services.
- to ensure that parents views are reflected fairly and accurately to the CYPS Board.
- to demonstrate that parental viewpoints can be heard, acted upon and help shape strategy.

3. Parent Forum Link

The link person(s) nominated by the governing body to link with the Parent Forum will need to be able to attend four formal and two networking meetings during the course of the year. The meetings last about two hours and are held at different venues around the borough.

The link person(s) should disseminate information from the Forum meetings to parents within their school setting and report any feedback to the Forum. **Nominations should be made direct to Denise Downie-Campbell – contact details above.**

4. Achievements to Date

There have been four Forum meetings to date where parents have been working with a website editor from Lambeth to make the Lambeth website more user-friendly. The Lambeth Parent Forum webpage was launched on 4 July 2007 and can be found here: www.lambeth.gov.uk/parentsforum. If your school would like to advertise events on this website please do not hesitate to get in touch with Denise Downie-Campbell.

Well-Being Programme for Lambeth Schools

For additional information please contact:

Kevin Ronan Recruitment and Development Manager

020 7926 9828

kronan@lambeth.gov.uk

The purpose of this paper is to give an insight into the Well-Being Programme that was piloted successfully in twenty Lambeth schools last year and encourage all Lambeth schools to sign up for the Programme in 2007/08.

RECOMMENDATION: that the governing body considers the benefits of the Programme and encourages headteachers to sign up for their school and staff.

1. Introduction

The Well-Being Programme is a unique organisational development process that helps schools to reach their potential by concentrating not only on what causes stress, but also what creates well-being. Using a comprehensive online survey schools go on to develop an action plan.

Following the very successful Well-Being pilot programme, which we ran last year with 20 Lambeth schools, and recent meetings at national level with Chris Ashton, Divisional Director, Inclusion and Standards Division, and the national Health and Safety Executive (HSE), we are very keen to extend the opportunity to all Lambeth schools this year. Working in partnership with Worklife Support we have agreed upon a two year programme which would help to strengthen the staff team in all schools. Schools can choose to support and strengthen their whole staff team through the Well-Being Programme and individual staff through the Employee Assistance Programme.

The Programme has many benefits for employees and schools and also links in with other programmes currently in operation such as Healthy Schools, Investors in People, Remodelling and Recruitment and Retention. Further to this it helps schools and LAs meet their statutory responsibility for the HSE's five management standards and OFSTED also view schools involved with Well-Being in a positive light.

It has been agreed at Director level in the LA and through Heads Council that Lambeth will encourage all schools to get involved in this Programme as it helps schools meet their statutory responsibility under Health and Safety legislation and also helps reduce work-related stress and sickness and absence in school-based staff.

2. Benefits of the Well Being Programme

- The Programme is designed to help schools transform themselves as an organisation and improve the well being of the school and its staff and ultimately its effectiveness
- This is done by a process of self review (anonymous process with all staff) and then professional dissemination of schools strengths, weaknesses and priority areas for development and action.
- LAs and school involved in the Programme have indicated the main benefits as:
 - less stress in school, improved sickness and absence;
 - more motivated staff;
 - improved recruitment and retention of staff;

- head start in the school Self Evaluation Process (SEF);
- enhanced communications and teamwork in school;
- meeting duty of care under Health and Safety legislation;
- improved standards through increased stability and motivation;
- more inclusive working practice;
- individuals feel more valued and a healthier and more stable workplace.

3. Cost to schools

The cost of the Well-Being Programme to schools will be £12 per head per employee per year – so a school with 50 employees would pay £600 for the whole year.

4. Timing, Commitment and Signing Up to the Well-Being Programme

Schools can sign up for the 2007/08 Programme **up until Friday 29 September 2007.**

In terms of commitment needed from the school, the Well-Being Team (3 people) would need to:

- attend a half-day of training on the Programme;
- brief school staff and ensure all staff complete the online survey over a two-week period;
- attend a full-day development day to get feedback and work on action plans;
- any time commitment schools wish to commit after that to work on their action plans in school.

Schools need to complete a participation agreement to sign up for the Programme, or they can request more information in order to make a decision. Please contact Kevin Ronan on 0207 026 9829 or email kronan@lambeth.gov.uk.

5. Further Sources of Information

Worklife Support, who run the national Well-Being Programme, can be found at: www.worklifesupport.com.

The stress management standards from the HSE can be found at: www.hse.gov.uk/stress/standards/standards.htm.

Consultation on Recommended School Term and Holiday Dates for 2009/10

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

dgjones@lambeth.gov.uk

The purpose of this paper is to consult headteachers and governing bodies on the recommended school term and holiday dates for the year 2009/10.

RECOMMENDATION: that the governing body considers the proposed dates and submits any comments by Wednesday 19 December 2007.

1. Introduction

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

2. Proposed Dates for the 2009/10 Academic Year

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

- Start the school year on a September date as near as possible to 1 September;
- Equalise teaching and learning blocks (roughly 2x7 and 4x6 weeks);
- Establish a two-week spring break in early April irrespective of the incidence of the Easter bank holiday. (Where the break does not coincide with the bank holiday the date should be nationally agreed and as consistent as possible across all local authorities);
- maintain a summer holiday of at least six weeks, except in those local authorities which historically have had less than six but more than five weeks;
- Identify and agree annually designated periods of holiday, including the summer holiday, where Headteachers are recommended not to arrange teacher days.

3. Professional Training Days (INSET)

From the 195 pupil days set out below, headteachers will need to designate, in consultation with staff, five 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.

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

Inclusion and Standards Division – Governor Services

SCHOOL TERM AND HOLIDAY DATES 2009/10

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

Total number of days = 195

The first date of Term One for the school year 2010/11 (as proposed by LGA) is expected to be Wednesday 1 September 2010.

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

'Five and Thrive' and the School Food Policy

For additional information please contact:

Sue Farr

Head of CYPS Contracts Unit

020 7926 9675

sfarr@lambeth.gov.uk

The purpose of this paper is to:

- **inform governors and headteachers about the introduction of 'Five and Thrive' to schools in Lambeth to support the education and promotion of healthy eating in school**
- and
- **to remind governors and headteachers that all schools are required to have a whole school food policy and that resources are available to support this.**

RECOMMENDATION: that the governing body supports the introduction of 'Five and Thrive' linked to a whole school food policy.

1. Introduction

National Healthy School status requires schools to meet criteria in four themes. These criteria relate not only to the taught curriculum but also to the emotional, physical and learning environment that the school provides. Schools are encouraged to use a whole school approach involving the school community in respect of:

- Personal, Social and Health Education
- Healthy eating
- Physical activity
- Emotional Health and well being

The promotion and management of healthy school food also supports key aspects of the OFSTED inspection. All schools have now received a Whole School Policy CD to support the strategic implementation of healthy eating; curriculum resources to support the national curriculum in the classroom and resources to practically promote the policy throughout the school.

2. 'Five and Thrive'

Building on the success and enthusiasm of the healthy eating assemblies, 'Five and Thrive' is to be introduced to all schools that require it. The main aim of 'Five and Thrive' is to promote healthy eating and to encourage all children to make healthy choices at lunchtime.

'Five and Thrive' has been devised to engage children in the promotion and implementation of the whole school food policy and to actively include them to carry out responsibilities as thrive guides. A pilot with a group of pupils at Wyvil Primary School has been very successful. The pupils have thrived on taking on this new responsibility and all children are enthusiastic about healthy eating.

2. Key Actions for Governors

The Autumn 2006 edition of *Working Together* included a briefing on the requirement for all schools to approve a food policy to ensure that all aspects of food and drink in the school promote the health and wellbeing of pupils.

If they have not done so already, all governing bodies should:

- adapt and bespoke the LA's model core food policy and action plan
- regularly review and discuss the action plan
- consider implementing 'Five and Thrive' at school

Guidance on Governance of Sure Start Children's Centres and Extended Schools

For additional information please contact:

Laura McFarlane Interim Assistant Director, Early Years
and Sure Start

020 7926 9547

lmcfarlane@lambeth.gov.uk

The purpose of this paper is to draw governors' and headteachers' attention to the new non-statutory guidance 'Governance Guidance for Sure Start Children's Centres and Extended Schools', issued by the then DfES in May 2007.

RECOMMENDATION: that governing bodies of schools with Children's Centres and/or extended services consider whether to adopt an appropriate model of governance according to their particular circumstances.

1. Introduction

The guidance summarises the models of governance that can be adopted by children's centres, both standalone centres and those on school sites, and by extended schools. It focuses on the key roles and responsibilities of local authorities, children's centre managers, advisory boards and governing bodies in taking decisions on governance. It also covers the importance of involving parents in developing and delivering services.

Good governance arrangements enable sure start children's centres and extended schools to ensure services meet local needs and contribute to improving outcomes for children, young people and families. This document uses the term governance to mean the system of decision-making which will determine the services offered through sure start children's centres and extended schools, and make sure they meet local needs and offer value for money.

Models of governance will vary, and will be built on a range of existing governance structures. As such, this guidance does not offer a one-size-fits-all model, but provides clarity about decision-making, the roles and responsibilities of different parties, and a range of governance models that sure start children's centres and schools may choose to adopt, working within the statutory framework set by local authorities and children's trust arrangements. Whereas schools have a governing body with functions prescribed in law, sure start children's centres have no statutory basis for governing bodies. We do however see scope for and an important role in decision-making for a **sure start children's centre advisory board** which, while not a statutory body with legal powers, can bring forward the views and detailed local knowledge held by parents and the local community.

The guidance falls into seven sections:

- **Sections 1-3** cover over-arching issues;
- **Section 4** focuses on the role of children's trust partners;
- **Section 5** on sure start children's centre advisory boards and centre managers;
- **Section 6** on the role of the governing body in delivering extended schools;
- **Section 7** signposts further resources.

2. Further Sources of Information

The guidance signposts readers to key sources of advice and further guidance, as well as to online case studies. The guidance is accompanied by a toolkit on extended services for school governors, which puts these principles and issues into practice.

Hard copies of this publication were sent to chairs of governors and Sure Start Children's Centre managers in June 2007.

A full copy of the guidance can be downloaded here:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-00356-2007&>.

The extended services toolkit can be downloaded from:

www.tda.gov.uk/extendedservicesforgovernors.

The Training and Development Agency for Schools (TDA) have produced a Governors' Policy Briefing on 'Planning and Funding Extended Schools':

http://www.tda.gov.uk/upload/resources/pdf/g/governors_policy_briefing_june.pdf

To find out more about extended schools and Children's Centres, go to: www.childrens-centres.org, www.surestart.gov.uk or

www.teachernet.gov.uk/wholeschool/extendedschools.

PART B – FOR INFORMATION

Team around the Child (TAC) Update

For additional information please contact:

Sandra Morrison Programme Director, Change Management 020 7926 9952
smorrison@lambeth.gov.uk

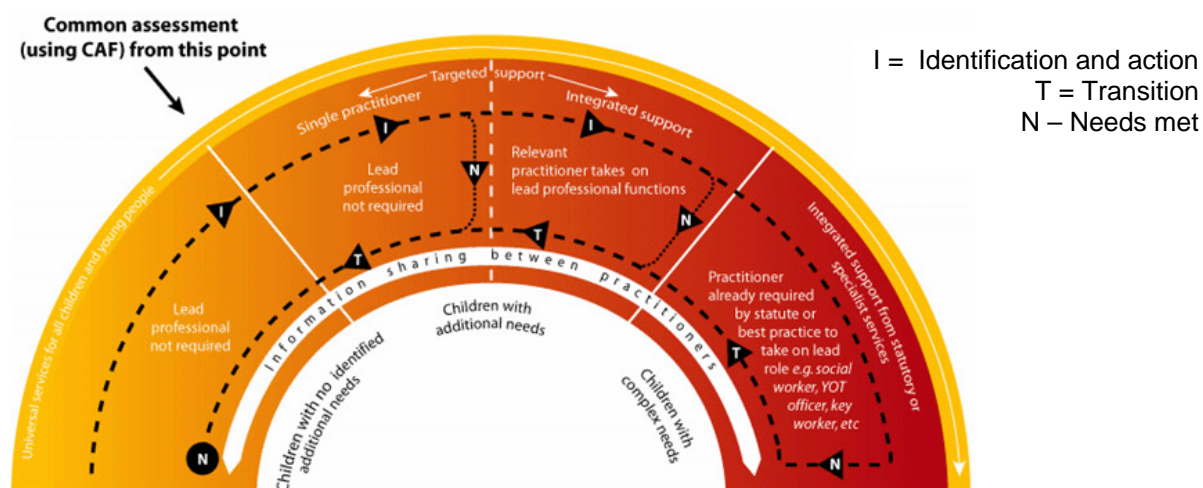
The purpose of this paper is to update governors and headteachers on the development and implementation of the Team around the Child (TAC).

1. Introduction

In February 2007 the Children and Young People’s Strategic Partnership (CYPSP) agreed to the implementation of the Team around the Child (TAC) as one approach for integrating service delivery, supporting early intervention, increasing preventative working and multi-agency working.

The Team around the Child (TAC) is a model of working that brings together a range of professionals and services – ‘the team’ - to address the individual needs of a child or young person. The membership of the team may include, professionals from health, social care, education, housing, schools, voluntary and community groups, and will be determined by the needs of the child/young person.

These multi-agency teams will focus on meeting the needs of children and young people who have additional needs. The term additional needs is the term now used by the Department of Children, Families and Schools (DCFS) to describe **those children and young people at risk of poor outcomes** as defined by the Every Child Matters policy document and the Children Act 2004. The diagram below shows the continuum from those with no identified needs to those with complex needs. The TAC will focus on those with additional needs.



Source DCFS/ECM

The implementation of TAC will be organised around three planning areas based on the PCT localities known as North, South East and South West – a map is available on request. The decision to organise the TAC around three planning areas will result in the alignment of services across the partnership to create multi agency teams within each of the areas. This approach is expected to improve partnership working and increase the consistency of professional arrangements and service delivery for children and young people and their families within the three planning areas.

Further details about the Team around the Child is available from the TAC website on www.lambeth.gov.uk/tac.

2. Raising Awareness

A number of information sharing presentations and workshops were organised across the partnership to begin to 'mobilise' colleagues for this new way of working. Audits were carried out across the partnership to identify those staff that will be part of the TAC arrangements. 700 staff ranging from health visitors, educational psychologists, school nurses, Child and Adolescent Mental Health Service (CAMHS) workers and education welfare officers have been identified to be part of the TAC teams.

To further support the development of implementation of the TAC an operational guide and model has been developed to guide practitioners through the CAF process and accessing services through the TAC. These documents are available online for comment – see www.lambeth.gov.uk/tac. Final documentation will be circulated to all schools.

3. Common Assessment Framework (CAF)

Following the half day CAF awareness sessions that were organised earlier on in the year, a two day intensive training course on the CAF which includes training on the legal aspects of information sharing, consent issues, the completion of the assessment process and the role of the lead professional is being provided.

200 professionals have been trained and are able to complete the assessment of children and young people, with further training dates have been identified to ensure that staff in schools and other agencies have as many opportunities as possible to undertake CAF training. This training is vital to the implementation and development of the TAC as it is through the identification and assessment of need through a CAF that resources will be allocated to the individual TAC to support children and young people and their families. CAF is a national initiative and is designed to reduce the need for multiple assessments and will be used by all professionals across the partnership to identify need. Headteachers and chairs of governors may find it useful to identify which staff should be invited to attend CAF training sessions. The dates and venues for the training are as follows:

Tues 2/Weds 3 October 2007	336 Brixton Rd, SW9 7AA
Tues 6/Weds 7 November 2007	336 Brixton Rd, SW9 7AA
Tues 20/Weds 21 November 2007	Phoenix House, 10 Wandsworth Road, SW8 2LL
Tues 27/Weds 28 November 2007	Lambeth Town Hall, Brixton Hill, SW2 1RW
Tues 18/Weds 19 December 2007	Phoenix House, 10 Wandsworth Road, SW8 2LL
Tues 8/Weds 9 January 2008	336 Brixton Rd, SW9 7AA
Tues 22/Weds 23 January 2008	Lambeth Town Hall, Brixton Hill, SW2 1RW
Tues 5/Weds 6 February 2008	336 Brixton Rd, SW9 7AA
Tues 26/Weds 27 February 2008	336 Brixton Rd, SW9 7AA
Tues 4/Weds 5 March 2008	Lambeth Town Hall, Brixton Hill, SW2 1RW
Tues 18/Weds 19 March 2008	Lambeth Town Hall, Brixton Hill, SW2 1RW

If you would like to book a place on a course, please email the CAF training team: CAF@lambeth.gov.uk.

4. Headteachers Advisory Group

Earlier this year a letter was sent to all schools inviting headteachers to become part of an advisory group overseeing the development of the TAC. There are now 19 schools involved in this group, which has been involved in the development of the family support worker service, the appointment of the Area Managers for the TAC and the development of joint working with other agencies and providers.

The membership of this group is as follows:

South East Locality		South West Locality		North Locality	
School	Headteacher	School	Headteacher	School	Headteacher
Loughborough Primary School	Richard Thornhill	King's Avenue Primary School	Richard Thornhill	Henry Fawcett Primary School	James Walker
Fenstanton Primary School	Sally Hindle	Julian's Primary School	Alison Møller	Archbishop Sumner CE Primary School	Ursula Ovenden
Stockwell Primary School	Janet Mulholland	Holy Trinity CE Primary School	Lascelles Haughton	Vauxhall Primary School	Shirley Wilson
Crown Lane Primary School	Yvonne Steel	Streatham Wells Primary School	Rosemary Newlove	Johanna Primary School	Diana Morgan
St Luke's CE Primary School	Catherine Mitchenall	Immanuel & St Andrew CE Primary School	James Robinson	Allen Edwards Primary School	Pauline Turnham
St Jude's CE Primary School	Joanne Taylor	Richard Atkins Primary School	Julie Roberts		

5. Recruitment of Area Managers

There has been a positive response to the adverts for these posts and final interviews are scheduled to take place in early October and the appointment panel will include headteacher and partnership representation. In the meantime, interim Area Managers have been recruited on fixed term contracts to move the implementation of the TAC forward. We welcome Angie Morgan – South West locality - and Geraldine Abrahams – North locality. The South East locality post will be filled by the end of September 2007.

6. Family Support Services

With the support of governors and headteachers, the Schools Forum has agreed to fund the establishment of a Family Support Service. This service will be an integral component of the TAC and will be accessed through the area managers according to needs identified following the completion of a CAF.

Over the next 12 months partnership working between schools, CYPS, the voluntary and community sector and colleagues from the Health Service will support the development of a specification for the commissioning of family support services to support children and young people with additional needs which will compliment the family support services that support those children and young people with complex needs.

7. Enhanced CRB Checks and Contact Point

The implementation of the TAC has highlighted the need to ensure that all professionals and staff who have access to information and data about young people, as well those have direct contact with or access to children, must have an enhanced CRB check. The launch of the national database, ContactPoint, and our own local arrangements require professionals seeking information and wishing to share information about children with additional needs to have an enhanced CRB check and to have under gone CAF training.

8. Conclusion

The development of the TAC is an exciting opportunity to work with headteachers and governors to ensure that children and young people with additional needs receive the support they require. Each of the TAC Area Managers will be establishing local forums to enable headteachers and governors to meet with professionals from other agencies who will be supporting the children and young people within their localities.

Election of Parent Governor Representatives (PGRs)

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

dgjones@lambeth.gov.uk

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

1. Introduction

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

An election was held during spring 2007 when Scott Swinton was elected from 1 April 2007. A further election was arranged during summer 2007 to fill the remaining vacancy.

2. Outcome of the Recent Election

The closing date for eligible parent governors to nominate themselves was Friday 15 June 2007, by which date nominations had been received from Andrew Sides, parent governor at Archbishop Tenison's School, and Cathy Harvey, parent governor at Dunraven School. Ballot papers were sent out to parent governors eligible to vote on Monday 25 June 2007 with Friday 20 July 2007 as the deadline for receipt. The Returning Officer has confirmed that 27 valid ballot papers were received and that the votes cast for each candidate were as follows:

- **Andrew SIDES 6**
- **Cathy HARVEY 21**

Thanks are due to the candidates, parent governors and headteachers who participated in the election process and congratulations to Cathy Harvey, who has been elected as a PGR for two years from 1 September 2007.

Cathy Harvey asked for this opportunity to introduce herself:

"I have been a parent governor for nearly 12 years, serving for 10 years at Henry Cavendish Primary School, where I was chair for 7 years, and the last 3 years at Dunraven School, where I am chair of the Curriculum and Standards Committee.

Professionally my 18 years in industry and 5 years in the voluntary sector have equipped me with the analytical, negotiation and listening skills which this role demands. I am active in Dunraven's parents' association and a member of Lambeth Governors' Forum – just two of the arenas which enable me to keep in touch with the general views of parents in Lambeth.

I have lived in Lambeth for 17 years and am committed to the provision of a quality education service. During my years in the borough I have seen many

improvements in the local authority, and in the relationships it has with schools, but I think there is constantly a need for strong parental representation when the council considers education and other young people's issues. I believe I can be that strong voice."

Please see below for Cathy's contact details.

3. Further Information

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

If you wish to contact Cathy Harvey you can telephone her on 07940 590 890 (m) or 020 8677 1954 (h) or email cathy@cathyharvey.net. If you want to write to her you can do so c/o Dunraven School, Governor Services or Democratic Services:

- Dunraven School, Leigham Court Road, SW16 2QB
- Governor Services, 6th Floor, International House, Canterbury Crescent, SW9 7UE
- Democratic Services, Lambeth Town Hall Brixton Hill, SW2 1RW

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

- Rosendale Primary School, Turney Road, SE21 8LX

Lambeth Children's Social Care and Schools Joint Working Project

For additional information please contact:

Louise Hudson

Policy and Research Officer,
Children's Social Care

020 7926 5209

lhudson@lambeth.gov.uk

The purpose of this paper is to provide a summary of the joint working project between Lambeth Children's Social Care and schools. This project has increased communication between schools and Children's Social Care and so has improved working together to strengthen the safeguarding of Lambeth's children and young people.

1. Introduction

Teachers are often in a position to recognise possible and early signs of abuse, neglect or other well being issues amongst their pupils and students. There has previously been some concern in relation to the quality of liaison between teachers and social workers, which potentially could have implications for the safety and well being of Lambeth's children and young people. As a positive and determined move to improve the situation, a joint working project was established in 2006 between Lambeth's Children's Social Care and schools. This pilot project in the north of the borough was launched in order to increase communication and liaison between headteachers and social workers. The purpose of the project was also to improve the consistency of response to referrals made by schools and to provide teachers with advice and guidance in relation to any concerns regarding the safety or well being of their students. The project has been highly successful in achieving its objectives and it is now being expanded throughout the rest of the borough.

2. Partnership meetings

Since the end of 2006, the headteachers of eight schools in North Lambeth have been meeting with senior representatives of Children's Social Care, including the Social Care Assistant Director, Ade Adetosoye. These meetings take place on a quarterly basis and have greatly increased communication and awareness between the two groups of professionals.

3. Dedicated Practitioner

One of the outcomes of the partnership meetings was to launch a pilot 'dedicated practitioner' project involving the Referral and Assessment Service of Children's Social Care and the school cluster in North Lambeth. The 'dedicated practitioner' is a named deputy manager, Gary Weithers, within the Referral and Assessment Service whom headteachers can contact to consult and discuss matters of a social care nature. The dedicated practitioner is available during office hours to discuss any concerns teachers may have, to discuss what action may be taken and whether a formal referral is required. This has resulted in an improvement in the appropriateness of referrals made to social care and in the quality of information received. The teachers who have been involved in the project have found that the social care process has been made clearer and have benefited from having one named point of contact. The project initially ran as a pilot during October and December 2006, however, due to its success it was extended indefinitely and to include all schools across Lambeth.

4. Conclusion

There has been a positive response to the project from both teachers and social workers. The dedicated practitioner post has been successful in providing advice and guidance to teachers who have concerns about children and young people and has improved the quality of referrals to Social Care. Through improved liaison and communication between the two groups of professionals it has been possible to strengthen the safeguarding of children and young people in Lambeth and take preventative action in response to the early signs that teachers are in an ideal position to identify.

School Funding Arrangements 2008-11

For additional information please contact:

Nilesh Jethwa

Group Finance Manager, Schools

020 7926 9728

njethwa@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with a summary of the key changes to school funding arrangements over the next three years.

1. Introduction

Jim Knight, MP, Minister for Schools, announced the government's decisions on the broad framework for the school, early years and 14-16 funding arrangements for 2008-11 to Parliament on 25 June 2007.

He announced that the key priorities for the next three years would be extending personalisation of learning, ensuring every school provides access to the core offer of extended services and implementing the extension of the free entitlement to early years education. Key decisions are outlined below.

2. Dedicated Schools Grant (DSG)

To guarantee stability for the next three years the DSG will be distributed to local authorities (LAs) using a similar method to that for 2006-2008, but from 2011-12 it is intended that the DSG will be distributed on the basis of a revised single formula. The government will carry out a formula review to develop this revised single formula.

The government will use new tax credit data in the distribution of any additional funding for deprivation. There will be extra funding for children from deprived backgrounds who go to school in authorities where the overall level of deprivation is low and an exceptional circumstances grant to LAs to deal with exceptional pupil number growth in-year and significant influxes of pupils with English as an additional language.

The 'proportionality' test will be abolished to make it simpler for LAs and Schools Forums to agree the use of centrally-held DSG in joint projects which support Every Child Matters outcomes.

The January pupil count will continue to be used to calculate DSG.

3. Minimum Funding Guarantee (MFG)

The MFG will continue for the next 3 years but will incorporate an expectation that schools will make significant improvements in efficiency. It is expected that the MFG will be set at a lower level so as to give LAs greater flexibility to target new resources to key priorities like personalisation.

4. School Balances

LAs will be required to redistribute to schools a small percentage (5%) of all surplus school balances through the local authority funding formula. The DCSF will consult on the detailed implementation of this measure in the autumn.

5. Schools Forums

Membership will be broadened to include non-school members from the early years sector and 14-19 partnerships. The limit on non-school members will be raised from one fifth to one third to accommodate the broader membership, but schools will continue to have at least a 2-1 majority.

Headteachers on the Schools Forums will be able to elect other members of school senior management teams with finance responsibilities, such as deputy heads and bursars, into membership. Headteachers will also be able to have named substitutes who could attend meetings as observers and represent the headteacher when necessary.

6. Funding for Diplomas at Key Stage 4

Funding for 14-16 years olds taking diplomas will be distributed to LAs through a specific formula grant, on the basis of a formula reflecting the diploma lines being offered, take-up, the higher cost of provision in high wage areas and the additional costs in sparsely populated areas. LAs will decide on how the funding will be delivered to providers.

7. Early Years Funding Reform

To support the extension to 15 hours and increasing flexibility of the free entitlement to high quality early years education and care, LAs will be required to develop and introduce a single local formula for funding early years provision in the maintained and private, voluntary and independent (PVI) sectors over the next two years and by 2010-11 at the latest.

LAs will be required to carry out an analysis of PVI costs in their area, and present this to their Schools Forum and relevant sub-group before setting budgets for 2008-11.

8. Specific Grants

School Standards Grant and School Standards Grant (Personalisation) will not be merged from 2008-09.

LAs will have flexibility to move School Development Grant away from its historic distribution to reflect the most up to date data on deprivation. It will be a condition of grant that LAs retain the focus of the grant on deprivation.

9. Further Sources of Information

Further information about the government's decisions on funding arrangements for 2008-11 can be found on teachernet:

<http://www.teachernet.gov.uk/management/schoolfunding/schoolfunding2008to11/>.

New Arrangements for Considering School Organisation Matters in Lambeth

For additional information please contact:

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Policy and Planning Officer

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The purpose of this paper is to inform governors and headteachers about the new arrangements for considering school organisation matters in Lambeth, following the abolition of the School Organisation Committee (SOC) under the Education and Inspections Act 2006.

1. Introduction

Section 29 of the Education and Inspections Act 2006 abolished the School Organisation Committee, and the Children and Young People's Service was subsequently required to establish new arrangements for considering school organisation issues, to be effective from 25 May 2007.

School organisation issues include:

- any proposal to establish a new school
- any proposal to close a school
- school expansion proposals
- proposals to change school category, for example, to foundation, academy or trust status.
- Other changes to a school such as removing a sixth form; adding/removing early years provision; adding/removing Special Educational Needs provision; changing from single sex to mixed or vice versa, transfer to a new site etc.

2. The School Organisation Advisory Board (SOAB)

As part of the new arrangements, a School Organisation Advisory Board has been set up with the purpose of advising the decision-making body on significant proposals and making recommendations in relation to school organisation issues.

The Board will function as a consultative group with broad representation from schools in order to ensure the transparency and legitimacy of the decision-making process, and to give insight into the opinions of key stakeholders. The Board will comprise Councillor, Diocesan Board, Governor and Local Authority representation.

The Board will also convene annually to discuss pupil place planning projections, issues and the approach for the next year.

3. Decision Making Process

The School Organisation Advisory Board does not have decision making powers. The Executive Director of the Children and Young People's Service will report the findings of the Board to the Department's Leadership Team and, when appropriate, to the Council's Cabinet. These bodies will then make key decisions on school organisation in Lambeth, supported by the advice of the Advisory Board.

Both the School Organisation Advisory Board and the decision-making bodies will be required to adhere to the guidance issued by the Department for Children, Schools and Families in relation to school organisation, and the Secretary of State's guidance to decision-makers within this.

4. Further Sources of Information

Further information and guidance on school organisation is available on the following website: <http://www.dcsf.gov.uk/schoolorg/>.

Lambeth School Improvement Policy - Update Autumn 07

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the new Lambeth School Improvement Policy, which sets out structures and procedures for support to and monitoring of schools.

Governing Bodies will, of course, be involved in various aspects of support to schools as summarised below.

1. Introduction

The Education and Inspections Act 2006 which became law on April 1st 2007 builds on the School Standards and Framework Act 1998 and other statutory powers and good practice. Local Authorities are required to provide a balance of support and monitoring and the setting of rigorous yet realistic targets for school improvement; and to intervene and support schools directly in inverse proportion to a school's success. The aim is to promote earlier action so that school underperformance does not become entrenched and lead to formal school failure. Headteachers and Chairs of Governors are both supported and challenged regarding the setting of targets and the achievement of excellent outcomes for children.

The Lambeth School Improvement Policy document will provide detailed information on:

- Guidance and examples of processes that can be used to inform a comprehensive school review programme i.e. school self-evaluation systems.
- The role of School Improvement Partners.
- The role of Governing Bodies.
- The Lambeth Framework for Support and Monitoring including the School Improvement Monitoring Group and School Action Groups.

2. Overview of Support and Monitoring

In summary the Lambeth Local Authority (LA) will aim to:

- support all Lambeth schools and educational settings to become 'good' or 'outstanding';
- ensure that all local judgements about schools are shared with the headteacher and the Chair of Governors but otherwise remain confidential between LA and school;
- promote and disseminate good and innovative practice;
- develop and support school autonomy;
- work in partnership with schools;
- work with Governing Bodies and schools to broker partnerships, federations and networks which will always be based on sharing best practice most widely.

Schools which are identified by the LA as requiring additional support and monitoring to achieve outcomes will be monitored by the School Improvement Monitoring Group (SIMG) in the following ways:

- Schools can be recommended to SIMG by School Improvement Partners, School Improvement Advisers, or by the school itself.

- SIMG will categorise schools as: 'Receiving Additional Support' or 'School to Note' or 'School Recently Removed from SIMG'.
- 'Receiving Additional Support' sub-categories:
 - Acute Support: In exceptional circumstances the LA may be required to intervene directly when pupils are 'at risk'; standards are unacceptably low or there has been a serious breakdown in the way the school is managed or governed.
 - Acute Support: OFSTED issues an improvement notice to a school or judges a school as requiring special measures.
 - Intensive Support: A school identifies itself as a result of completing its own self-evaluation programme. LA identifies a school through analysing data and other information and confirms the concern with the school through the self-evaluation programme and meeting with the SIP.
 - Targeted Support: A school identifies itself as a result of completing its own self-evaluation programme. The LA confirms the school's judgement.
- For schools in the SIMG 'Receiving Additional Support' category an Action Group will be set up and led by the lead School Improvement Adviser. The primary purpose of this group is to work in partnership with the school, to ensure the effective implementation of the agreed strategies and initiatives that will see the school move quickly to a position where it no longer is causing concern.
- Action Groups will comprise of LA officers working in partnership with a headteacher and governors in order to co-ordinate the action required to bring about noticeable and sustained improvement. Judgements about recovery and improvements in the quality of provision in a school will be made using the current OFSTED Inspection criteria.
- A supported exit strategy will be provided for a further two school terms once a school has been removed from SIMG.

3. Governing Body Responsibilities

Governing bodies have four main responsibilities to consider and act upon as part of the development of effective school self-evaluation:

- Ensuring that statutory requirements are met.
- Challenging self-review outcomes.
- Taking part in the school self-review process.
- Evaluating their own effectiveness.

4. Further Information

The policy will be published and disseminated in September 2007.

School Improvement Partners (SIPs)

For additional information please contact:

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

1. Introduction

A SIP will be either an Adviser or a recent or serving Headteacher who has successfully completed the nationally accredited SIP training.

2. School Improvement Partners (SIPs)

SIPs are allocated to schools and will be required to commit to a number of days to complete their work with schools and the Local Authority. SIPs are currently in place in Lambeth Secondary schools and the rolling out of the National School Improvement Partner programme to Lambeth Primary and Special Schools is on stream and is due to be fully in place by April 2008.

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

At present Lambeth is working in partnership with Southwark to roll out SIP work; this has proved to be very successful. A SIP handbook has been produced with information to support the implementation of the SIP programme and also the SIPs own work. This will be sent to all schools in September 07.

3. Further sources of information

For further information on the role of the SIP please see 'The School Improvement Partner's Brief 2006/07 Edition':

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-03896-2006&>

Further information about SIPs programme can be found at:

<http://www.ncsl.org.uk/programmes/sips/index.cfm>

The Lambeth/ Southwark 2 Borough Partnership SIP Handbook contains a more detailed look at the protocols and procedures for a SIP.

Study Plus Initiative – Improving Secondary Achievement

For additional information please contact:

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Secondary Adviser

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The purpose of this paper is to provide governors and headteachers with an overview of the new Secondary National Strategy materials and approaches for targeted intervention, with a view to further improving achievement in secondary schools.

These strategies, though not statutory, are highly recommended for use in Lambeth secondary schools.

1. Introduction

Following the successful pilot of the Study Plus initiative and the online publication of intervention materials to move students' learning forward, all Lambeth secondary schools are now encouraged to participate.

2. Online Intervention Materials

Progression maps and on line intervention materials have been provided to plan for the progression of individual students in English and maths from Year 7 onwards. These materials provide useful exemplars of attainment at progressive stages of learning, advice for lesson planning, next steps in teaching and advice as to how parents can support students. Schools have been encouraged to build these valuable approaches into their planning.

3. Study Plus

Study Plus is an intervention programme for Key Stage 4 students designed to improve standards at GCSE, principally in English and mathematics, but also in other GCSE subjects by improving literacy, numeracy and learning in general. As an approach, Study Plus helps schools to move towards more personalised learning for students. The intended target group is those students who can achieve 5+A*-C grades including English and maths with targeted support. This support includes limiting the number of GCSE entries and the use of cross curricular support materials.

Study Plus has recently moved out of the pilot stage. Several Lambeth schools are introducing it from September 2007. It is hoped that the majority of schools will make the necessary plans to implement the initiative by the following year.

4. Further Sources of Information

Further information about progression maps and online intervention materials can be found here: www.standards.dcsf.gov.uk/progressionmaps/.

Further information about the Study Plus initiative can be found here: http://www.standards.dcsf.gov.uk/secondary/keystage4/downloads/studyplus_0032707.pdf.

PART C – STANDARD UPDATES

SCHOOL TERM AND HOLIDAY DATES 2007/08

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

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

Total number of days = 190

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

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

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

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

Inclusion and Standards Division – Governor Services

SCHOOL TERM AND HOLIDAY DATES 2008/09

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

* 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.**

Total number of days = 190

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.

The first date of Term One for the school year 2009-10 (as proposed by LGA) is expected to be **Wednesday 2 September 2009.**

LAMBETH GOVERNOR SERVICES
GOVERNOR SUPPORT OFFICER ALLOCATIONS – SEPTEMBER 2007

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

Governor Services is based on the 6th Floor, International House, Canterbury Crescent, London SW9 7QE, tel: 020 7926 9668 or email: governor@lambeth.gov.uk.

**NGA NEWS
AUTUMN TERM 2007**

New Chief Executive for NGA

Phil Revell has taken over as the new Chief Executive Officer of the NGA. Phil took up post in July following the retirement of the previous CEO, Jean McEntire. Phil has been a regular contributor to the Guardian, the TES and other national newspapers. In 2005 his book *The Professionals* was published, a critique of the way the UK trains and develops its teachers. His work outside the media encompasses a variety of organisations, including the DTI, British Gas and the NAHT. Before becoming a journalist Phil worked for nearly 20 years as a teacher, ending up as head of the pastoral curriculum in a secondary school in Shropshire.

Phil plans to develop NGA publications (both print and electronic) over the next twelve months. The first step in this process is a new website which will be launched in the Autumn.

Goodbye DfES, Hello DCSF

Once more there is a change at the top of the education tree. On taking up post as Prime Minister one of Gordon Brown's first announcements was a split in the Department for Education and Skills. We now have the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS). Ed Balls is the Secretary of State at DCSF while John Denham is the Secretary of State at DIUS. Governors will principally need to have regard to the DCSF, which is responsible for children's services, families, schools, 14-19 education, and the Respect Taskforce. The DCSF is responsible for promoting the well-being, safety, protection and care of all young people – including through policy responsibility for children's social services. Jim Knight, Minister of State for Schools, and the Minister with responsibility for governance remains in post following the split.

One key change, which will affect schools, is that funding for post-16 pupils in schools will now be channelled through local authorities rather than the Learning and Skills Council.

Food Policy in Schools – A Strategic Policy Framework for School Governing Bodies (Revised) 2007 Edition

NGA will launch the revised version of our highly regarded Food Policy in Schools document at our Conference on 22 September. The document has been revised from the original 2005 edition to take account of the new school food legislation. The document provides step-by- step guidance on developing a whole school food policy.

The new requirements for school food take effect from 10 September 2007¹ and for the first time regulate what food and drink schools can serve throughout the school day and not just at lunchtime. Where the budget for school meals is delegated by the local authority (all secondary schools and many primary schools) the governing body is responsible for ensuring that food standards are met.

All governor support/service departments will be able to order a copy of the document for each of their schools. The document will also be available to download from the NGA website.

Power for Parents to Complain to Ofsted

The Education and Inspections Act 2006 gave Ofsted the power to investigate parental complaints against schools. This is not a blanket power covering all complaints, and indeed specifically excludes complaints relating to provisions for individual pupils. Instead it focuses on whole school

¹ The Education (Nutritional Standards and Requirements for School Food) (England) Regulations 2007

issues, in effect the areas that Ofsted would consider as part of its formal inspection process. In particular, Ofsted has the power to investigate where parents complain that:

- the school is not providing a good enough education
- the pupils are not achieving as much as they should, or their needs are not being met
- the school is not well led and managed, or is not using its resources efficiently
- the pupils' personal development and well-being are being neglected.

In general, Ofsted will only investigate a complaint if a parent has already exhausted the local complaints procedures (at school and local authority level) and is dissatisfied with the result. In investigating complaints Ofsted has the power to request information from either the school or the local authority, require the school to arrange a meeting for parents (this would be chaired by an inspector), and in the most serious cases it can arrange an immediate inspection. This latter power is expected to be used very rarely.

Performance Management – new arrangements come into force

In 2006 the government consulted on new Performance Management arrangements for headteachers and teachers. Following representations from NGA and others the implementation of the new arrangements were delayed until 1 September 2007. The new arrangements explicitly link performance management and pay for the first time. It will take a full year for the new arrangements to work through. In this first year

- teachers must have planning and review statements in place by 31 October 2007
- headteachers must have planning and review statements in place by 31 December 2007.

In 2008 these planning and review statements will be used for the first time to discuss performance and pay together.

More information about the new arrangements, including model performance management and pay policies can be found on the Teachernet website at: www.teachernet.gov.uk

Behaviour and Exclusions

The Education and Inspections Act 2006 included a number of new powers and duties relating to behaviour and attendance. These came into force on 1 September 2007. They place new responsibilities on governing bodies, parents and local authorities in relation to exclusions.

- Governing Bodies are legally responsible for ensuring that a pupil is provided with full-time education from the sixth day of any fixed-period exclusion.
- Local authorities are legally responsible for ensuring that a pupil is provided with full-time education from the sixth day of a permanent exclusion.
- Governing bodies or local authorities may seek parenting contracts or parenting orders before a pupil is subject to an exclusion
 - Previously parenting contracts and orders could only be sought following an exclusion
 - Previously only local authorities could apply for parenting orders.
- Parents
 - are legally responsible during the first five days of exclusion for ensuring their child is indoors and could be subject to a fine if the child is found in a public place during that time.
 - must attend a reintegration interview with their child at the school following fixed-term exclusion
 - may be requested to enter into a parenting contract, or made subject to a parenting order before their child is subject to an exclusion

More information and guidance on the new exclusions arrangements can be found on Teachernet under Whole School issues/Behaviour and Attendance. www.teachernet.gov.uk

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