

Learning and Children's Services

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DIRECTOR'S REPORT TO SCHOOL GOVERNORS FOR THE AUTUMN TERM 2007

CONTENTS

- 1. 2007 School National Curriculum Tests and Exam Results**
- 2. Building Schools for the Future and the Primary Capital Programme**
- 3. Prevention Strategy**
- 4. Headteachers' Performance Management and the Role of the School Improvement Partner**
- 5. Leadership Succession Planning**
- 6. Target Setting and Achievement**
- 7. Revised Exclusion Guidance September 2007**
- 8. Duty to Promote Community Cohesion 2007**
- 9. Kingsnet**
- 10. Schools Food Audit**
- 11. Key Tasks and Priorities for the Autumn Term 2007**
- 12. Governors Conference 2007**
- 13. Governor Training for 2007/2008**
- 14. Governors Updates**

Kingston
Children & Young People's Trust
Making a Difference Together



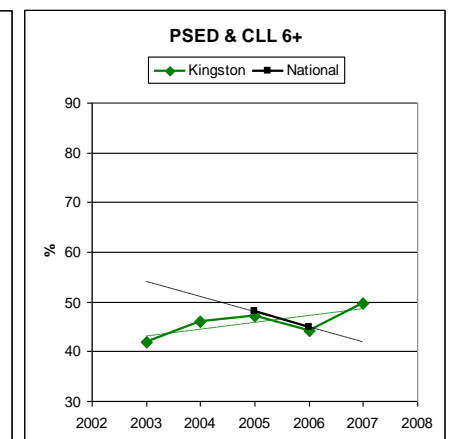
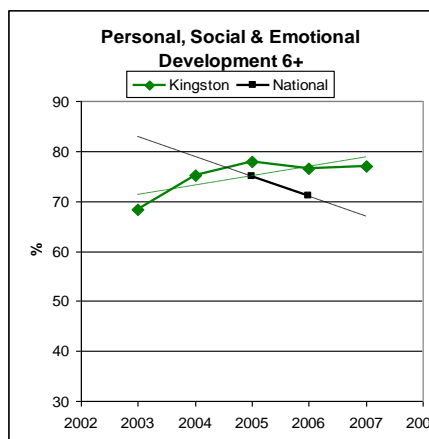
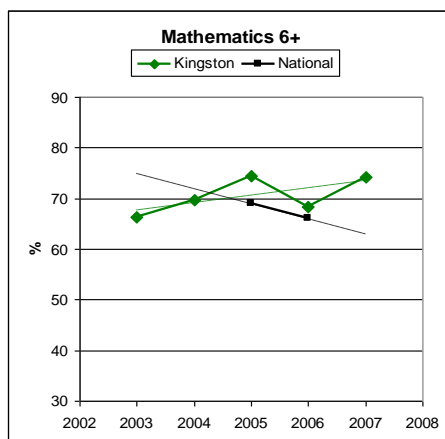
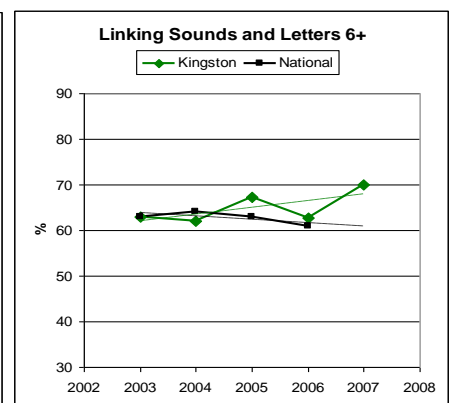
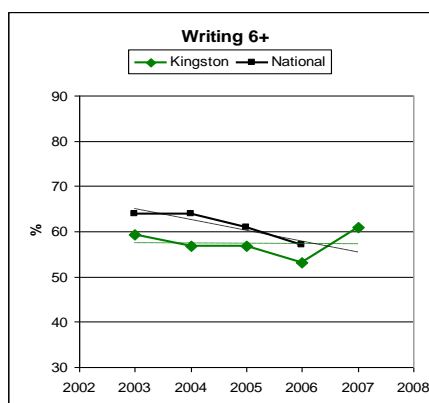
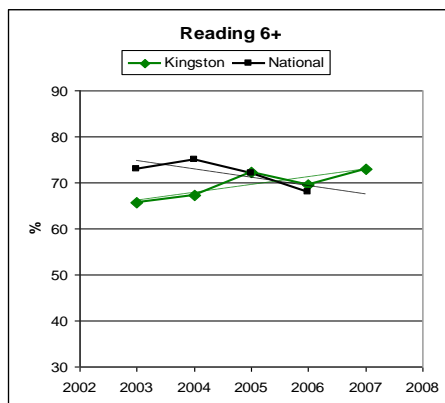
1. 2007 SCHOOL NATIONAL CURRICULUM TESTS AND EXAM RESULTS

Results remain provisional, however early indications are that standards in Kingston remain outstanding with some significant improvements on the previous year.

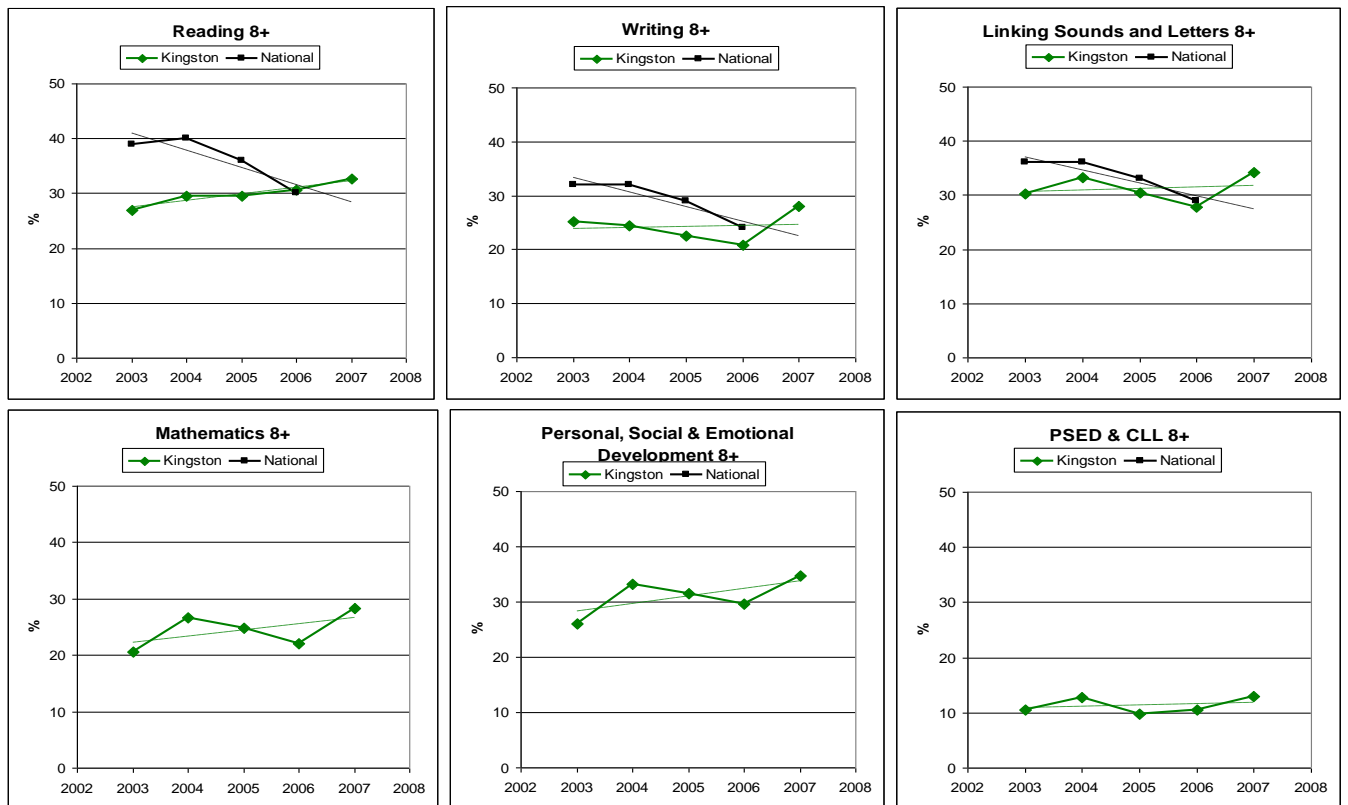
Results at the end of the Foundation Stage

The Foundation Stage Profile provides an assessment point for children at the end of Reception Class. There are two key measures; the percentage of children achieving 6 points or above, which is the national expectation in all curriculum areas and the percentage of children achieving 8 points or above, which signals above average attainment.

In 2007, standards at 6 points or above are good; they exceed national averages, and have improved in communication, language and literacy (reading, writing and linking sounds and letters), mathematical development and personal and social education. This benchmark has been a particular focus of the LA's support work for the past two years. 78% of children achieved a total Foundation Stage Profile score of 78 points or above which exceeds the Authority's target. Additionally, the target for achievement at 6 points or above in communication, language and literacy and personal and social development was achieved. This figure is considered to be a good indicator of success in the next stage of education.

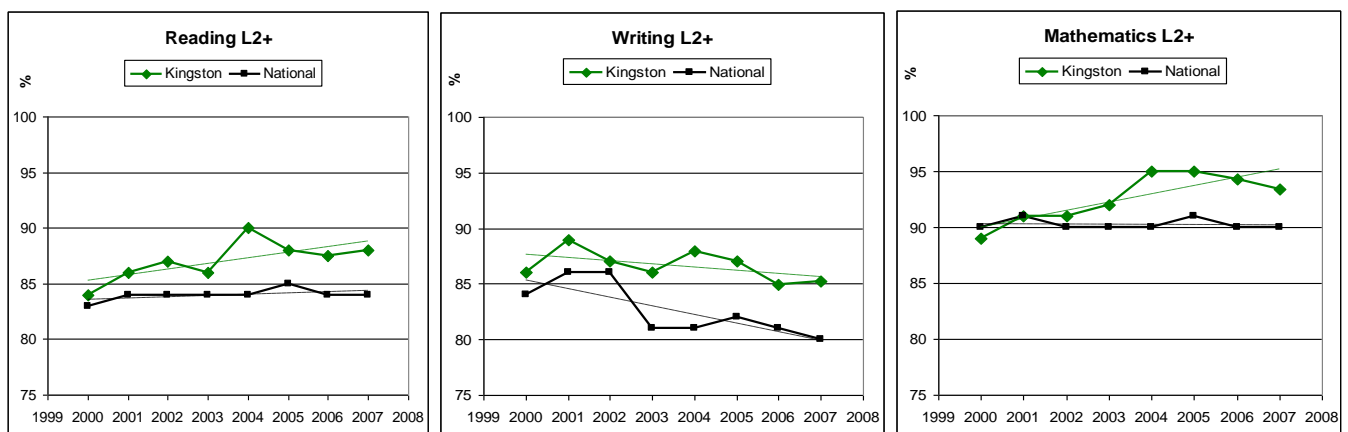


In 2007, standards also improved in all areas for children achieving 8 points or above. Standards are above the 2006 national averages for reading, writing, and linking sounds and letters and rose in mathematical development and personal and social education.

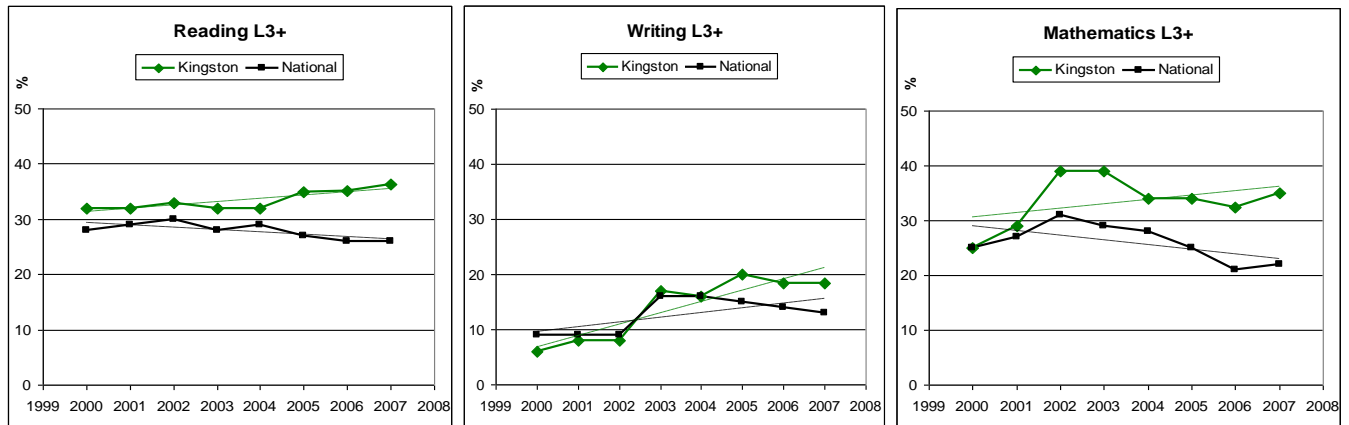


Results at Key Stage 1

In 2007, standards remain high at Key Stage 1 and exceed national averages. 88% of pupils achieved Level 2 or above in reading, 85% in writing, and 93% in mathematics. Performance has improved at Level 2 in reading and writing. In mathematics standards dropped slightly for the second year following exceptionally high standards in 2004/5. Kingston's overall results are maintained at 4% above the national average for reading, 5% for writing and 3% for mathematics. The LA's focus on writing, and its projects with schools in the last year, had a positive impact on attainment. Kingston's trend of improvement at KS1 is better than the national picture and this is especially true for mathematics.

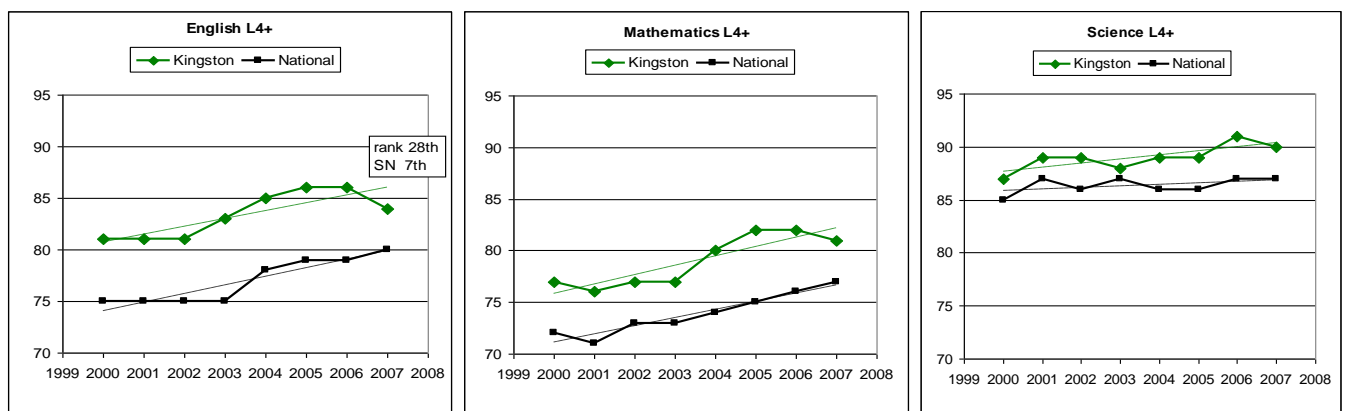


At Level 3 and above, results continue to exceed national averages. In 2007, 36% of pupils achieved Level 3 in reading, 18% in writing, and 35% in mathematics. Level 3 performance improved in reading while performance in writing was maintained and performance in mathematics improved significantly. Kingston's results are 10% above the national average for reading, 5% for writing and 13% for mathematics. Kingston ranks in the top 10 of all local authorities for all three subjects. Improving trends of attainment in reading and mathematics, contrast with declining national trends.



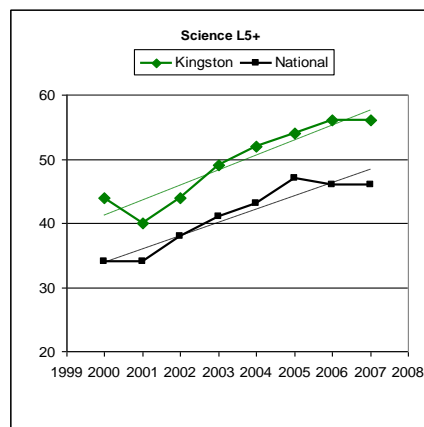
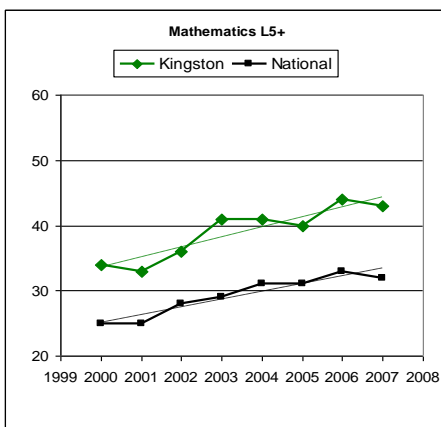
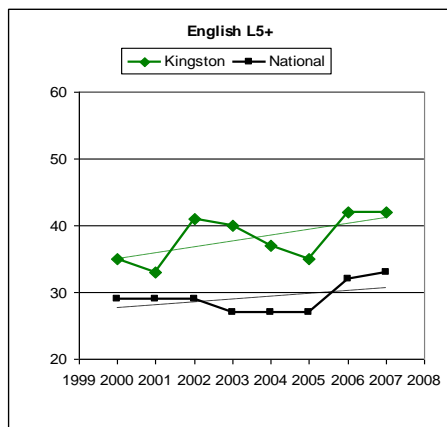
Results at Key Stage 2

In 2007, standards remain very high at Key Stage 2 and exceed national averages. In English 84% of pupils achieved level 4 or above, while 81% achieved this level in mathematics and 90% in science. Results are 4% above the national average for English, 4% above for mathematics and 3% for science. Results are marginally lower than the previous year and below the local authority's published target of 88% in English (where several papers have been submitted for remarking) and 86% in mathematics. The Authority is continuing to focus on raising attainment at Key Stage 2. Kingston's overall trend of improvement is good and comparisons by average point scores, rank Kingston in the top 10 authorities nationally for all three subjects and the Authority's overall performance ranks 7th nationally.



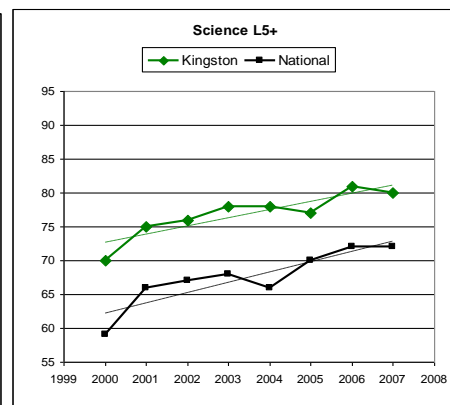
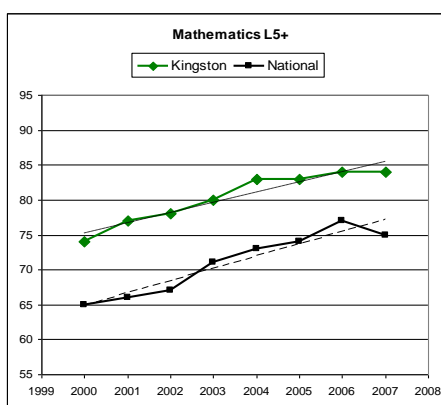
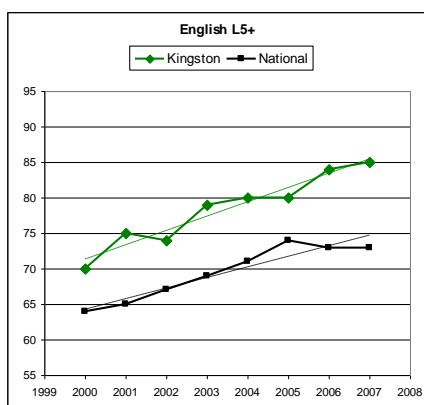
At Level 5, performance continues to be exceptionally high. This is particularly important in light of the LA's challenging Local Area Agreement targets at Key Stage 2. In 2007, 42% of pupils attained Level 5 or above in English, 43% in mathematics and 56% in science. Attainment was maintained in English and science, and fell by 1% in

mathematics to mirror the national picture. Kingston's results are 9% above the national average for English, 11% above for mathematics and 10% for science. At Level 5, Kingston's performance ranks 5th nationally for English, 3rd for mathematics and 4th for science. This reflects the Authority's focus on more able pupils with the work done by the consultancy provided through the LAA pump priming funding. The trend of improvement over time continues to be excellent.



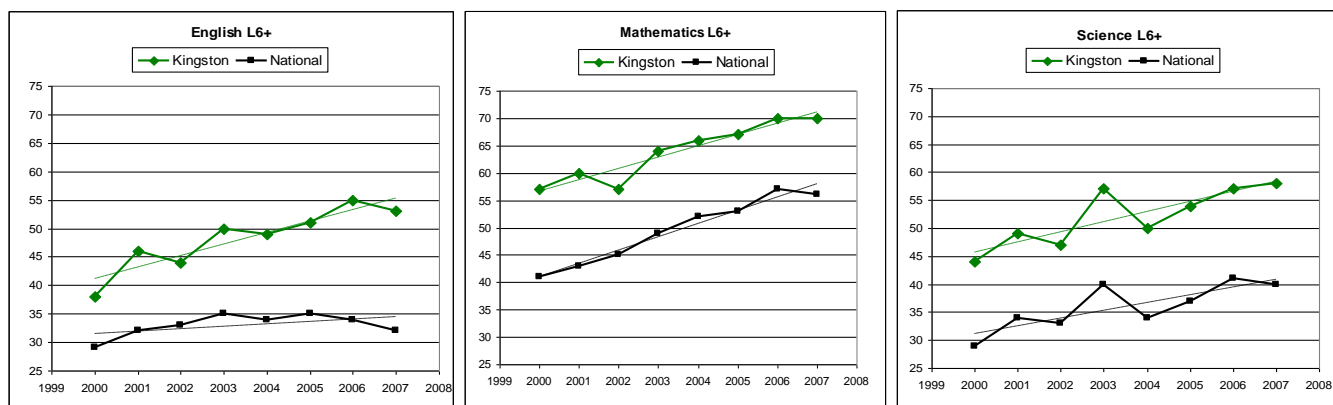
Results at Key Stage 3

Standards remain outstanding at Key Stage 3. In 2007, 85% of pupils attained Level 5 or above in English which represents an improvement of 1%. In mathematics 84% attained Level 5 to maintain the previous year's improvement and in science 80% achieved Level 5 which represents a decline of 1% but a 3% rise over the past two years. Kingston's results are 12% above the national average for English, 14% above for mathematics and 8% for science. Nationally, at Level 5, Kingston's performance ranks 2nd for English and mathematics. (Science results are very provisional due to the loss of some papers and calculation errors by the national assessment agency.)

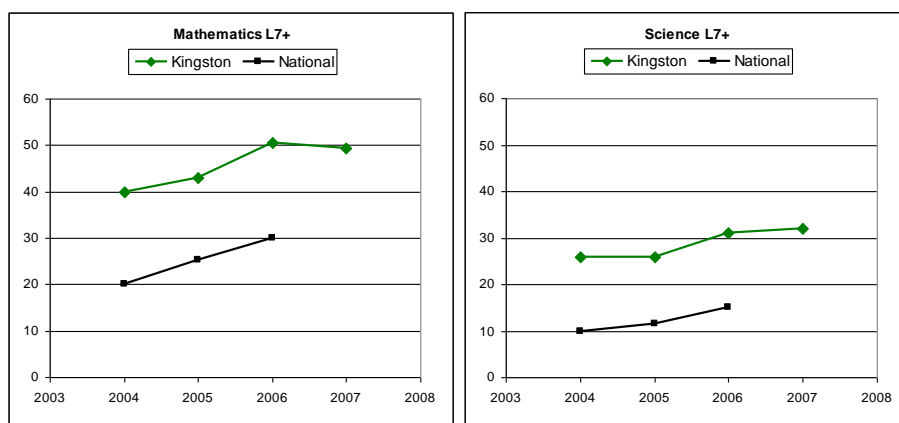


Standards at Level 6 and above are exceptionally high. Attainment in English declined by 2% but rose by 2% over the last two years. In mathematics attainment was maintained to show a 3% rise over two years and in science attainment rose by 1% to show a 4% rise over two years. Overall, 53% attained Level 6 or better in English, 70% in mathematics and 58% in science. The trend of improvement at Level 6 is better than the national picture and the Kingston's results exceed the national average by 21% in English, 14% in

mathematics and 18% in science. Nationally, at Level 6, Kingston's performance ranks 1st for English, 2nd for mathematics and 3rd for science.



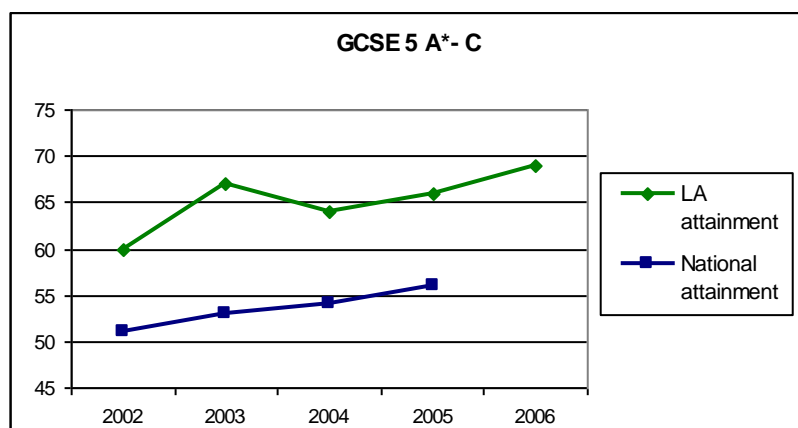
Due to the continuing high performance in schools we have chosen to report results at Level 7 and above for the first time. 2007, English results are not yet available, 49% reached this exceptionally high level in mathematics and 32% attained it in science. Compared to last year, results at Level 7 fell slightly in mathematics and rose by 1% in science. Higher attaining pupils will continue to be a focus for our work.



Results at Key Stage 4

2007 GCSE results at Key Stage 4 are still very provisional. However, early indicators suggest that standards, in mainstream schools, are well above the national average and improving. 71% of pupils attained 5 or more GCSE grades at A*-C, compared to 69% in 2006, when Kingston's results were 10% above the national average. This is the highest level of attainment ever reached in Kingston. Standards have risen year on year since 2004 and the trend of improvement overtime is good. Additionally, 63% of pupils gained 5 or more GCSE grades at A*-C with English and mathematics compared to 58% in the previous year. 97% of pupils gained at least 1 GCSE grade A – G which is an improvement on last year.

At this provisional stage of reporting, mainstream school results exceeded 2007 targets for 5 GSCE A*-C grades and 5 GSCE A*-C grades with English and maths but are 1% below target at 1 GCSE grade A – G.



National Rankings KS1 – KS3

Key Stage	Level	Subject	2005	2006	2007
Key Stage 1	Level 2+	Reading	17 th	26 th	10 th
		Writing	10 th	20 th	14 th
		Maths	3 rd	6 th	10 th
	Level 3+	Reading	6 th	6 th	5 th
		Writing	10 th	16 th	10 th
		Maths	2 nd	4 th	2 nd
Key Stage 2	Level 4+	English	3 rd	4 th	28 th
		Maths	4 th	5 th	16 th
		Science	23 rd	3 rd	26 th
	Level 5+	English	4 th	3 rd	5 th
		Maths	5 th	2 nd	3 rd
		Science	13 th	4 th	4 th
Key Stage 3	Level 5+	English	18 th	5 th	2 nd
		Maths	5 th	4 th	2 nd
		Science	8 th	12 th	11 th
	Level 6+	English	4 th	1 st	1 st
		Maths	2 nd	2 nd	2 nd
		Science	3 rd	4 th	3 rd

* Many of these rankings are joint equal with other local authorities

Summary of Local Authority Provisional Results

Foundation Stage		2005	2006	2007	Target 2008
(a)	% scoring 6 or more in all PSED scales	77.9	76.5	78.3	79.7
(b)	% scoring 6 or more in all CLL scales	50.1	45.9	50.8	54.3
(c)	% achieving both (a) and (b)	47.2	44.2	49.9	53.1

Key Stage 1 Level 2+

	Results						Targets	
	2002	2003	2004	2005	2006	2007	2007	2008
Reading	87%	86%	90%	88%	87.5%	88%	Not statutory	
Writing	84%	84%	84%	85%	84%	84%		
Maths	90%	91%	90%	90%	90%	91%		

Key Stage 1 Level 3+

	Results						Targets	
	2002	2003	2004	2005	2006	2007	2007	2008
Reading	33%	32%	32%	35%	35.2%	36.3%	Not statutory	
Writing	8%	17%	16%	20%	18.5%	18.4%		
Maths	39%	39%	34%	34%	32.4%	39%		

Key Stage 2 Level 4+

	Results						Targets	
	2002	2003	2004	2005	2006	2007	2007	2008
English	81%	83%	85%	86%	86%	84%	87%	88%
Maths	77%	77%	80%	82%	82%	81%	86%	86%
Science	89%	88%	89%	89%	91%	90%	Not statutory	

Key Stage 2 Level 5+

	Results						Targets	
	2002	2003	2004	2005	2006	2007	2007	2008
English	41%	40%	37%	35%	42%	42%	Not statutory	
Maths	36%	41%	41%	40%	44%	43%		
Science	44%	49%	52%	54%	56%	56%		

Key Stage 3 Level 5+

	Results						Target	
	2002	2003	2004	2005	2006	2007	2007	2008
English	74%	79%	80%	80%	84%	85%	82%	87%
Maths	78%	80%	83%	83%	84%	80%	83%	86%
Science	76%	78%	78%	79%	81%	84%	82%	84%

Key Stage 3 Level 6+

	Results						Targets	
	2002	2003	2004	2005	2006	2007	2007	2008
English	40%	50%	49%	51%	55%	53%	56%	59%
Maths	57%	64%	66%	67%	70%	70%	67%	70%
Science	41%	57%	50%	54%	57%	58%	56%	58%

GCSE – Mainstream Schools

	Results						Targets	
	2002	2003	2004	2005	2006	2007	2007	2008
5 A*-C	60%	67%	64%	68%	69%	71%	70%	71%
5 A*-C Inc E & M	NA	58%	55%	59%	60%	62%	63.7%	64%
1 A*-G	92%	95%	97%	97%	97%	96%	98%	98%

For further information on the above please contact: Nick Whitfield, Directorate Head of Learning and School Effectiveness, Learning & Children's Services on 0208 547 5283, or email nick.whitfield@rbk.kingston.gov.uk

2. BUILDING SCHOOLS FOR THE FUTURE AND THE PRIMARY CAPITAL PROGRAMME

On 12 September 2007 we held a conference at Sandown Park for representatives from all schools and all our partners in the Children's Trust, to begin the process of developing our vision for the future. Schools were represented by headteachers, senior staff and governors.

Early in 2008 the Local Authority will submit its strategy to the DCSF (Department for Children, Schools and Families) for the improvement of schools, as part of the Building Schools for the Future (BSF) and Primary Capital Programmes. The next few months therefore are a critical time for the LA, all schools and other partners to agree our future vision and plans for improving educational and other outcomes, by re-building or re-modelling our schools.

Government funding for primary school improvements becomes available from 2009 onwards. We have also received indications from the DCSF that a successful bid at this time may result in earlier entry into the BSF programme from 2010. Developing our strategy is therefore a key priority this term.

We will send the Local Authority's initial proposals and overview, supported by relevant information, to all schools around half term. Governing Bodies are then asked to consider the vision for your school and submit a proposal to the LA by the end of the autumn term. We will then consult widely on the draft strategy again early in the new year.

The following are some of the key questions and issues that will form the basis of our strategy. It may be useful for governors to begin to give these some thought as you develop ideas and priorities for your school's improvement.

- What is your vision for your school and its future development needs for the next 5-10 years?
- Please refer to the role of the school in the community, contribution to ECM, the concept of a community hub, future provision of a children's centre, collaborative work with other schools, provision of SEN facilities, alternative provision or other specialisms and co-location of community services.
- Secondary Schools only. How will the school's plans ensure more effective delivery of the 14-19 entitlement, including diplomas, in partnership with other schools, colleges, employers and training providers?
- What developments or improvements need to take place to improve attainment, close attainment gaps, support for vulnerable pupils, personalise learning and provide better breadth and range of curriculum resources? What will be the educational benefits?
- How will your vision help to improve health and well being? Refer to sports and play facilities, healthy eating, use of the external spaces, and improving the environmental sustainability of the site.
- Please outline how you wish to see flexible learning provision develop through a range of different uses of the accommodation and specialist facilities, including ICT. This could include use of the site for all age provision, wider access by the community and flexible hours.
- How will the school's vision contribute further to extended services, cluster working and integrated support for children and families, based on the needs of parents and the local community?
- What will be the different ways of working that will be needed to make a success of the school's vision, and as a result what will be different for pupils, staff, parents and the wider community? Please refer to the workforce reform and professional development priorities that will be required.
- In what way will the school's plans meet the expectations of parents and achieve improved choice and diversity of provision?
- What added value will we get overall from the school's vision and contribution, and how will it help to achieve objectives in the Children and Young People's Plan?

If the Governing Body would find it helpful to invite a LA officer to discuss your plans, we will make every effort to attend a governors meeting. Please in the first instance raise this with your Link Inspector so that we can coordinate attendance at future meetings.

For further information on the above please contact: Patrick Leeson, Strategic Director, Learning and Children's Services on 0208 547 5220, or email patrick.leeson@rbk.kingston.gov.uk

3. PREVENTION STRATEGY

We are about to publish a key document which sets out all the activities that make up our prevention strategy. This document: *Closing the Gap...A Strategy for Early Intervention and Prevention*, describes the range of activities in Kingston which are designed to ensure we close achievement gaps, improve life chances and target support effectively to vulnerable children and families who are at risk of poor outcomes.

While the majority of children and young people in Kingston achieve good outcomes, a significant minority do not and the gap in outcomes for different groups is unacceptable.

The greatest differences in life chances and outcomes exist between those who are affluent and children who suffer social and economic deprivation. Poverty is the biggest barrier to progress. Where we can ensure attainment in education, good social and emotional skills and positive parenting, we provide the essential protective factors which minimise risk and build resilience for children, young people and their families.

The strategy, therefore, is focused on closing the gap by targeting more effort and support, across all the services for children, young people and families, for those who are most vulnerable and at greatest risk of poorer outcomes. It is highly ambitious and its impact will be the greatest test of the effectiveness of our Children's Trust arrangements.

Prevention is the process of ensuring positive outcomes for children and young people by focusing on promoting key "protective factors" that help boost children's own capacity to avoid developing problems, i.e. they help boost children's *resilience* to potential poor outcomes. All universal services are preventative.

For example, promoting high attainment is a preventative intervention – children who do well at school are less likely to go on to develop poor outcomes, even if they are disadvantaged in other respects compared to their peers. Prime examples of preventative services include health visitors, providing care to all new families; Children's Centres; and schools – the universal service for all children after age five. As prevention is about building resilience for all children, the role of universal services is fundamental.

Early intervention means intervening as soon as possible to tackle problems that have already emerged for children and young people. Early interventions therefore target specific children and families with an identified need for additional support once problems have already begun to develop. Early intervention is therefore about targeted support.

Key Elements in Our Strategy

The priorities in the Children and Young People's Plan set out a wide range of planned improvements across the five outcomes. However some of these are more focused on

prevention and closing the gap. The following priorities are key to delivering more effective early intervention and prevention.

- Through the Children's Centre programme and extension of the weekly entitlement to early education for three and four year-olds to 15 hours by 2010 we aim to improve outcomes in the Foundation stage and access to childcare, and reduce worklessness and child poverty;
- Going further to narrow attainment gaps in schools at each key stage, particularly between free school meal pupils and others;
- Cluster services including provision of extended activities, family support and targeted support for vulnerable children and young people through the ASKK service;
- By 2010-11 schools to offer two hours of free extended activities a week during term time, with two weeks a year of part-time holiday provision, for children eligible for Free Schools Meals;
- Rolling out to all schools the successful Social and Emotional Aspects of Learning (SEAL) programme – building children's social and emotional skills and providing the foundation for higher attainment;
- More support to help parents play their critical role in supporting children's development through the parenting strategy, universal advice and guidance service for all parents, family learning and the Family Liaison Service;
- Greater personalisation in children's centres, schools, health services and youth services in supporting children and families. We aim to ensure that the services provided are more responsive to the needs of families, that they offer additional support earlier and that packages of support are tailored in accordance with need;
- Use the Common Assessment Framework to help schools, health and social care services and other children's services assess risks better;
- Develop more effective practice in supporting children and young people with social and emotional difficulties in schools, e.g. through the Family Advice and Support Service (FASS);
- Providing more effective support to families caught in a cycle of low achievement. The worst child outcomes tend to be associated with families with complex needs and we aim to ensure that in future we reduce the number of families that require intensive support and intervention. The strategy aims to develop further our dedicated and integrated 'whole-family' support through the use of family lead professionals and multi-agency teams;
- Providing targeted and integrated youth support for 13-19 year olds especially those at risk of under-achievement, anti social behaviour and youth offending, including alternative education provision and a programme of positive activities;
- Improving outcomes for disabled children through the integration of services and more joined up family support.

The Strategy will be a success if:

- We reduce the number of children who need to be on the child protection register
- We reduce the number of Looked After Children as a result of more effective support to families in need
- We improve educational attainment and school attendance for Looked After Children
- We reduce the number of families in crisis as a result of effective early intervention
- We increase the number of vulnerable children and families, who need it, who access affordable childcare and pre-school education
- We raise attainment in the Foundation stage
- We reduce attainment gaps between fsm and non-fsm pupils at every Key Stage
- We increase the number of eligible families who take up tax credits and childcare places funded by the affordability programme
- We increase the number of vulnerable parents who benefit from family support and other parenting advice and guidance
- We continue to reduce teenage pregnancy
- We reduce youth offending
- We continue to reduce NEET (not in education, employment or training) for vulnerable groups
- We increase the number of young people engaged in positive activities and volunteering
- We continue to increase access for disabled children to leisure and out of school activities
- We continue to improve educational attainment for pupils with LDD
- We increase the number of 0-3 year olds who have good health outcomes
- We increase the number of schools implementing the SEAL (social and emotional aspects of learning) programme
- We continue to increase the number of families who live in decent homes and reduce the number in temporary accommodation

- We reduce the number of children requiring more serious interventions
- We can demonstrate improvements and better outcomes for identified families caught in a cycle of under-achievement and with the poorest outcomes
- We demonstrate improved outcomes for children and young people identified at vulnerability level 3, who received integrated packages of support
- We increase the number of vulnerable children who access and benefit from the core offer of extended services
- We reduce the number of children and young people who require intervention due to challenging and anti-social behaviour
- We increase the number of 'at risk' 14-16 years olds who attain educational qualifications at least equivalent to 1 GCSE
- We reduce the number of 11-16 year olds who are persistent truants
- We reduce the number of permanent exclusions

The strategy document will identify specific targets to achieve these outcomes. Governors are asked to consider the relevant items above as priorities in the school improvement plan, and the effectiveness of the school's identification of and support for vulnerable pupils as part of this strategy. The final document will be distributed to Chairs of Governors and Headteachers in the week beginning 1 October 2007.

For further information on the above please contact: Patrick Leeson, Strategic Director, Learning and Children's Services on 0208 547 5220, or email patrick.leeson@rbk.kingston.gov.uk

4. HEADTEACHERS' PERFORMANCE MANAGEMENT AND THE ROLE OF THE SCHOOL IMPROVEMENT PARTNER

New Performance Management arrangements began in September 2007 and schools are expected to carry out all performance management meetings before the end of the Autumn Term. Governors remain responsible for the Headteacher's performance management and are expected to use advice from the attached School Improvement Partner to inform their decisions. The School Improvement Partner will want to be fully informed prior to meetings with the governors' committee and the Headteacher and the school should provide all relevant information, including the performance management policy, examples of teachers' plans and, for evidence of outcomes in relation to targets. The SIP will need access to the school's most recent data analysis, SEF and the RAISE online report (if available). After the meeting the SIP will provide a record of the advice offered and the discussion. He/she will also report on the quality of the school's arrangements for performance management.

Guidance on implementing the Headteacher's performance management and draft copies of the forms that SIPs will use have been sent to Headteachers and the Chair of Governors for comment. (NB. The guidance is located in Annex C of the draft document Inspection and Advisory School: School Improvement Strategy).

For further information please contact: Tina Herring, Principal Inspector for School Effectiveness, telephone 0208 547 5288, or email tina.herring@rbk.kingston.gov.uk

5. LEADERSHIP SUCCESSION PLANNING

Due to an anticipated shortage of Headteachers in the near future planning for the succession of the current generation of school leaders is high on the local and national agenda. The Local Authority is developing approaches to supporting the development and recruitment of school leaders. For example, with support from Governing Bodies, we have seconded two Headteachers to take part in a succession planning project while their deputies experience being an acting Headteacher for half a term.

Recruitment difficulties in some areas in the country have led to some other creative approaches to making appointments and ensuring a smooth transition between school leaders. Early planning and action has been found to be very useful in making successful appointments. If schools wish to talk about plans for securing the appointment of the next Headteacher, please let your school's Link Inspector know.

For further information please contact: Tina Herring, Principal Inspector for School Effectiveness, Learning and Children's Services on 0208 547 5288, or email tina.herring@rbk.kingston.gov.uk

6. TARGET SETTING AND ACHIEVEMENT

The Department for Children, Schools and Families (DCSF) has recently revised the statutory targets for the end of the Foundation Stage and Key Stages 2, 3 and 4.

The new targets focus on: narrowing attainment gaps in the Foundation Stage, pupils reaching national expectation in both English and mathematics by the end of Key Stages 2, 3 and 4 and pupils making two full National Curriculum levels of progress between key stages. Additionally, the guidance places great emphasis on setting ambitious targets for pupils who have previously underachieved; some pupils are expected to make more than two levels of progress in order to catch up with where they should be.

As previously, the Governing Body is legally responsible for ensuring that the statutory targets are set and reported to the Local Authority each year. Governors should be

involved at an early stage so that they can shape the process of setting targets, discuss the trajectory towards improvement and fulfil their strategic role for school improvement.

Action for Governing Bodies - Autumn Term

- Engage in discussion with the Headteacher, School Improvement Partner and others around analysis of the school's results and performance. Ask how well is the school doing, is it good enough and how well does it expect to be doing in future?
- Support the Headteacher and staff in working through the cycle of school improvement that looks at outcomes for individual pupils or groups of pupils as well as the relative progress of pupils against prior attainment; and evaluation of past results compared with similar schools and the best schools.
- Ensure that the school has effective systems in place for monitoring pupil progress and is using prior attainment data, supported by more recent teacher assessment, to set challenging pupil targets. This is particularly important for pupils who may have underachieved at an earlier key stage.
- For children with SEN ensure that targets reflect the best possible progress.
- For children in care, ensure that all Personal Education Plans (PEPs) are up to date and that appropriate, challenging targets have been set. Ask 'how is the designated teacher contributing to this process?'
- Link the process of target setting with the school's improvement planning and contribute to discussion on how to achieve the targets set.
- Agree the statutory school targets (with the Headteacher and School Improvement Partner) and submit to the Local Authority.

The guidance is available at <http://www.standards.dcsf.gov.uk/ts/publications/list/>

For further information please contact: Tina Herring, Principal Inspector for School Effectiveness, on 0208 547 5288, or email tina.herring@rbk.kingston.gov.uk

7. REVISED EXCLUSION GUIDANCE SEPTEMBER 2007

The Department of Children, Schools and Families (DCSF) has recently published a revision to *'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units'*, which was originally issued in October 2004. This guidance takes effect from 1st September 2007.

The key changes for Governing Bodies and Headteachers to consider in this revision are:

- Where a pupil is given a fixed period exclusion of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion. Provision should normally be off-site, but a school may make provision on-site where arrangements for shared on-site provision have been made jointly with the governing body of at least one other school and is available to excluded pupils from that or those other schools;

- During the initial period of up to five school days, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents may be given a fixed penalty notice of £50 if they fail to do this.
- The head teacher must arrange a reintegration interview with parents during or following the expiry of any fixed period exclusion of a primary-aged pupil, or of a fixed period exclusion of six or more school days of a secondary-aged pupil. The purpose of the interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. The interview must be held during the period beginning with the first school day to which the exclusion relates and ending with the fifteenth school day following the day on which he or she returns to school. The Head teacher must try to arrange the interview for a date and time that is convenient to the parent. If possible the interview should be held on the day the pupil returns to school.
- If the Headteacher considers that parental influence could be better brought to bear in improving the behaviour of the pupil, a parenting contract may be offered. It may help parents take responsibility for their children and strengthen their ability to do so. It provides an early intervention to deal with emerging behaviour problems or after an exclusion of any duration. A parenting contract is a written voluntary agreement between the school governing body and the parent under which the parent agrees to comply with certain requirements and the school agrees to provide, or help the parent access, the support that they need. Parenting contracts are appropriate where the parent is willing to engage with the school but is in need of (and will accept) support in order to help improve their child's behaviour. A school cannot require a parent to sign a parenting contract as a condition of his or her child being reinstated, being admitted to a school or not being excluded from it.

Guidance Documents

The Local Authority issued a revised exclusion guidance booklet for Headteachers at the start of September 2007. A separate booklet was circulated at the same time to Chairs of Governors and clerks of governing bodies outlining their specific roles and responsibilities in the exclusion process.

Borough guidance on parenting contracts and orders (in cases of exclusion from school) was disseminated to schools in July 2005.

Role of Governors

Governors will need to discuss the implications of these changes with their Headteacher to ensure that they can fulfil the requirements of these changes in the Guidance.

This will be particularly relevant to the requirement to deliver full time education to any pupil excluded for more than 5 school days.

For more information please contact: Adrian Bannister, Exclusions & Reintegration Officer on 0208 547 5253, or email: adrian.bannister@rbk.kingston.gov.uk

8. DUTY TO PROMOTE COMMUNITY COHESION 2007

The Education and Inspections Act (EIA) 2006 requires all governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. This guidance is non-statutory and is offered to support all schools as well as to the foundations of foundation schools. OfSTED inspections of the contribution that schools make to community cohesion will start from September 2008.

What is Community Cohesion?

Community cohesion is about working towards a society in which:

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and are developed in the workplace, schools and the wider community.

The Role of Schools in Promoting Community Cohesion

Schools should design their cohesion programmes to recognise the other strands of the equalities agenda, but the main focus of community cohesion work is promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups.

The guidance identifies three main areas under which schools can make their main contributions to community cohesion:

1. **Teaching, learning and curriculum** – teaching pupils to understand others, promoting common values, valuing diversity, promoting awareness of human rights and developing skills for participation and responsible action. This can be done via Religious Education and Personal, Social and Health Education as well as citizenship education. From September 2008, citizenship education will include a new strand 'Identity and diversity: living together in the UK'. Learning should challenge assumptions and address sensitive issues.
2. **Equity and excellence** – providing equal opportunities for all to succeed, removing barriers to access and participation in learning activities and eliminating variations in outcomes for different groups. This will include dealing with bullying and harassment and also monitoring that exclusion and behaviour policies do not discriminate against any groups. The new Admissions Code emphasises the need for admission arrangements to promote community cohesion and social equity, and for schools to ensure that they do not deter parents from particular communities from applying.
3. **Engagement and extended services** – providing a means for children, young people and their families to promote interaction with people from different

backgrounds, including links with different schools and communities locally, across the country and internationally. All schools should consider how the core offer of extended services can promote community cohesion. Interaction could involve:

- bringing community representatives into schools to work with pupils or as mentors, actively involve with parents from different backgrounds
- providing extended services for family learning and English for speakers of other languages
- providing ways for pupils to interact with others from different cultures and backgrounds - doing this in meaningful ways that are sustainable
- local engagement through links with community groups and organisations
- ensuring that the pupil voice is heard and able to effect change, including ideas from pupils about promoting and community cohesion
- maintaining strong links and multi-agency working between the school and other local agencies e.g. youth services, the police and social care
- teaching, learning and the curriculum - using opportunities across the curriculum to value diversity whilst also promoting shared values
- equity and excellence - ensuring equity and high standards for all and tackling underperformance by any particular group
- engagement and extended services - engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

Through their ethos and curriculum, schools can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

The community cohesion duty is explicitly placed on school governing bodies and is therefore a key document for governing bodies and school leaders. It builds on the existing legal duties on school governing bodies under the Race Relations Amendment Act 2000 (RRA) to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups. It also links to section 78 of the Education Act 2002 which states that the curriculum for all maintained schools should “promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life”.

Role of the Governing Body

The duty to promote community cohesion is explicitly placed on each school governing body and it must discharge this function as part of its leadership and management role. Governors will find it useful to start by auditing the school's existing practice in relation to community cohesion and discuss and plan how this can be further developed.

Schools, Local Authorities and other Partners

Local authorities, non-religious or religious organisations, the Standing Advisory Councils on Religious Education (SACREs), and voluntary and community organisations

have an important role in supporting schools discharge their duty on community cohesion.

At local level community cohesion should be part of community planning more generally, for example, in the development of Children and Young People's Plan (CYPP) and the wider Sustainable Community Strategy, to which schools should contribute through engagement with the children's trust partnership arrangements. The CYPP is an important tool that is available to local authorities to promote schools' contribution to community cohesion.

The DCSF will organise regional conferences on the duty in autumn 2007. OfSTED will issue its own guidance to inspectors and will provide further details in *Inspection Matters* (see the OfSTED website).

Barriers to Community Cohesion

There are some significant barriers to building community cohesion, for example, mistrust of different groups, a perception that some groups are getting special treatment and lack of spaces for meaningful interaction for people of different cultures, backgrounds and religions. However, schools can take positive steps to counter the effects of intolerance and harassment and build mutual respect. Solutions should be based on best practice but tailored to local situations. There are some examples on the DCSF Teachernet website.

Case Studies and Sources of Information

Case studies and further information are available at www.teachernet.gov.uk. This information will be updated from time to time.

For more information on the above please contact: Hatija Bhatia, Principal Admissions & Governance Officer, on 0208 547 5284, or email hatija.bhatia@rbk.kingston.gov.uk

9. KINGSNET

KingsNet – the schools' intranet service in Kingston – has recently undergone major improvement.

As part of a move to make KingsNet a hub for ICT services to the community of teachers and learners in our schools the website (www.rbksch.org) has been redesigned and the infrastructure behind it has been upgraded.

In due course the website will undergo a further redesign to accommodate plans to make it the entry point for all its users to the collaboration and communication tools they require within a safe, secure, "walled-garden" environment.

The first new service to be made available is a long overdue replacement for the schools' email system. This was carried out at the start of the summer term and

proceeded very smoothly. All users are now benefiting from a more contemporary, fully-functioned web email experience.

A pilot project is about to start to investigate the possibility of providing secure remote access (via Virtual Private Networks – VPN) to files held on school networks for staff and pupils. If the pilot proves successful then this will be made available to all schools during the course of this year.

The most exciting venture of all has been the launch of the **Kingston Learning Platform** provided by Viglen/i'ts learning. This communication and collaboration tool is being made available to around 14,000 users as a pilot project over the next two years. The majority of our secondary schools have been trained in the use of the system and will be beginning to use it with their students this term. Primary and special colleagues will be receiving their training over the next few months.

With this increase in online activity it is only right that we should also consider the policies and procedures that we have in place for protecting children. As a consequence we are currently reviewing our web filtering and acceptable use policies and these will be brought to the attention of Headteachers and governing bodies for approval in due course.

For more information on the above please contact: Graham Willett, Inspector for ICT, Inspection and Advisory Service on 0208 547 5287, or email graham.willett@rbk.kingston.gov.uk

10. SCHOOLS FOOD AUDIT

The Department for Children, Schools and Families (DCSF) has provided funding to the Local Authority over three years to support schools in improving school food and nutrition, with further funding being allocated direct to schools. Part of the funding in 2006 and 2007 was used to support a central Local Authority hot meals contract (now serving 16 primary schools) and some further funding was allocated to school clusters.

In the summer term 2007, the Local Authority used some further funding to commission an audit of school meals which was carried out by AVL Consultancy. There were two parts to the audit:

1. A survey of how all schools approach food throughout the school day (e.g. breakfast clubs, vending machines, lunchboxes and food in the curriculum).

The summary report is now available for schools and additional copies can be obtained from the Local Authority (details below).

2. An audit of the school meals service for those schools that are not on the central school meals contract. This included looking at whether menus meet Government nutritional standards.

Every school has been sent copies of their own individual inspection reports with highlighted areas of action. The good news for Kingston is that most schools are meeting Government nutritional standards and offer a good service. The Local Authority will be using the data from these reports to identify how to support schools using the DCSF grant for 2007-2008.

Schools that are on the central contract are inspected on an annual basis by the Local Authority and receive their reports separately.

AVL Consultancy will be presenting the findings to the Governors meeting on Monday 24th September. They will also present to Headteacher meetings on 19th and 26th September.

For more information please contact: Sarah Smithers, Contracts & Support Officer on 0208 547 5256, or email sarah.smithers@rbk.kingston.gov.uk

11. KEY TASKS AND PRIORITIES FOR THE AUTUMN TERM 2007

- Review the school's performance in the 2007 national curriculum tests and public examinations
- Implement the new target setting arrangements and agree new statutory targets
- Consider the duty to promote community cohesion and make appropriate changes to relevant school policies and priorities in the School Improvement Plan
- Address issues identified in the School's Food Audit report
- Develop the school's vision for the future as part of the Local Authority's Strategy for Building Schools for the Future (BSF) and the Primary Capital Programme
- Identify a lead governor for extended services and cluster arrangements
- Note changes to the Exclusion procedures and amend relevant school policies, including the provision of full time education for pupils excluded for 6 days or more
- Identify priorities for the school as part of the Prevention Strategy, especially targets to reduce the attainment gaps between fsm (free school meals) and non fsm pupils at each key stage

12. GOVERNORS CONFERENCE 2007

Ensuring Every Child Matters- Implications for Governance

Kingston's second Governor Conference, entitled "Ensuring Every Child Matters – Implications for Governance" took place on Saturday 23 June 2007. The event was attended by 41 Governors representing 21 Primary schools and 5 secondary schools.

Michele Robbins, the Guest Speaker gave a very interesting and thought provoking talk on the ECM Agenda's implications for Governance. This talk followed by questions and answers, stimulated Governors into thinking about the context of this huge Agenda and its impact on each of their schools and communities.

There were 4 workshops for Governors to choose from:

1. Linking the Children and Young People's Plan (CYPP) and individual school's priorities.

This workshop looked at identifying priorities in the School Improvement Plan which focus on improving the ECM outcomes for pupils; how these School Improvement priorities contribute or link to the CYPP;

2. Monitoring and Evaluating the School's Approach to securing the 5 Outcomes

This workshop used the OfSTED grade descriptions for evaluating ECM outcomes and extracts from the GB self Review document to examine how Governors monitor their school's ECM outcomes and evaluate performance

3. Delivering The ECM Agenda through Cluster Working

This workshop examined the benefits of Extended Services (ES) to the school and wider community; how the ECM outcomes can be achieved through cluster working; how the ECM/ES agenda can help reduce the achievement gap; what barriers are there to ES/Cluster working and how to overcome these barriers.

4. Bridging to Bonding

This workshop examined the meaning of collaboration to and its impact on schools and the wider community; what obstacles hinder / what factors help collaboration; how do we measure and monitor the impact of collaboration.

Summary of key points arising out of the 4 workshops

- Governors felt that the ECM/ES agenda was huge and unless steps were taken to ensure that information is communicated in a timely and effective way, there is a danger that governor participation could be reduced or lost;
- New initiatives are developing quickly and governors need to be able to separate and focus on the key issues;

- Governors need information on clusters, cluster working and the stakeholders who are involved;
- Governors would like to be represented at cluster meetings;
- Governors thought the Extended Schools toolkit was a very good place to start in understanding the role of extended services within delivery of the 5 ECM outcomes;
- The Governing Body Self Review document for Kingston Governors identifies key pieces of evidence Governors can look for to measure how their school is delivering the 5 outcomes and what difference this is making to attainment and well-being of their pupils;

Next steps

1. Develop cluster governance arrangements with representative governors coming together to oversee the work of each cluster
2. Request that each cluster convenes a meeting for governors to update them on the work and progress being achieved in each cluster, perhaps twice yearly
3. Distribute the Cluster Services newsletter, Clusterlink, to all governing bodies
4. Propose that all governing bodies appoint a nominated governor for extended services and the wider ECM agenda
5. Propose that all governing bodies revise their committee arrangements and terms of reference to reflect new responsibilities for extended services and cluster partnerships

For further information please contact: Hatija Bhatia Principal Admissions & Governance Officer on 0208 547 5284, or email hatija.bhatia@rbk.kingston.gov.uk

13. GOVERNORS TRAINING FOR 2007/2008

Please find listed below the Governor training courses that are available during the Academic Year 2007/08. Please contact the Headteacher and CPD coordinator to discuss before any bookings are made through KIMS. The venue for all training is the King Charles Centre.

Taking the Chair

G07/001

19th September 2007, 7.00pm

Safe , Fair and Effective Recruitment

G07/002A

3rd October 2007, 7.00pm

G07/002B

5th March 2008, 7.00pm

G07/002C

14th May 2008, 7.00pm

Child Protection Training for School Governors: Safeguarding Vulnerable Children

G07/003A

9 October 2007, 7.00pm

G07/003B

16th January 2008, 7.00pm

G07/003C

2nd July 2008, 7.00pm

Exclusion of Pupils from School

G07/004

16th October 2007, 7.00pm

Introduction to Schools Finance

G07/005

6th November 2007, 7.00pm

Governing Body Self Review

G07/006

14th November 2007, 7.00pm

Interpreting Data – What do I need to know?

G07/007

4th December 2007, 7.00pm

Governors Update on Literacy, Numeracy and SEN

G07/008

17th January 2008, 7.00pm

Induction Training: The New Governor

G07/009A

23rd January 2008, 30th January 2008, 6th February 2008, (run over 3 sessions), 7.00pm

G07/009B

4th June 2008, 11th June 2008, 18th June 2008, (run over 3 sessions), 7.00pm

The Funding Formula and Setting the School Budget**G07/010**

12th February 2008, 7.00pm

SEN (Special Educational Needs) Governors: Continuing Professional Development**G07/011**

27th February 2008, 7.00pm

How Governors Can make Every Child Matter**G07/012**

19th March 2008, 7.00pm

Monitoring the School's Budget**G07/013**

24th June 2008, 7.00pm

For further information please contact: Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email hatija.bhatia@rbk.kingston.gov.uk

14. GOVERNORS UPDATE**1. The Children's Plan**

The Department for Children, Schools and Families (DCSF) has launched a national consultation entitled "Time to talk", to involve the public in effectively addressing a wide range of issues facing our children, young people and families today.

Responses to the consultation will shape the 'Children's Plan', which is the DCSF's plan for how to achieve key objectives for children, young people and families in the next few years. The results of the consultation and the views of experts in and outside the Department will feed into the plan. It will be published by early December this year. Governors are invited to participate in the consultation which closes on 19th October 2007. For further information, please go to www.dcsf.gov.uk/consultations

2. Faith in the system

The DCSF has issued a new document entitled "Faith in the system" which outlines the role of faith schools in the wider school system. The Government and faith school providers believe that all schools — whether they have a religious character or not —

play a key role in providing a safe and harmonious environment for all in society, thereby fostering understanding, integration and cohesion. This new document sets out the principles that underlie the contribution faith communities and their schools make to educating young people in England, to nurturing them in their faith and to promoting community cohesion. For further information, please go to: www.dcsf.gov.uk

3. Letter from the Secretary of State for Children, Schools and Families

Ed Balls, the Secretary of State of the new Department for Children, Schools and Families, has written to introduce himself and the Department, to set out his priorities, and to invite schools to participate in the national consultation which will lead to the publication of a national Children's Plan. He has written to all Headteachers and if you would like to view these letters, please go to:

Primary <http://www.teachernet.gov.uk/docbank/index.cfm?id=11763>

Secondary <http://www.teachernet.gov.uk/docbank/index.cfm?id=11764>

Special <http://www.teachernet.gov.uk/docbank/index.cfm?id=11765>

4. Staying Safe

Staying Safe is a consultation led by the Department of Children, Schools and Families (DCSF) in conjunction with other government departments. It was launched on 31 July and closes on 31 October 2007. It covers the full range of the stay safe outcome in Every Child Matters: abuse, neglect, prevention of accidents, tackling bullying and discrimination, protection from crime and ensuring young people have stable and secure environments. For further information, please go to: www.dcsf.gov.uk

For further information please contact: Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email hatija.bhatia@rbk.kingston.gov.uk