

LEARNING AND CHILDREN'S SERVICES

DUNCAN CLARK
DIRECTOR OF LEARNING AND CHILDREN'S SERVICES

DIRECTOR'S REPORT TO SCHOOL GOVERNORS
FOR THE AUTUMN TERM 2011

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1. 2011 ACADEMIC RESULTS AND PRIORITIES

Compared to 2010 there have been good improvements at most Key Stages. In particular Kingston is now ranked 4th nationally for the proportion of children achieving Level 4 or above in both English and mathematics at Key Stage 2 and the schools' reported results for 5 A*-C grades, including English and mathematics are once again the best ever for Kingston. There are some aspects of performance which have declined slightly. These aspects are targeted for intervention in the Children and Young People's Plan 2010-2013, Service and Team Plans.

Foundation Stage Profile data has not yet been validated, but as it is based on teacher assessment provided by schools there is likely to be little change once validated data is released. The same is true for Key Stage 1 data. The data for Key Stage 2 may well improve further as schools receive remark requests back later this month. Data shown in this document for both Key Stage 4 and Key Stage 5 is school reported data and therefore should be treated with some caution. Kingston will receive an update to both of these Key Stages later this month.

This report is Part 1 of the Local Authority's 'Annual Report on School Improvement, Standards of Attainment and Pupil Progress'. It will be updated as results become validated. Part 2 of the report will detail the Local Authority's performance in closing inequality attainment gaps. Both reports will be available on the RBK website. The report will be sent as a separate attachment to the Director's Report and copies will be available on the evening.

For further information on the above, please contact: Tina Herring, Service Director for Learning and School Effectiveness on 020 8547 5288, or email: tina.herring@rbk.kingston.gov.uk

2. TRANSFORMING LEARNING AND CHILDREN'S SERVICES - UPDATE

Duncan Clark, Director of Learning and Children's Services is the commissioner of all services for children and their families, adult learning, leisure and culture. Services will be commissioned using the Council's agreed framework.

In November, a report on the outcome of further explorations about a shared service with Richmond called 'Achieving for Children' will be presented to Peoples Services Committee of the Council to agree the next stages of development. The initial report was presented to the Council in June 2011. This item will be revisited next term.

On 18th October the Peoples Services Committee of the Council will receive a report on 'EducationKingston: the learning partnership' and the outcome of consultation on schools' and academies' decisions to join the partnership. The report will cover ground which is familiar to many governors and the essence is summarised below.

In June 2011, following consideration of some changes to the Council's statutory duties, the People's Services Committee agreed that the strong school improvement partnership between the Local Authority (LA), schools and academy schools should try to be maintained. The Committee supported the development of a new working relationship between schools and the LA. A sum of up to £20,000 was agreed to develop a proposal for an education trust between schools and the LA with a working title 'Education Kingston'. The Committee agreed that a second report should be presented in October when the proposal was finalised and after schools had been consulted on their commitment and intention to join Education Kingston.

During the period between June and October, an Education Kingston project board of elected headteachers, RBK officers and a governor was supported by a project manager to develop the proposal. Advice was received from Council services including human resources, commissioning, legal services and finance. The final proposal 'EducationKingston: the learning partnership' proposes that the Council's Learning and Children's Services Directorate and schools form a self-governing, One Kingston, partnership commissioned by the Council to provide school improvement. The proposal was distributed to schools on Friday 9 September. Schools are asked to return formal notice of their commitment by 14 October 2011. The results of this consultation will be published online as late material for the Committee, emailed to Committee members and tabled at the meeting.

It will be proposed that:

1. the proposal for providing the Council's statutory and non statutory school improvement functions as outlined in 'EducationKingston; the learning partnership' is accepted provided there is sufficient commitment from schools;
2. subject to the Council's development and test of the commissioning agreement, EducationKingston will operate from 1 April 2012;
3. there will be a 5 year budget for Education Kingston of £750,000 per annum, which represents a 50% saving on school improvement costs;
4. the model will be for schools' financial investment of approximately 40% of the Council's, and that this is supplemented by schools providing support for other schools;

The Committee's agreement will allow for the EducationKingston partnership to be commissioned to:

- fulfil the Council's statutory duties for school improvement; including prevention of failure and support for the education of vulnerable children and young people, at a time of significant change in the education system.
- improve educational provision, raise achievement and close gaps. The partnership will provide support, challenge, advice, guidance and training for schools, staff and governors on matters of school improvement.
- ensure that the quality of education in Kingston remains outstanding and improving so that the Council meets its aspiration for Kingston to be the best place to live.
- preserve the strong and successful relationships that exist between schools and the Council and thereby enable the Council to fulfil its duty to commission places in strong schools.
- continue the commitment to integrated support for schools, children and young people via knowing schools well and working with all providers of services.

Background

Learning and Children's Services is to make a 20% saving on a £40million budget between 2011–2014. This proposal includes revenues saving of approximately £750,000 which accounts for approximately 50% of the current School Inspection and Advisory Service cost. The proposed model makes good financial sense. An option appraisal concluded that it is impossible to continue with the same level of service and that this is undesirable in the current educational climate. The option to reduce costs to provide the minimum statutory service presents high risk as the LA would only be involved with failing schools and would therefore be unable to spot the early signs of difficulty. Kingston's reputation for good schools should not be threatened or lost and the true cost of school failure is great. Good schools are recognised as preventing failure in children, young people and families and thereby reduce costs on targeted and specialist services.

Education Kingston: the learning partnership is proposed to be commissioned from 1 April 2012 until 31 March 2017, subject to the development of the commissioning agreement and Council's testing process. It is to run for a 5-year period subject to annual review by the project board and in relation to the exit policy to be set out in the commissioning agreement.

Financial constraint and the need to make savings require the transformation of children's services. The Council intends to have a greater commissioning role and strengthen its partnerships to benefit residents. The proposal to develop Education Kingston should be considered alongside others proposals to develop shared children's services and the interrelationships with assets, human resources, payroll, finance etc, etc. EducationKingston is commissioned from within the Council and reliant on support from Council services. Additionally, Education Kingston requires the support of schools and other providers to schools. The proposal emphasises commitment and determination to work with other services.

Timescale

The timescale for forming and commissioning the partnership would be:

- Schools' commitment to 'EducationKingston: the learning partnership' obtained 14 October 2011.
- People's Services Committee's agreement to the proposal – 18 October 2011
- Council's development and test of the commissioning agreement October – December 2011.
- People's Services Committee's acceptance of the commissioning agreement December 2011.
- Commissioning of Education Kingston: the learning partnership begins 1 April 2012 until 31 March 2017 subject to annual review by the project board and exit policy.

Background papers: held by the author of the report, Tina Herring – 020 8547 5288

e-mail: tina.herring@rbk.kingston.gov.uk

- 'EducationKingston: the learning partnership'
- White paper 'The importance of teaching' (DfE 2010)
- Education Bill 2011 (DfE 2011)
- Summary proposal 'Education Kingston' shown to headteachers March 2011
- 'School Improvement Partnership': report to People's Services Committee, 7 June 2011

For further information on the above, please contact: Duncan Clark, Director of Learning and Children's Services on 020 8547 5220, or email: duncan.clark@rbk.kingston.gov.uk

3. DEVELOPING THE CHILDREN AND YOUNG PEOPLE'S PLAN 2012

The Children and Young People Trust Board is responsible for overseeing the Children and Young People's Plan, which sets out the priorities, outcomes and performance of statutory partners.

We will be developing a new plan for 2012 – 2015. As a starting point, we felt it was important to understand the views of children and young people in Kingston.

The Youth Support Service undertook a consultation of young people in the Royal Borough of Kingston in order to inform the 2012 – 2015 Children and Young People's Plan. The aim of involving young people was so to ensure they had the opportunity of shaping the services that affect them.

The main task that the young people had was to identify what young people thought were the most important issues that affected them and find areas that needed improving so that young people are supported more effectively. This project is part of the implementation of the Children & Young People's Participation Strategy which enables young people to have the opportunity to make a difference to their community and ensure they are given a voice.

The first step that was taken was to establish a group of young people who would lead in planning and delivering the consultation. This group is known as the Children and Young People's Consultation Panel, abbreviated to CYPP Panel. Their role was to identify the most important issues and devise a way of consulting a large number of young people around the topics. Young people were recruited onto the Panel through the support of schools, existing contacts from other projects and by working closely with the Participation Officer for Disabled Children and Young People. This ensured a diverse membership from the inception of the project.

The Panel met on several occasions and through these meetings they:

- Gained information about the Children & Young People's Plan
- Agreed a format of consultation that would involve a large number of young people
- Identified an effective and innovative way of consulting with young people
- Agreed a framework to ensure that a broad and diverse range of young people had the opportunity of taking part in the consultation process

This resulted in over 1500 children and young people responding to a questionnaire about what is important to them. The consultation document will be available in the coming weeks and will form the beginnings of the new plan.

We will be holding an event in December for all partners to help us develop the plan, which will be available before April 2012.

Schools play a key role in this work and we look forward to working with you over the coming months to develop what I believe will be an exciting and challenging set of goals, which will enable us to identify and focus on what matters most, outcomes, during a time of change.

For further information on the above, please contact: Duncan Clark, Director of Learning and Children's Services on 020 8547 5220, or email: duncan.clark@rbk.kingston.gov.uk

4. NEW OFSTED FRAMEWORK AND SCHOOL SELF EVALUATION

A new Ofsted inspection framework is expected to replace the current framework this Autumn and inspections in 2012 are intended to adhere to the new statutory requirements. While information is not yet available, consultations on the new framework gave governing bodies an indication of what could be expected. In October, Headteachers are invited to a training session with Patrick Leeson, HMI, who has led the development of the new inspection regime. Training for governors will be included in the Spring Term training programme.

In the meantime, governors are asked to ensure that school self-evaluation continues to be updated and recorded. All governors should continue to be aware of:

- the standard of pupil attainment and progress;
- the quality of teaching, and teachers;
- the views of parents and children about their school including behaviour;
- the quality of reading and the quality of the teaching of reading;
- whether the school is good at picking up good ideas from other schools and other organisations to help its pupils do well;
- whether the school is prioritising accurately.

Importantly at this stage, Ofsted intends to only give summative judgements to 4 key areas

- how well children are doing at school;
- how well the school is teaching its children;
- how well the school is being run;
- how children are behaving and being kept safe at school.

Ofsted does not intend to give separate judgements within each of these categories. School improvement officers plan to look at School Self Evaluation forms with headteachers and produce a document which schools may choose to use. This terms SIP reports will follow the proposed new inspection model and respond to headteachers' and governors' previous suggestions for improvement.

For further information on the above, please contact: Tina Herring, Service Director for Learning and School Effectiveness on 020 8547 5288, or email: tina.herring@rbk.kingston.gov.uk

5. SCHOOLS FINANCIAL VALUE STANDARD (SFVS)

The Department for Education has launched the new Schools Financial Value Standard (SFVS). The standard is available to use from September 2011 and applies to maintained schools only.

SFVS replaces the Financial Management Standard in Schools (FMSiS), which was withdrawn by the Secretary of State with effect from 15 November 2010. The SFVS has been designed in conjunction with schools to assist them in managing their finances and to give assurance that they have secure financial management in place.

Effective financial management ensures this money is spent wisely and properly, and allows schools to optimise their resources to provide high-quality teaching and learning and so raise standards and attainment for all their pupils. The SFVS replaces the Financial Management Standard in Schools (FMSiS) and has been designed in conjunction with schools to assist them in managing their finances and to give assurance that they have secure financial management in place.

As Governing Bodies have formal responsibility for the financial management of their schools, the standard is primarily aimed at governors.

What do schools need to do?

- The standard consists of 23 questions which governing bodies should formally discuss annually with the head teacher and senior staff.
- The questions which form the standard are in sections A to D. Each question requires an answer of Yes, In Part, or No.
 - If the answer is Yes, the comments column can be used to indicate the main evidence on which the governing body based its answer.
 - If the answer is No or In Part, the column should contain a very brief summary of the position and proposed remedial action.
- In Section E, governors should summarise remedial actions and the timetable for reporting back. Governors should ensure that each action has a specified deadline and an agreed owner.
- The governing body may delegate the consideration of the questions to a finance or other relevant committee, but a detailed report should be provided to the full governing body and the Chair of governors must sign the completed form.
- The school must send a copy of the signed standard to their local authority's finance department.

There is no prescription of the level of evidence that the governing body should require. The important thing is that governors are confident about their responses.

What is the role of local authorities (LAs)?

Unlike FMSiS, the SFVS will not be externally assessed. LAs should use schools' SFVS returns to inform their programme of financial assessment and audit. LA and other

auditors will have access to the standard, and when they conduct an audit can check whether the self-assessment is in line with their own judgement. Auditors should make the governing body and the LA aware of any major discrepancies in judgements.

Timetable – key dates

- Maintained schools which had not attained FMSiS by the end of March 2010 must complete and submit the SFVS to their local authority by 31 March 2012; and conduct an annual review thereafter. However, as all RBK schools did attain FMSiS by March 2010, the next relevant key date is March 2013 by when the first run through the SFVS is required by 31 March 2013; and an annual review thereafter.

LIST OF QUESTIONS	ANSWER (Yes/In Part/No)	COMMENTS, EVIDENCE AND PROPOSED ACTIONS
A: The Governing Body and School Staff		
1. In the view of the governing body itself and of senior staff, does the governing body have adequate financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money?		
2. Does the governing body have a finance committee (or equivalent) with clear terms of reference and a knowledgeable and experienced chair?		
3. Is there a clear definition of the relative responsibilities of the governing body and the school staff in the financial field?		
4. Does the governing body receive clear and concise monitoring reports of the school's budget position at least three times a year?		
5. Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?		
6. Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, e.g. on sick leave?		
7. Does the school review its staffing structure regularly?		
B: Setting the Budget		
8. Is there a clear and demonstrable link between the school's budgeting and its plan for raising standards and attainment?		

9. Does the school make a forward projection of budget, including both revenue and capital funds, for at least three years, using the best available information?		
10. Does the school set a well-informed and balanced budget each year (with an agreed and timed plan for eliminating any deficit)?		
11. Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do they result from explicitly planned changes or from genuinely unforeseeable circumstances?		
C: Value for Money		
12. Does the school benchmark its income and expenditure annually against that of similar schools and investigate further where any category appears to be out of line?		
13. Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?		
14. Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balances at the end of each year?		
15. Does the school maintain its premises and other assets to an adequate standard to avoid future urgent need for replacement?		
16. Does the school consider collaboration with others, e.g. on sharing staff or joint purchasing, where that would improve value for money?		
17. Can the school give examples of where it has improved the use of resources during the past		

year?		
D: Protecting Public Money		
18. Is the governing body sure that there are no outstanding matters from audit reports or from previous consideration of weaknesses by the governing body?		
19. Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers (please note any instance of fraud or theft detected in the last 12 months)?		
20. Are all staff aware of the school's whistle blowing policy and to whom they should report concerns?		
21. Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the annual Consistent Financial Reporting return?		
22. Does the school have adequate arrangements for audit of voluntary funds?		
23. Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?		

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

6. FREE SCHOOL MEALS (FSM) AND PUPIL PREMIUM

One of our key priorities in Kingston remains to close the wide attainment gap between pupils eligible for FSM and those who are not. While Kingston's FSM population reach standards of attainment that are higher than the national average for this group, the attainment gap is greater than the national gap.

This year the introduction of Pupil Premium funding, which is additional to main school funding and is targeted at those who are eligible for FSM, the children of service personnel as in Military service, and Looked after Children, has been allocated to schools. The purpose of this funding is to address current inequalities and tackle disadvantage. The Pupil Premium will be clearly identifiable. It will be for schools to decide how the Pupil Premium funding is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. For deprived pupils in non-mainstream settings, it will be for the local authority to decide how to allocate it. The authority must consult non-mainstream settings about how the Premium for these pupils should be used. Whilst schools will be free to spend the Pupil Premium as they see fit, they will be held accountable for how they have used the additional funding to support deprived pupils. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium.

Schools will ensure that parents and others are made fully aware of the progress and attainment of pupils covered by the Premium. We will provide schools with evidence and information about interventions which can improve the progress and attainment of pupils from poorer backgrounds.

As a key contribution from Learning and Children's Services in support of the Borough's Child Poverty strategy, we have committed with all of our schools to significantly increase the number of pupils who are registered for FSM from those who are eligible. Kingston data from Her Majesty's Revenue and Customs (HMRC), indicates that there as many as 1,500 residents of school age who are eligible for FSM, but have not registered. To be eligible for FSM those families must have an annual family income below £16,190. The introduction of the pupil premium is a game changer in this area, it means that registration for FSM is now about much more than simply free food and alleviating low house hold incomes, although of course these are worthwhile outcomes in their own right. With the introduction of the Pupil Premium, every pupil registered for free school meals, in the school's January census, the school will receive £430 in the following April of that academic year. This can be a substantial additional source of income to allow schools to provide additional support for those pupils. Moreover the current budget nationally for Pupil Premium stands at £625 Million, but this is expected to rise to £2.5 Billion by the end of this parliament which would mean that the amount the pupil premium pays per pupil would rise significantly. The Government had also indicated that in future, the performance of this cohort will be much more closely scrutinised nationally and it is expected that specific data sets in relation to their performance will be published on an individual school basis.

In terms of the meals themselves, on-line menu booking now means that there is no longer the stigma which may have been associated with FSM in the past. As all the meals for both non-FSM and FSM are ordered on-line and there is no difference in either the payment or receipt of the meals. In the past, the lack of hot meals has been an issue. National research indicates that there is a strong correlation between the take up of FSM and the availability of hot food. The Borough has rightly made this a priority in recent years and has invested over £1 Million in developing school kitchens and dining facilities, which means that 16 schools have had redeveloped kitchens and dining facilities' and now all 34 primary schools in Kingston offer hot meal service to their pupils.

Kingston's response has been to launch a Pupil Premium marketing campaign aimed at addressing this disparity by actively seeking to recruit those eligible to register for FSM. Every school has received posters and leaflets with the 'Why Fork out for a School Meal' strapline, highlighting the benefits and setting out how you can register by ringing 0208-574-5004, or by e-mailing freeschoolmeals@rbk.kingston.gov.uk or by visiting the RBK website at www.kingston.gov.uk/school_meals

Registering for a free school meal will...

Benefit your child - they will enjoy a delicious and nutritious hot meal, improving their ability to concentrate and learn

Benefit your child's school - the Government provides £430 of additional funding for every child registered to receive free school meals. That is money that the school can invest in your child's education

Benefit you - save up to £500 per year in food bills

There will be a leafleting campaign across the Borough's social housing and the campaign is being supported and promoted across the Borough by a number of other key stakeholders; in Health, including GP surgeries and pharmacies; in Libraries & Leisure Centres; across the Community and Voluntary Sector. The campaign will also be promoted in a number of other media, online via the council website, on Radio Jackie, in the local press and in local commercial venues also.

We hope that by engaging the parents and demonstrating that by registering for FSM they are also raising funding for their child's school will be a theme which will resonate with all parents. The aim is to raise the aspirations and improve the life chances of those pupils already in our schools who are eligible by encouraging and supporting them to register in time for the January school census deadline, thus raising additional funding for the schools.

For the most recent available results for 2010/11, the Foundation Stage gap between the lowest scoring 20% and the LA average has generally remained the same.

In Key Stage 1, the gap between FSM and non-FSM has continued to narrow in reading, writing and mathematics at both Level 2 and Level 3 particularly in reading at Level 2.

The gap in Key Stage 2 has continued to narrow in English and in both English and Maths at Level 4+. However, the overall attainment of pupils eligible for FSM has fallen at the higher Level 5 measures in English and Maths and the gap has widened particularly in mathematics.

KS4 2010/11 (5 GCSE A*-C) at 16 FSM gap is	24%
KS4 2010/11 (5 GCSE A*-C with Eng & Maths) at 16 FSM gap is	36%
Kingston 2010/11 Full Level 2 (5 GCSE A*-C) at 19 FSM gap is	21%
Kingston 2010/11 Full Level 3 (2 A level) at 19 FSM gap is	25%
Higher Education 2007/8 entrance gap is	28.1%

Employability data for those who do not achieve a full level 2 in London demonstrates that those who do not achieve the minimum level 2 and full level 3 thresholds are significantly more likely to be unemployed, for those with no qualifications it is 55%, for those with a level 2, 25% and for those with a level 3 it is 20%. This is based on all ages data and for young people in the current economic environment it is in fact much higher. These gaps make a real difference not just while they are in school but have a lasting impact on the rest of their lives.

For further information, please contact: Carol Buchanan, Strategic Manager/Inspector – SEN & Inclusion on 020 8547 5271, or email: carol.buchanan@rbk.kingston.gov.uk or Eamonn Gilbert, 14 – 19 Partnership Manager and Lead Commissioner on 020 8547 5283, or email: eamonn.gilbert@rbk.kingston.gov.uk

7. ACADEMY STATUS AND RBK

A policy statement will be sent out with the Director's Report. Copies will be available at the meeting.

Because school and academy funding are subject to review and academy funding arrangements have been and continue to be fluid, this policy statement is short term; lasting in the first instance between September 2011 and end of March 2012. By then the outcome of the second DfE funding consultation (see link below) will be available and the Council will have finalised decisions about the transformation of Learning and Children's Services in Kingston.

<http://education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1765&external=no&menu=1>

For further information on the above, please contact: Tina Herring, Service Director for Learning and School Effectiveness on 020 8547 5288, or email: tina.herring@rbk.kingston.gov.uk

8. NEW SURBITON PRIMARY SCHOOL

On 14 January 2011, The Royal Borough of Kingston upon Thames published a notice inviting proposals to provide a new 2 Form Entry Primary School on the Surbiton Hospital site alongside a brand new health facility for the local community. As you may be aware, there has been significant demographic growth in Kingston and in order to meet the identified growth, a permanent primary expansion programme was created with

the objective of creating an additional 8.5 Forms of Entry or 255 places across the Borough above the 2007/8 benchmark. A key component of that strategy was the creation of a new 2 Form of entry primary school in the Surbiton area. In order to meet this demand the council earmarked £8 Million of council resources to facilitate the construction of a new primary school. Under current legislation, a competition was needed to confirm which organisation would run the new school to be decided by the Office of the Schools Adjudicator.

On the 13 September 2011, the Office of the Schools Adjudicator confirmed that the new school would be provided by the Surbiton Education Health Trust. The Trust are delighted that Surbiton Education Health Trust was successful in their bid to be the provider of this new primary school in Kingston. The partners in the Trust are:

- The Royal Borough of Kingston upon Thames Local Authority
- Your Healthcare CIC
- NHS Kingston
- South West London Health Partnerships

The new Surbiton primary school will be known as Lime Tree Primary School.

In September 2012, Lime Tree Primary School will open with 60 places for Reception aged children, 26 places in the morning Nursery class and up to 3 places for children with SEN in the Specialist Resourced Provision. The school will then grow year-on-year, with new children joining Reception and Nursery each Autumn.

In the academic year 2014 – 2015, there will be an additional intake into Year 3 from neighbouring Infant schools. Alongside this, the health facilities on the site will also be developing.

For further information, please contact Eamonn Gilbert, 14 – 19 Partnership Manager and Lead Commissioner on 020 8547 5283, or email: eamonn.gilbert@rbk.kingston.gov.uk

9. PRIMARY SCHOOL PARENT GOVERNOR REPRESENTATIVES ON THE PEOPLE'S SERVICES COMMITTEE AND SCRUTINY PANEL

The Council has a vacancy for a primary school Parent Governor Representative to be an Advisory Member on the RBK **People's Services Committee** and **Scrutiny Panel** and is currently inviting nominations from primary school Governing Bodies for this vacancy for a Representative, who will be appointed by Kingston Council.

A secondary school Parent Governor Representative has already been appointed to these bodies.

The People's Services Committee will meet approximately seven times per year to make decisions on matters within its remit, which includes education. The Scrutiny Panel will meet less frequently. Parent Governor Representatives will only be asked to attend meetings if there are education issues on the agenda. A small allowance is payable for this role. Meetings usually start at 7.30pm and are held in the Guildhall. Parent Governor

Representatives have voting rights when education matters are being discussed on these bodies of the Council.

Governing Body nominations (to include the nominee's name, address and telephone number and, if possible, email address) should be sent to Jean Cousins, Democratic Support, Room 75, The Guildhall, Kingston upon Thames, Surrey KT1 1EU.

For further information on the above, please contact: Jean Cousens, Democratic Support Officer on 020 8547 5023 or email jean.cousens@rbk.kingston.gov.uk

10. CONTINUOUS PROFESSIONAL DEVELOPMENT AND TRAINING FOR GOVERNORS AND CLERKS FOR THE ACADEMIC YEAR 2011 – 2012

Please find listed below the Governor training courses that are available for the Academic Year 2011 – 2012. Please reserve your place by speaking to your INSET coordinator and/or Headteacher depending on what the arrangements are for booking courses at your school.

Further information about the courses can be viewed on KIMS at the following link: <http://www.rbksch.org/KIMS/> click View Courses, click Governor Training and Development, click on course. The venue for all training is the King Charles Centre, 19.00pm – 21.00pm **unless otherwise stated**.

Governors' Perspective on Performance Management for Headteachers - G11/010 -

29/09/2011 19:00

Governors' Partnership Meeting - G11/006A - 03/10/2011 19:30

Interpreting Data - What Do I Need to Know? - G11/004 - 06/10/2011 19:00

Clerks' Briefing Meeting - G11/008A - 20/10/2011 10:00

New Governor Induction Course - G11/013A - 19/11/2011 09:00

Governors to bring with them on the day, a copy of the School Prospectus, the School Development Plan and Activity Sheet 1A.

Activity Sheet 1A will be forwarded to Governors nearer the time.

This course is being covered in a single day session and not as 3 separate evenings.

A sandwich lunch will be provided

Introduction to Schools' Finance - G11/002 - 22/11/2011 19:00

Clerks' Induction Meeting - G11/007 - 06/12/2011 10:00

Taking the Chair - G11/012 - 07/12/2011 19:00

Governors Update on Primary Literacy, Mathematics and Inclusion - G11/017 -

19/01/2012 19:00

Toolkit for Managing HR Casework in Schools (Disciplinary, Grievances and Absence) -

M11/009A - 20/01/2012 13:00

Governors' Partnership Meeting - G11/006B - 30/01/2012 19:30

Child Protection Awareness for School Governors - G11/011 - 01/02/2012 19:00

Clerks' Briefing Meeting - G11/008B - 02/02/2012 10:00

Safer Recruitment Training - M11/008A - 06/02/2012 09:30

Governors' Perspective on Managing Grievance, Disciplinary and Capability Issues -

G11/009 - 08/02/2012 19:00

The Funding Formula and Setting the School Budget - G11/003 - 21/02/2012 19:00

Managing Staffing Reductions - M11/010A - 23/02/2012 13:00

New Governor Induction Course - G11/013B - 25/02/2012 09:00

Governors to bring with them on the day, a copy of the School Prospectus, the School Development Plan and Activity Sheet 1A.

Activity Sheet 1A will be forwarded to Governors nearer the time.

This course is being covered in a single day session and not as 3 separate evenings.

A sandwich lunch will be provided

Guidance on Exclusion From Schools - G11/001 - 06/03/2012 19:00

Toolkit for Managing HR Casework in Schools (Disciplinary, Grievances and Absence) -

M11/009B - 09/03/2012 13:00

Performance Management Training - M11/007A - 13/03/2012 13:00

Achieving Outstanding Governance - G11/014 - 15/03/2012 19:00

Participants are asked to bring their most recent Ofsted report, SEF and SDP

Inclusion - Pupils at Greater Risk of Underachievement - G11/015 - 20/03/2012 19:00

This course will consider which groups of pupils are at risk of underachievement and consider how schools can narrow the attainment gap. As well as providing updates on the statutory duties for special educational needs (SEN) and disabilities, which are anticipated to change in 2012, the course will aim to signposts other sources of information and provide Governors with advice about how they can contribute to the effective working of the Governing Body.

Managing Staffing Reductions - M11/010B - 22/03/2012 13:00

Safer Recruitment Training - M11/008B - 27/03/2012 09:30

Performance Management Training - M11/007B - 20/04/2012 09:30

Toolkit for Managing HR Casework in Schools (Disciplinary, Grievances and Absence) -

M11/009C - 26/04/2012 09:30

Safer Recruitment Training - M11/008C - 14/05/2012 09:30

Governors' Partnership Meeting - G11/006C - 21/05/2012 19:30

Training for School Governors Information Sharing and Integrated Working (CAF1) -

G11/005 - 23/05/2012 19:00

Managing Staffing Reductions - M11/010C - 24/05/2012 09:30

Clerks' Briefing Meeting - G11/008C - 24/05/2012 10:00

Performance Management Training - M11/007C - 14/06/2012 13:00

New Governor Induction Course - G11/013C - 16/06/2012 09:00

Governors to bring with them on the day, a copy of the School Prospectus, the School Development Plan and Activity Sheet 1A.

Activity Sheet 1A will be forwarded to Governors nearer the time.

This course is being covered in a single day session and not as 3 separate evenings.

A sandwich lunch will be provided

Monitoring the School's Budget - G11/016 - 20/06/2012 19:00

Managing Staffing Reductions - M11/010D - 21/06/2012 09:30

Safer Recruitment Training - M11/008D - 28/06/2012 09:30

Toolkit for Managing HR Casework in Schools (Disciplinary, Grievances and Absence) -

M11/009D - 02/07/2012 09:30

Safer Recruitment Training - M11/008E - 06/07/2012 09:30

For further information on the above please contact: Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email:

hatija.bhatia@rbk.kingston.gov.uk