

Learning and Children's Services

Patrick Leeson

Strategic Director of Learning and Children's Services

DIRECTOR'S REPORT TO SCHOOL GOVERNORS FOR THE SPRING TERM 2008

CONTENTS

- 1. Budget: Revenue and Capital Allocations**
- 2. National Children's Plan: Building Brighter Futures**
- 3. Governors, School Improvement and the School Improvement Partner**
- 4. Health and Safety Review and Recommendations**
- 5. Building Schools for the Future and Primary Capital Programme**
- 6. Safeguarding Children: CRB Checks**
- 7. Early Years Foundation Stage**
- 8. Teachers Pay 2008 – 2011**
- 9. Common Assessment Framework**
- 10. Admission Arrangements for September 2009**
- 11. Governor Updates**
- 12. Committee Vacancies for Governors**
- 13. Governor Training for Spring and Summer terms 2008**

1. BUDGET: REVENUE AND CAPITAL ALLOCATIONS

Schools Budget – Revenue

A Schools Budget Consultation document was published for schools earlier in January as part of the budget setting process for the next 3 financial years (2008-2011). This sets out the background to the national Schools Funding settlement and explains the changes to the revenue funding streams that schools receive through the Local Authority.

The overall settlement for Kingston provides an average increase of 4.59%, 3.64% and 4.21% per pupil in each of the next three years respectively. Schools receive the benefit of a Minimum Funding Guarantee (MFG) in their budget shares and this has been set at an increase of 2.1% per pupil in each of the three years.

The Local Authority is consulting all schools on the following proposed changes for the next three years:

- Further targeted funding for deprivation
- Abolition of Teachers Pay and Premises Condition Formulas
- Review of Special Schools Core Funding
- Review of Flat Rate, Split Site and Amalgamating School Factors
- SEN Funding, in particular increased local provision for pupils with Behavioural, Emotional and Social Difficulties (BESD)
- Funding of Advanced Skills Teachers (ASTs)
- Allocation of School Development Grant
- Allocation of the overall Schools Budget to fund individual school budget shares and Centrally retained budgets.

A Schools Funding Workshop will be held at Dysart School, 190 Ewell Road, Surbiton, at 7 p.m. on **22 January 2008**. The purpose will be to explore the options put forward to enable headteachers and governors to respond to the consultation more effectively. The return date for any responses to the consultation is **1 February 2008** so that responses may be considered by the Schools Forum on 6 February 2008.

All schools will receive an indicative budget by 25 February 2008 using actual January 2008 pupil numbers.

Capital Allocations

Schools received notification in early December 2007 of their Devolved Formula Capital Allocations (DFC) for 2008-09. The amount for each school is based on a national formula comprising a flat rate for each school plus an amount per pupil. For the first time a reduction of 50% has been introduced for schools that have been substantially or completely rebuilt within the past 10 years. This reduction affects 4 schools in Kingston and the DCSF have provided some additional funding for 2008-09 to phase in the reduction as there was limited notice provided of this change.

DFC funding is to be used by schools to fund or contribute towards the cost of building and ICT capital works. This funding can be supplemented by revenue funds but cannot be used to fund revenue costs of a school.

The other main sources of funding of school capital projects are the LCVAP programme for VA schools and the LA capital programme for non-VA schools. The allocations from central government have provided capital grant of approximately £1.1m for VA schools in 2008-09 and a prioritisation process is underway to determine allocation of the LCVAP programme. The extent to which prioritised schemes for non-VA schools can be progressed will depend on the wider local authority budget process; as these allocations are in the form of supported borrowing and the Local Authority may not be able to afford to finance any schemes other than the highest priority / emergency repairs etc. These issues will be taken back to heads and governors for further discussion.

For further information on the above please contact: Martin Longhurst, Strategic Finance Manager on 020 8547 5277, or email martin.longhurst@rbk.kingston.gov.uk or Anne Redparth, Directorate Head of Resources & Commissioning on 020 8547 5276, or email anne.redparth@rbk.kingston.gov.uk

2. NATIONAL CHILDREN'S PLAN: BUILDING BRIGHTER FUTURES

The Children's Plan, *Building brighter futures*, was published by the Department for Children, Schools and Families on 11 December 2007. The plan is set out in chapters covering each of the Department's strategic objectives:

- secure the health and wellbeing of children and young people
- safeguard the young and vulnerable
- achieve world-class standards
- close the gap in educational achievement for children from disadvantaged backgrounds
- ensure young people are participating and achieving their potential to 18 and beyond
- keep children and young people on the path to success.

The Plan includes a number of proposals to support parents. £34 million will be available over the next three years to provide expert parenting advisers in every local authority and school-based Parent Support Advisers. A series of measures is designed to provide more intensive help for some families who need additional support: including outreach services in children's centres, a key worker approach to co-ordinate support to the neediest families, help for young carers and improved facilities for disabled children to take short breaks.

£225 million over the next three years will be available to create more safe places for children to **play** outside. This will provide capital funding for all local authorities to allow playgrounds to be rebuilt or renewed and made accessible to children with disabilities.

A children and young people's **health** strategy will be published in spring 2008. There will be a review of Child and Adolescent Mental Health Services to see how universal, mainstream and specialist support services can be improved for the growing number of children and young people with mental health needs. There is also a major focus on reducing the proportion of overweight and obese children in the population to 2000 levels by 2020.

The new Child **Poverty** Unit will co-ordinate work to break the cycle of poverty from generation to generation, with a renewed commitment to halve child poverty by 2010 and eradicate it by 2020.

Measures to improve support for **children in care** were detailed in the White Paper *Time for change*, with some reinforced by the *Children and Young Persons Bill*, and are reiterated in the Children's Plan.

The **Independent Safeguarding Authority** is being established early in 2008 under the Safeguarding Vulnerable Groups Act 2006, to support more effective vetting and barring of individuals applying to work with children.

Pupil Progress and Attainment

There are major new objectives to improve individual pupil progress and attainment and close the gap in educational achievement for disadvantaged children. These goals are set out as follows:

- every child being ready for success in school with at least 90% developing well across all areas of the Early Years Foundation Stage Profile by age 5
- at least 90% of children achieving at or above the expected level in both English and mathematics.

There is also a focus on the proportion achieving five A* – C GCSEs, including English and mathematics and on closing the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers. Schools have already been asked to improve the percentage of pupils moving up two levels between key stages and the proportion of children in care achieving A* - C grades at GCSE.

The Plan's ambition is that by 2020 at least 90 per cent of young people will achieve the equivalent of five higher level GCSEs and 70 per cent will achieve the equivalent of two A levels by age 19. Many measures to support this, including a package of 14-19 reforms and the introduction of new Diplomas, have already been announced.

Accompanying the 14-19 reforms and the introduction of the new Diplomas is a proposal to transfer **funding for the education of 16-19 year olds** from the Learning and Skills Council (LSC) to local authorities – reflecting their new role in leading improvement for all aspects of children's and young people's lives.

Early years education will be expanded and up to 15 hours of free early education and childcare will be offered to 2-year-olds in the most disadvantaged communities.

More **personalised teaching and learning** will be developed which meets the needs of all children. With the focus now on all pupils progressing two levels between key stages,

teachers are more likely to support every pupil not just those on the threshold borderline or taking SATs. **Assessment for learning** (AfL) practices (target setting and pupil self-assessment) will be extended across all schools by using the £150 million already committed over the next three years for the professional development of school staff in learning to use AfL tools.

Single level tests in reading, writing and mathematics will be introduced on a national basis, subject to positive evidence from the Making Good Progress pilots which started in September 2007. These tests are shorter than the current end of key stage tests and only cover a single level of the national curriculum in reading, writing and mathematics.

Schools will be discouraged from using **setting and streaming** across a range of subjects, rather than for particular subjects, as this can be socially divisive and detrimental to all but the most able pupils.

Secondary Education

In relation to secondary education the following steps are proposed:

- school staff contacting parents before their child starts at secondary school and offering them information sessions at the new school
- every child having a personal tutor by 2010 to support their development and act as a main contact for parents
- parents having regular information on their child's behaviour and progress
- Parents' Councils being set up
- parents' complaints being managed in a straightforward and open way.

Primary Education

In relation to primary education the following steps are proposed:

- intensive one-to-one coaching via an Every Child a Writer programme (£25 million over the next three years)
- new 'stage not age' tests which children will take when they are ready and which, if current trials prove successful, will replace key stage tests at ages 11 and 14 (it should be noted that, in several places, the Plan incorrectly refers to new 'age not stage' tests which are, of course, the present system)
- incentives to schools to support gifted and talented learners by new indicators on pupil performance at Level 7 or above in English, maths and science and Level 8 and above in maths.

The Government will carry out a root and branch **primary curriculum review**, led by Sir Jim Rose. This will ensure there is:

- more time for the basics to achieve a good grounding in reading, writing and mathematics
- greater flexibility for other subjects and time to learn a modern foreign language

- a smoother transition from play-based learning in the early years into primary school, particularly to help summer-born children.

To meet 2020 educational achievement goals the Government believes it is essential to raise the attainment of children with **special learning needs**. There will be £18 million over the next three years to improve the quality of teaching for children with special educational needs, including more training for teachers, and schools having better data on the progress made by such children.

Governors

The Government wants every secondary school to be working towards specialist, academy or trust status, and to be seeking a business or university partner; it also wants to encourage more federations between groups of primary schools and a single secondary school. Governor training programmes are to be reviewed to support 'new ways of working in a smaller, strategically focussed governing body'; new training for chairs of governing bodies will be developed by NCSL and others. There will be consultation on reducing the size of governing bodies.

The Government sees **Children's Trusts**, under local authority leadership, as the key mover in improving children's services and achieving its goals. It expects every school to be ambitious for pupils' achievement as well as developing its place at the heart of the community. The Government will

- set high expectations for Children's Trusts to deliver measurable improvements for all children and young people
- have in place by 2010 consistent, high quality arrangements to provide identification and early intervention for all children and young people who need additional help
- monitor the difference Children's Trusts are making and examine whether Children's Trust arrangements need to be strengthened to improve outcomes, including by further legislation.

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. GOVERNORS, SCHOOL IMPROVEMENT AND THE SCHOOL IMPROVEMENT PARTNER

The School Improvement Partner (SIP) programme is a cyclical process and a national requirement. It is expected that Governors will engage with the programme to improve standards and achievement. The following information about the 2007-2008 schedule and guidance to Governors may support their role in monitoring, evaluation and strategic planning.

During the Autumn term:

- The school and SIP will analyse data, read the school Self Evaluation Form (SEF) and use local knowledge to reach decisions about school effectiveness.
- Governors should receive regular reports about pupil outcomes and relevant committees should discuss each section of the SEF and contribute to the evaluation.
- Following analysis, the SIP and Headteacher will jointly evaluate the school's performance as part of the Joint Annual Review (JAR). The JAR process culminates in categorisation of the school's overall effectiveness, subject to moderation by the inspectorate.
- Academic targets will be discussed in detail and as the final targets must be agreed by Governors, they should be represented at the discussion. The process of target setting will be evaluated by the SIP, and OfSTED from September 2008.
- The record of the JAR process should be discussed by Governors as part of their monitoring and in order to reflect on where judgements differ, agree priorities and inform planning.
- The SIP will advise Governors on the headteacher's performance management (PM) and evaluate the school's PM arrangements including the arrangements for the headteachers' PM. The relevant committee should receive this report.

During the Spring and Summer term

- The SIP will visit the school to follow up on matters and progress relating to the school's priorities and write a note of visit which should be discussed by the relevant committee.

During the Spring Term

- The SIP will write a summative record of the school in a 'Governors' Annual Note of Progress'. This document includes a commentary on the school's performance and a summary of the JAR. This is a point in time record and an indication of Onsted's likely view of the school. Governors should use it to reflect on the school's impact and its priorities.

For further information on the above please contact: Tina Herring, Principal Inspector for School Effectiveness on 0208 547 5220, or email tina.herring@rbk.kingston.gov.uk

4. HEALTH AND SAFETY REVIEW AND RECOMMENDATIONS

Following recent changes to Health & Safety legislation and a review of health & safety issues in Kingston schools in the past year, it is important that all school Governing Bodies review their arrangements for addressing health and safety issues in their school.

Headteachers are responsible for the day to day management of health and safety within their school. This will usually involve delegation of some duties to support staff. The Governing Body has an important role to play to ensure that this responsibility is discharged effectively and the RBK Health and Safety Handbook advises in detail on

premises and non-premises related safety issues in schools. In addition guidance on the main premises related health & safety issues is contained in the Schools Property Manual.

Health and Safety legislation requires schools to undertake risk assessments for their activities. These enable the school leadership team and governors to ensure that hazards and risks are adequately evaluated. The risk assessments also help to identify priorities needing further action and assist with monitoring health and safety in the school. The following list indicates the range of safety issues that require controlling in schools:

- fire safety
- asbestos
- use of playground equipment,
- water safety and control of Legionella
- electrical safety
- lifting equipment (including hoists and passenger lifts)
- radioactive sources in Science areas
- Fume cupboards
- Design and Technology safety
- Use of chemicals
- Arrangements for working at height

There have been a worrying number of instances recently where inspections to minimise the risk have taken place but the recommendations in inspection reports have not been followed up. Usually this has been because the findings have not been brought to the attention of the Headteacher or site manager, but in some cases the inspections have been undertaken by school staff without sufficient understanding of the reason for the checks, indicating a further training requirement. Recent incidents in schools involving concerns about asbestos, legionella, electrical and ladder safety all point to the need for even greater vigilance and attention to health and safety requirements.

The key question for the school, and therefore for the governors, is how assured you are about the way health and safety arrangements are discharged effectively and that appropriate actions are being taken to minimise the risk to pupils, staff and the public?

There are also some important changes to health and safety legislation which mean it is timely to review health and safety arrangements in all schools.

Firstly, the requirements of the Construction (Design and Management) Regulations 2007 have significant implications for maintenance and contract work undertaken in schools.

If your school is initiating construction work, the School/Governors are viewed legally as the 'Client', a role which has specific legal duties as defined in the Regulations. These include:

- Appointing competent designers & contractors
- Providing information on potential hazards on site
- Ensuring there is sufficient time and resources for risks to be addressed

- Ensuring there are adequate welfare facilities on site for workers.

As more minor work has been brought within the requirements there are now more instances in a school when the Construction (Design and Management) Regulations will apply e.g. redecorating a building, refurbishing facilities e.g. toilets, or building an extension. An important aspect of the new Regulations has implications for the way in which work is managed by building professional services consultants and increased responsibilities for the school for the work which can no longer be delegated to an Agent (consultant / contractor).

A series of training events are available for schools to attend and it is important that all schools are aware of the implications of the Regulations. You will be pleased to note that a course '*Health & Safety for RBK Headteachers and Chairs of Governors*' has been arranged on **4th February 2008** at the King Charles Centre.

The second significant piece of legislation is the Corporate Manslaughter and Corporate Homicide Act 2007. The scope of the Act will relate to deaths which occur when an organisation has fallen far short of the standard that can reasonably be expected and this has caused a death. Adequate training, full risk assessments and appropriate action taken in response to recommendations following checks are all critical in ensuring that the school can demonstrate it has taken all reasonable action to ensure health and safety, should there ever be a fatality on site.

Full guidance on all Health & Safety issues and details of training, including the Construction (Design and Management) Regulations, can be accessed via the RBK intranet:

http://cm.kingston.gov.uk/intranet/chief_executives/human_resources/occupational_health_and_safety_information/health_safety_/safetywebsiteforschools.htm

In addition the RBK Occupational Health and Safety team will take the following action before half-term to help Governing Bodies ensure that appropriate arrangements are in place:

- Produce a checklist for School Governors of the issues that should be regularly considered, and the training requirements of any school staff who have direct or management responsibility for health and safety, to enable an audit within your school to be undertaken
- Review the health and safety training offer, including the introduction of whole Governing Body training if this is felt to be helpful
- Visits to all maintained schools to ensure that inspections and maintenance regimes to minimise the incidence of Legionella are taking place as this has been identified as a higher risk issue.

For more information on the above please contact either Lorna Mansell, Occupational Health & Safety on 020 8547 5187, email lorna.mansell@rbk.kingston.gov.uk

or Anne Redparth, Directorate Head of Resources & Commissioning on 020 8547 5276, or email anne.redparth@rbk.kingston.gov.uk

5. BUILDING SCHOOLS FOR THE FUTURE AND PRIMARY CAPITAL PROGRAMME

DEVELOPING THE STRATEGIC VISION FOR KINGSTON SCHOOLS OF THE FUTURE

The Local Authority is progressing the work with all schools to develop our vision for the future, covering the next 5-10 years. This is a key piece of work to inform our strategy for the improvement of schools and will enable us to access significant government funding as part of the Building Schools for the Future and Primary Capital Programmes.

Schools have now submitted their own vision using a template circulated in early November and the LA is pulling together all of the submissions to create a Strategy for improved education and other services for children and young people, within each school cluster area and across the Local Authority area as a whole.

Kingston identified at an early stage the potential to create an integrated strategy for the whole school estate that can inform both the Building Schools for the Future programme (secondary and special schools) and the Primary Capital Programme. The DCSF are interested in this approach and have selected Kingston as a pathfinder authority to progress this work.

The main aims of this work are to ensure that we are able to:

- (i) submit a robust strategy to the DCSF by their deadline of mid - June 2008 to secure access to the Primary Capital Programme funding with effect from 2009-10, and
- (ii) evidence to the DCSF that we have a shared vision and a strategy and proven capacity to deliver it, and are therefore well placed to enter the Building Schools for the Future programme earlier than originally envisaged

The LA will issue a draft Strategy for consultation in February and it will be helpful if all schools comment on this to inform the final version.

For more information on the above please refer to the Guidance issued to all schools on 9 November. If you would like a copy of this e-mailed to you please contact Karen.deadman@rbk.kingston.gov.uk.

For more information on the above please contact either Donald Farquharson, BSF Consultant on 020 8547 5249, email donald.farquharson@rbk.kingston.gov.uk or Anne Redparth, Directorate Head of Resources & Commissioning on 020 8547 5276, or email anne.redparth@rbk.kingston.gov.uk

6. SAFEGUARDING CHILDREN: CRB CHECKS

CRB Disclosures – 3 year rechecks in schools

Police checks on appointments of staff involving substantial access to children were first introduced by the Police Act in 1988 and many changes in legislation and good practice have since been implemented. The principal change was the setting up of the Criminal Records Bureau Service in March 2002 to administer disclosures.

The Police Act does not specify when a check should be undertaken; it simply provides a service on how to check. Legislation such as the Care Standards Act 2000, Protection of Children Act 1999 and the Education Act 2002 set down when it is mandatory to check. In addition the DCFS has recently published a document entitled “**Safeguarding Children and Safer Recruitment**”. This is guidance which should be considered as statutory or strongly recommended came into force on 1 January 2007.

In order to ensure a consistent approach across the whole Council the following Policy was adopted by the Council in February 2007:-

That all schools undertake CRB checks for all staff who have not got current checks and undertake a programme of regular three year CRB re-checking.

Single Central Record of Recruitment and Vetting Checks in Schools

Schools are required to keep and maintain a single record of recruitment and vetting checks. This record is required to have been in place from **1 January 2007** for all staff and other relevant individuals appointed or chosen on or after that date. From 1 April 2007 the record must include all current staff and relevant individuals appointed or chosen before 1 January 2007. Agency and other temporary staff must also be included in this register.

The central record must indicate whether or not the following have been completed:

- Identity checks
- Qualification checks (for any qualifications legally required for the job e.g. QTS)
- Checks of permission to work in the UK
- List 99 checks
- CRB enhanced disclosure
- Further overseas criminal record checks where appropriate

The record must show the date on which each check was completed or the relevant certificate obtained and should show who carried out the check. All schools are requested to send the Authority a copy of their registers on a termly basis, as the Local Authority must keep a central record which is up to date.

The Independent Safeguarding Authority

The Safeguarding Vulnerable Groups Act 2006 lays the foundation for a new scheme which aims to help avoid harm, or risk of harm, to children and vulnerable adults. The

scheme will aim to do this by preventing those who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work. This will be done by:

- Providing employers with a more effective and streamlined vetting service for potential employees
- Barring unsuitable individuals from working, or seeking to work, with children and vulnerable adults at the earliest opportunity.

The new scheme will be phased in from autumn 2008.

The responsibility for taking barring decisions under the new arrangements (previously referred to as the Vetting and Barring Scheme) will lie with a new Independent Safeguarding Authority , which will be an independent statutory body. The application processes for decisions will be run by the Criminal Records Bureau (CRB).

The Independent Safeguarding Authority will play an important role in safeguarding children, which is a top priority for the government.

The Independent Safeguarding Authority will pool together all the current lists i.e. List 99, Protection of Children (POCA) and Protection of Vulnerable Adults (POVA). The scheme will involve considerable improvement and change for schools who will not be able to carry out risk assessments for new starters prior to a CRB check. New starters will need to be registered with the ISA in the first place.

Governors are asked to ensure that 3 year checks are carried out for staff and that all new or recently appointed staff without checks receive them as soon as possible. Governors are also asked to ensure the school keeps a central record of checks and informs the Local Authority on a termly basis. At present only 60% of schools have complied with this requirement.

For more information on the above please contact: Kate Cockle, HR Manager Schools on 020 8547 4604 or email kate.cockle@rbk.kingston.gov.uk

7. EARLY YEARS FOUNDATION STAGE

The 'Early Years Foundation Stage' (EYFS) is a central part of the ten year childcare strategy *Choice for parents, the best start for children* and the landmark Childcare Act, 2006. The Act provides the context for the delivery of the EYFS and taken together with other elements of the strategy, the EYFS will be central to the delivery of the new duties on improving outcomes for children and reducing inequalities.

The EYFS replaces the existing *Curriculum Guidance for the Foundation Stage, Birth to Three Matters* and the *National Standards for Under 8s Daycare and Childminding*.

In September 2008, the 'Early Years Foundation Stage' will become the statutory framework for all providers working with 0-5 year olds. The EYFS will be mandatory for all schools and early years providers in OfSTED registered settings. Providers have a

duty to ensure that their early year's provision complies with the learning, development and welfare requirements in accordance with the statutory guidance.

It is important that all agencies including school governors in Kingston are well informed about this documentation and have an awareness of the intended impact upon practice relating to children under five.

The following EYFS Briefing sessions have been organised to which RBK Governors are invited to attend:

Venue: Duke's Centre	Date: 30 January 2008	Time: 3.30 - 5.00pm
Venue: Burlington Infants	Date: 5 February 2008	Time: 7.00 - 9.00pm
Venue: STAR Centre	Date: 13 February 2008	Time: 10.00 - 11.30am

Booking forms and an accompanying letter were sent to all Chairs of Governing Bodies last term and these have been re-sent to all Chairs and Clerks this term. Please reserve your place using the booking form.

**For further information on the above please contact: Christine Halstead
Strategic Manager, Early Years Education and Childcare on 020 8547 6506 or
email Christine.halstead@rbk.kingston.gov.uk**

8. TEACHERS PAY 2008 - 2011

The Secretary of State announced details of the forthcoming 3 year pay settlement on 15 January 2008. These are now subject to statutory consultation before confirmation by the Secretary of State.

There are differential increases for Outer London. In addition, salaries for Inner London are at a higher level in 2008 and will have further enhancement in 2009 and 2010. There are no proposals for differential increases for Outer London in 2009 or 2010.

The overall settlement is set at 2.45% from September 2008 and 2.3% from September 2009 and again 2.3% from September 2010. However, there are differential proposals from September 2008 for Outer London:

	Current	Proposed Sept 2008	Percentage Increase
	£	£	
M1	23,118	24,000	3.82%
M2	24,501	25,487	4.02%
M3	26,247	27,065	3.12%
M4	28,053	28,741	2.45%
M5	30,432	31,178	2.45%
M6	32,751	33,554	2.45%
U1	34,650	35,926	3.68%
U2	35,832	37,257	3.98%
U3	37,164	38,634	3.96%

For further information on the above please contact: **Martin Longhurst, Finance Strategic Manager** on 020 8547 5277 or email: martin.longhurst@rbk.kingston.gov.uk

9. COMMON ASSESSMENT FRAMEWORK

The Common Assessment Framework (CAF) is a standardised approach to assessing children and young people's needs and deciding how they should be met. It aims to help everyone whose work brings them into contact with children and families to identify children with additional needs and intervene much earlier to help them.

The CAF is a key element of our strategy to deliver more effective early intervention and prevention and is a tool for the identification and initial assessment of children and young people considered to be in need of additional support. The CAF is intended to be simple to use and is geared towards the practical delivery of support to children and young people. The CAF will help practitioners to consider key indicators of vulnerability, identify and assess any risks or protective factors, specify desired outcomes and identify key services.

Kingston Council's CAF Form should be used by practitioners in all agencies who work with unborn babies, babies, children, young people and their families and have been trained in its use. Everyone working with children should be aware of the sorts of situations that indicate the need for sharing information and completion of a common assessment. The Kingston CAF form will formally be launched at the end of March 2008 and is available at www.kingston.gov.uk/caf

A comprehensive programme of training courses are available to ensure all managers and front-line staff who work with children and young people and/or adults with parental responsibilities, are aware of and able to implement these changes.

The CAF is used primarily in the case of children and young people, with additional needs, who need coordinated support from a range of external agencies. Schools are asked to ensure that the Governing Body is aware of the number of children in the school with additional needs, at levels 2, 3 and 4, and what provision is being made for them. If for any reason, the school is not engaging in the process of information sharing and using the CAF, the Local Authority can provide training, advice and support, and it may mean that some young people are not receiving the help they need.

CAF Training for School Governors has been organised to take place on: **Wednesday 7 May 2008 from 7pm to 9pm at King Charles Centre.**

For further information on the above please contact: **Shahilla Barok-Dokal, CAF Lead Professional and Contact Point Training Officer** on 020 8547 6127 or email: ShahillaB@rbk.kingston.gov.uk

10. ADMISSION ARRANGEMENTS FOR SEPTEMBER 2009

Consultations for proposed admission arrangements for 2009 should be completed by 1st March 2008, allowing for a six week consultation period. All admission arrangements must be determined by 15 April 2008.

There is a new requirement on admission authorities of faith schools to consult their religious authority prescribed in the regulations for the religion or religious denomination of the school, on admission arrangements for September 2009 onwards.

Foundation and Voluntary-Aided Secondary Schools

Governing bodies must consult with their Local Authority and any other Local Authority which falls within 8 kms of the school. In addition, governing bodies of all Foundation and Voluntary-aided Secondary schools must consult all governing bodies of Secondary and Primary schools in their relevant area (RBK).

Foundation and Voluntary-Aided Primary Schools

Governing bodies must consult their own Local Authority and any other Local Authority which falls within 3.2 kms of the school and all governing bodies of Primary schools in their relevant area (RBK).

All Foundation and Voluntary-Aided Schools

Consultations for Primary and Secondary schools should include the following information:

- how waiting lists are held and how long they will be maintained for;
- how late applications will be handled as agreed in the RBK co-ordinated scheme;
- supplementary information forms. It is helpful to include maps to clarify areas within which applications are prioritised or where references are made to boundaries;
- separate entry requirements and over subscription criteria for Year12 or nursery places, if applicable;
- consultations should include deadline dates by which responses to the consultation must be received and contact details of whom responses should be sent to;

Community Schools

The consultation on admission arrangements for Community schools is carried out by the LA as the admission authority for all Community schools. The admission arrangements are determined by the Council's Executive.

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

11. GOVERNOR UPDATES

1. School Uniform Guidance

Schools should make every effort to limit the cost of school uniforms or risk enforcement action, according to new advice issued on 4 October 2007.

The guidance, which was published following a three month consultation, urges all schools to have a school uniform, but warns that any set policy must be affordable, non-discriminatory and sensitive to the needs of pupils. In particular, the guidelines warn that schools that have exclusive contracts with suppliers may be subject to enforcement action under the terms of the Competition Act. Overly expensive uniform policies may also fall foul of the School Admissions Code, which places a statutory duty on all governing bodies to ensure that their policies and practices do not disadvantage any children.

For detailed information on this guidance, please visit:
www.teachernet.gov.uk/management/atoz/u/uniform/

2. Disabled Children and Young People

Every Disabled Child Matters has published a charter for Primary Care Trusts which sets out nine commitments including identifying a children's lead with responsibility for disabled children and ensuring that parents get up to date information on available services. www.edcm.org.uk/pct_charter

The Department for Children, Schools and Families has published '*A transition guide for all services: key information for professionals about the transition process for disabled young people*'. The guide is available from www.everychildmatters.gov.uk/files/TransitionGuide.pdf

3. Lone Parents

The Joseph Rowntree Foundation has published '*Lone parents and mini-jobs*', a study examining the potential of encouraging lone parents to work in jobs of less than 16 hours a week rather than no paid work. www.jrf.org.uk/bookshop/eBooks/2110-lone-parents-minijobs.pdf

4. Obesity

A report called '*Tackling obesity: future choices*' has been published by Foresight, a team based in the Government Office for Science in the Department for Innovation, Universities and Skills. The report explores how the UK can deliver a sustainable response to obesity over the next 40 years. www.foresight.gov.uk/Obesity/Obesity.html

5. New School Admissions Appeals Code

The new Appeals Code came into force on 17 January 2008 which bodies must act in accordance with. The Code and the regulations apply to appeals against decisions on admission communicated on or after 1 March 2008. Hard copies of the Appeals Code will be available from TSO by the end of January. For further details and downloadable copies, please visit, www.dcsf.gov.uk/sacode.

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

12. COMMITTEE VACANCIES FOR GOVERNORS

ROYAL BOROUGH OF KINGSTON UPON THAMES EDUCATION COMMITTEE VACANCIES

We currently have vacancies on the following Kingston Council Education Committees:

1. Parent Governor Representatives: Primary and Secondary
2. Schools Forum: The Funding Consultative Group

Nominees must be school governors (including parent, staff and LEA appointed governors, but excluding elected member governor.)

PARENT GOVERNOR REPRESENTATIVES

There are currently two vacancies for a parent school governor representative on the School Admissions Forum (One in each of the Primary and Secondary categories).

Note: These vacancies are only open to parent governors.

The role involves representing parents of school children on various bodies. These are:

1. School Admissions Forum
2. Scrutiny Panel – when it deals with education
3. Overview Commission – when it deals with education

The School Admissions Forum's main functions are to:

- Provide a vehicle for admission authorities and other key interested parties to meet to discuss the effectiveness of local admission arrangements;
- Seek agreements on how to deal with difficult admission issues, and
- Advise admission authorities on ways in which their arrangements can be improved.

Committee meetings are held at the Guildhall, Kingston and begin at 6.30pm or 7pm. Meetings take place 3 or 4 times a year depending on items of business.

Details of these vacancies and further information about the process can be downloaded from our website at <http://www.kingston.gov.uk/browse/education/schools/governors.htm> (select Education and Learning from the menu on the left side of the screen, then School Governor under the Schools heading), or by contacting, David Maher, Democratic Support Officer on 020 8547 5062 or david.maher@rbk.kingston.gov.uk

SCHOOLS FORUM: THE FUNDING CONSULTATIVE GROUP

There are two vacancies for a school governor representative on the **Schools Forum** in the following category:

- Community Secondary School representative

The Schools Forum was set up in line with statutory provisions laid out in The Schools Forum (England) Regulations 2002. When initially set up, it performed advisory and consultative functions; however, since 2006, it now has a decision-making role.

The issues that the Forum consult on are

- the Local Authority's school funding formula
- specified issues relating to the School's Budget
- service contracts with a value exceeding specified limits; and

The Forum also makes decisions on various aspects of funding affecting the Schools Budget, such as proposals to meet Special Educational Needs, transport costs, or termination of employment costs from this budget.

Composition

The Forum comprises of the following:

- 4 primary school Head Teacher representatives
- 4 secondary school Head Teacher representatives
- 4 primary school Governor representatives
- 4 secondary school Governor representatives
- 1 special schools representative, who may be a Governor or the Head Teacher, to be nominated by the Governors of the Special Schools
- 1 nursery school representative who may be a Governor or the Head Teacher, to be nominated by the Governors of the nursery schools
- 1 representative from the Kingston Primary Care Trust

The Forum usually meets three times a year – twice in autumn and once in late winter/early spring; however, they may also meet for emergencies or urgent matter as required.

Details of these vacancies and further information about the process can be downloaded from our website at <http://www.kingston.gov.uk/browse/education/schools/governors.htm> (select Education and Learning from the menu on the left side of the screen, then School Governor under the Schools heading), or by contacting Ola Olaluwoye, Democratic Support Assistant on 020 8547 5021 or email: ola.olaluwoye@rbk.kingston.gov.uk

13. GOVERNOR TRAINING FOR SPRING AND SUMMER TERMS 2008

Please find listed below the Governor training courses that are available during the Spring and Summer Terms 2008. 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 unless otherwise stated.

Safe, Fair and Effective Recruitment

G07/002B

5th March 2008, 7.00pm

G07/002C

14th May 2008, 7.00pm

Child Protection Training for School Governors: Safeguarding Vulnerable Children

G07/003B

16th January 2008, 7.00pm

G07/003C

2nd July 2008, 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

CAF Training for School Governors

7th May 2008, 7pm

Early Years Foundation Stage – Briefing for Governors

Venue: Duke's Centre **Date:** 30 January 2008 **Time:** 3.30 - 5.00pm

Venue: Burlington Infants **Date:** 5 February 2008 **Time:** 7.00 - 9.00pm

Venue: STAR Centre **Date:** 13 February 2008 **Time:**10.00 -11.30am

Health & Safety for RBK Headteachers and Chairs of Governors

HS07/007

4th February 2008, 9.30am – 4.30pm (Lunch will be provided)

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