

**Learning and Children's Services**

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**DIRECTOR'S REPORT TO SCHOOL GOVERNORS  
FOR THE SUMMER TERM 2006**

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## 1. FUTURE CAPITAL FUNDING FOR PRIMARY SCHOOLS

The DfES have announced their plans for the future capital funding of primary schools in a consultation document 'Every child matters: Primary capital programme'.

The aim is to rebuild, remodel or refurbish at least half of all primary schools over 15 years, starting in 2008-09. The document indicates that only 5% of all primary schools are expected to be rebuilt.

The building programme will cover all authorities, with a guarantee that all authorities will benefit from 2009-10. Funding will be targeted at both a national and local level to address building needs arising from condition, deprivation and population changes.

Those schools not receiving additional capital funding from this programme will continue to receive a devolved formula capital allocation.

The consultation document indicates a significant change in the process of allocating capital funding to individual local authorities. Currently the majority of funding is allocated on a formulaic basis; as long as the authority can afford to take up the borrowing approval the use of the funding is determined locally. The proposals would change this.

Each authority will have to submit a strategic capital plan for its primary schools, showing the links with the Children and Young People's Plan and the Children's Trust asset management plan. This capital plan will be assessed by the DfES and funding only released when approval is given; the DfES will monitor how well the authority is joining up its planning function and funding plans across Children's Services.

Individual schools will play a part in determining this Strategy. **Governing Bodies will need to set out the needs and aspirations of their own school to inform the overall programme within the local authority.** This information should be set out in the School Improvement Plan and should reflect:

- Long-term building implications of the school's education, community and extended service objectives
- Issues such as school workforce remodelling and legal requirements such as health & safety, fire precaution and DDA works.

Schools wishing to find out more about the proposals or make a consultation response can access the documents on the Teachernet website:

<http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/>

(see 'New and refurbished primary schools').

**For more information on the above please contact Anne Redparth, Directorate Head of Resources, Performance & Strategic Services on 020 8547 5276, or email [anne.redparth@rbk.kingston.gov.uk](mailto:anne.redparth@rbk.kingston.gov.uk)**

## 2. CHILDREN & YOUNG PEOPLE'S PLAN

The Children and Young People's Plan summarises key targets and priorities for improving the 5 outcomes for children and young people: being health, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The Plan also sets out how the Local Authority, schools and our key partners in the Health Service, the Police, Connexions, the LSC and the voluntary sector will be developing new integrated services and ways of working in response to Every Child Matters and the Children Act 2004.

We have considered the comments from the consultation on the Plan held with a wide range of stakeholders earlier in the year and have incorporated suggestions into the final draft of Kingston's Children and Young People's Plan. Some sections of the Plan have been expanded and additional sections have been incorporated including links with other plans and strategies, partnership work with the voluntary sector and development of the workforce.

Responses to the consultation were overwhelmingly positive about the priorities and objectives for improving outcomes for children and young people. Fifty four responses were received to the consultation on the draft Plan from a wide range of organisations and individuals with 95% agreeing with the priorities and over 85% with the proposals for service development. Two hundred and twenty-two 5-12 year olds and one hundred and thirty one 13-19 year olds responded to the young person's consultation. Again the responses were very positive with 80% agreeing with the priorities. Young people have voiced very clear views that they would like more access to a wider range of leisure and recreational activities, more options in their 14-19 education, more advice and guidance about their educational and employment choices, more opportunity in schools to promote healthy eating and exercise, a wider range of youth services and more opportunity to be involved and have a say in the services provided for them. These issues are well reflected in the priorities and objectives in the Plan.

The Plan has been approved by the Children and Young People's Trust Board and appropriate partner agencies. A printed version will be available shortly along with a summary version which will be made available to a wide range of partners and stakeholders. We will also publish a young persons summary version which will be designed by young people.

**Governors are asked to ensure the school's priorities for improving the 5 outcomes take account of the Children and Young People's Plan, and that there is a link with the School Improvement Plan. The SEF (the Ofsted self evaluation form) should also reflect how the school is contributing to improving the 5 outcomes, linked to the Children and Young People's Plan.**

**The Children and Young People's Partnership** is responsible for ensuring that the Plan is regularly monitored, evaluated and reviewed. Schools are represented on the Partnership by Stephen Chamberlain, Hollyfield School, John Rook, Southborough High School, Penny Walton, Surbiton Children's Centre and Jenny Titterton, Alexandra Infant School. The Governors' representative on the Partnership is Sharon Mehta, St Paul's Junior School.

For more information please contact Jenny Haynes, Project Manager for Integrating Children's Services on 020 8547 5260, or email [jenny.haynes@rbk.kingston.gov.uk](mailto:jenny.haynes@rbk.kingston.gov.uk)

### 3. JOINT AREA REVIEW - JAR

In September, Kingston's services for children and young people will be inspected by Ofsted and other national inspection bodies. This is known as a Joint Area Review (JAR). The JAR will examine how a range of services, including schools, health, the police, and the local authority's social care and education services, contribute to the well-being of all children and young people across the Royal Borough of Kingston upon Thames. It will cover universal, preventative and targeted services for children and young people, and especially for those groups that under-achieve and are most vulnerable.

Well-being is defined in terms of the five outcomes described in **Every Child Matters**:

- Being healthy.
- Staying safe.
- Enjoying and achieving.
- Making a positive contribution.
- Achieving economic well-being.

#### **What will the JAR look at?**

The inspectors will assess how well we are achieving in relation to the 5 outcomes. In last year's Annual Performance Assessment by Ofsted and the Commission for Social Care Inspection, Kingston was graded as follows: good outcomes for being healthy; good for staying safe; outstanding for achievement; good for young people making a positive contribution; and outstanding for achieving economic well being. We hope to improve on this position in the 2006 inspection. These are grades 3 (good) and 4 (outstanding). Overall our services and capacity to improve were a grade 4, the best possible score. In the 2005 assessment Kingston was one of only three local authorities in the country to achieve grade 4 for social care, education and capacity to improve further.

This presents us with a big challenge to show further improvement. The JAR is a bigger test and a harder process and we will need to have robust evidence for how well we are integrating our services to achieve even better outcomes for children. Our ambitions are set out in the Children and Young People's Plan.

The inspectors will also look at how well we are all working together to join up services for children, young people and their families through school clusters, extended schools and children's centres; and through some of the newly integrated services for disabled children, family support, ASKK (Advancing Services for Kingston Kids), youth support

services and child and adolescent mental health (CAMHS). The inspection will also include scrutiny of the Youth Service and the work of the Youth Offending Team.

### **How do schools contribute to the JAR and to better outcomes in Every Child Matters?**

Schools will not be inspected in any way but will contribute to this process through possible visits by inspectors; being part of focus groups or interviews; by contributing to the pupils' survey; by contributing to the Audit Commission annual school survey; by involving pupils in interviews and visits; and by contributing examples of good practice that we can share with the inspectors.

There will be a detailed study of one neighbourhood (chosen by the inspectors) where outcomes are less favourable. Schools and cluster working in that neighbourhood would be likely to feature in the fieldwork carried out by inspectors in the first part of September.

### **Key aspects of the work of schools that contribute to the JAR process and to the ECM outcomes**

Governing Bodies will find it helpful to consider the following aspects of the work of the school in ensuring the school is making a good contribution to the Every Child Matters agenda. Schools that have been inspected under the new Ofsted framework will have noted that inspectors comment specifically on these features of the school:

- The school is improving the achievement of under-performing and vulnerable groups of pupils
- There is good support for vulnerable children and clarity about the vulnerable children in the school and their needs
- There is good progress and achievement, particularly, of looked after children
- The school has Healthy Schools accreditation
- There are opportunities for at least 2 hours physical activity a week and other strategies to improve fitness, healthy living and eating
- The school has effective programmes to promote safety, child protection, anti-bullying and freedom from racial and other forms of harassment
- The school has good provision for sex education, and programmes to deter smoking, and alcohol and drugs abuse
- There is good disability access and inclusion
- The quality of SEN provision is good and pupils with SEN make good progress
- There are good opportunities for pupils to be involved in decision making, to take responsibility and to learn about citizenship
- The quality of pupil care, welfare, guidance and study support is good
- The school has good support for pupils to make a successful transition between primary and secondary school

- There is good provision for 14-19 education and strategies to extend the curriculum offer and increase participation 16-19
- There is at least a satisfactory or good percentage of pupils who achieve better economic well being by acquiring at least 5 GCSE grades A\*-C including English and Maths at age 16 or by the age of 19
- The school has a good range of after school and holiday activities that support learning and promote personal and social development
- Extended school provision meets the needs of children and families
- Access to childcare addresses local needs
- There is good collaboration with other schools to share services and provide additional support to vulnerable children and families
- There is good support for parents
- The school's most recent inspection report is good or outstanding

### **What is the timetable for the JAR?**

Work for the JAR began in March and will continue until the final report is published by the inspectors in December this year. The inspectors will be in the Authority in July to analyse documentation and will carry out field work in September.

### **What are the outcomes of the JAR?**

The JAR will make judgements on

- the collective contribution of all services to each outcome
- the overall contribution of RBK Council services including schools
- the local health contribution
- the collective contribution of all services to service management
- our capacity to improve.

Schools are the biggest universal service for children and young people and make the biggest contribution to good outcomes. Our success at integrating services and becoming more preventative, at supporting vulnerable children and parents in a more joined up way, and our capacity to provide new services in extended schools and children's centres will be a strong focus in the JAR process.

**For more information please contact Patrick Leeson, Director of Learning and Children's Services on 020 8547 5220, or email [patrick.leeson@rbk.kingston.gov.uk](mailto:patrick.leeson@rbk.kingston.gov.uk)**

#### 4. CHILDREN'S CENTRES

Following the outline of Kingston's Children's Centres Plans provided in the Directors Report for the Spring Term 2006, this report provides a brief overview and update for School Governors.

Children's Centres are part of central Government's Sure Start initiative to provide early learning, quality child care, health services, and family support to the families who most need additional help. The plan is to ensure that by 2010 every community has an easily accessible Children's Centre.

In Kingston we already have Surbiton Children's Centre. Further centres will be developed in areas of the borough where we know the need is highest and will offer a range of services designed to reduce inequality of opportunity for RBK children. These will be centred in the following school settings: Buckland Infants, King Athelstan Primary, The Mount Primary, Malden Manor Primary, Burlington Infants and Latchmere Infant and Junior Schools.

The Children's Centre Steering Group which has representation from all the key partners is overseeing the local developments. We have recently established plans for each Children's Centre to develop a Local Forum to support the individual plans for each area. It is proposed that these forums will report both to the School Governing body and the Children's Centre Steering Group. In addition, the Headteachers for each centre and representatives from the Steering Group will meet on a termly basis to coordinate the programme.

Together these groups should ensure that effective communications, within the clusters, are maintained to enable the Children's Centres work to be part of the wider cluster approach. **Governors should be aware that there will be a Children's Centre in each cluster and schools will be able to signpost families and children below 5 to the services available at each Centre.**

By the end of June the Steering Group will present firm proposals on both capital and revenue allocations for each centre, together with the details of which centres will be developed in year 1 and year 2.

The Government has provided some flexible models around Children's Centres governance arrangements which will be discussed with each school's governing body in June. It may be that we together develop different models within our Children's Centres. There will be, in whatever models that develop, a clear recognition of the role and responsibilities of the School's Governing Body and we will ensure on-going discussions with each of the Children's Centres School Governing Body. Implementation plans for each centre should be developed within the next 3 months.

**For more information please contact Duncan Clark, Directorate Head of Children's Services and Safeguarding on 020 8547 5260, or email [duncan.clark@rbk.kingston.gov.uk](mailto:duncan.clark@rbk.kingston.gov.uk)**

## 5. ASKK – ADVANCING SERVICES FOR KINGSTON KIDS

This section provides an update for governors on a key service for schools in accessing appropriate help and support for vulnerable children and young people.

Advancing Services for Kingston Kids (ASKK) is the Kingston response to the national Information, Sharing and Assessment (ISA) initiative. This initiative requires all local authorities to have systems in place to identify vulnerable children who are at risk of failing to achieve their potential and to ensure that appropriate help and support is provided at an early stage.

The Local Authority's Initial Response Team has provided a successful telephone-based signposting and advice service for professionals for some time. A decision was taken to pilot an extension of this work through the provision of more direct support for families by the team under the ASKK banner.

For the pilot each of the six school clusters in Kingston was invited to identify a small group of children (approximately one per school) considered vulnerable and in need of some additional help and support. A representative from the school was invited to contact the ASKK team to discuss the concerns and to agree the next steps.

### **The ASKK process is broadly as follows:**

- Referrer to discuss the case with the ASKK team. If the case is appropriate for ASKK intervention the referrer will obtain parental consent and complete an ASKK referral form.
- Following referral the ASKK team will contact the parent / carer and will also check to see if other professionals are working with the family or have concerns about the child / family.
- Based on the information gathered, if appropriate, the ASKK team will convene a Family Support Meeting, inviting the parent / carer and the agreed list of professionals who may have something to contribute to a plan to support the child.
- At the meeting a support plan and actions will be agreed and recorded
- At the meeting a 'lead professional' will be agreed who will be linked to the child's plan of support.
- The ASKK service will log and monitor the plan of support and facilitate a review meeting of those involved, generally within 12 weeks. The review meeting may be a formal face-to-face meeting of professionals or may simply take the form of telephone follow up. An ASKK review form will be completed in either case.
- Some less complex cases, or cases that require a single agency response, may not warrant a Family Support Meeting. These cases will generally be resolved by the ASKK team through consultation and liaison with the parent / carer and relevant services. The actions will be recorded and a review will take place, generally within 12 weeks.

**Total enquiries to ASKK by school cluster and school to end of March 2006**

Cluster	School	Children
1	Buckland Infants	3
	CCC	3
	Lovelace Primary	2
	Moor Lane	3
	St Mary's	3
	St Paul's	2
	St Phillips	1
	Tolworth Girls	1
<b>Total cluster 1</b>		<b>18</b>
2	Knollmead Primary	3
	Malden Manor Primary	2
<b>Total cluster 2</b>		<b>5</b>
3	Burlington Juniors	1
	Christchurch Primary	2
	Coombe Boys	1
	Coombe Girls	2
	Coombe Hill	2
	Mount Primary	3
<b>Total cluster 3</b>		<b>11</b>
4	OLI	1
	Southborough	3
	St Matthews	2
	Tolworth Infants	1
	Tolworth Juniors	3
<b>Total cluster 4</b>		<b>10</b>
5	Hollyfield	4
	St A & St M	1
<b>Total cluster 5</b>		<b>5</b>
6	Alexandra Infants	2
	Latchmere	1
	St Agatha's	1
<b>Total cluster 6</b>		<b>4</b>
Other	Test case	1
	Preschool	3
	Left school	1
	School not known	4
<b>Total other</b>		<b>9</b>
<b>GRAND TOTAL</b>		<b>62</b>

## Outcome of enquiries (Nov – March 2006)

Not progressed through ASKK	
Case open to social services	11 children / 4 families
Case referred to social services	2 children / 2 families
Sub total	13 children / 6 families
Progressed through ASKK	
Family support meeting	28 children / 15 families
Single agency response and / or liaison with family & professionals	12 children / 6 families
Waiting on further info	3 children / 3 families
Sub total	43 children / 24 families
<b>Grand Total</b>	<b>56 (62)* children / 30 families</b>

\*Note – six siblings of referred children were not specifically the subject of ASKK work

## Cases supported through ASKK by school and cluster

Cluster	School	Children
1	Buckland Infants	1
	CCC	1
	Lovelace Primary	2
	St Mary's	3
	St Paul's	1
	St Phillips	1
	Tolworth Girls	1
Total cluster 1		10
2	Knollmead Primary	2
	Malden Manor Primary	2
Total cluster 2		4
3	Burlington Juniors	1
	Christchurch Primary	2
	Coombe Boys	1
	Coombe Girls	2
Total cluster 3		6
4	OLI	1
	Southborough	3
	St Matthews	2
	Tolworth Infants	1
	Tolworth Juniors	3
Total cluster 4		10
5	Hollyfield	3
	St A & St M	1
Total cluster 5		4
6	Latchmere	1

	St Agatha's	1
Total cluster 6		2
Other	Test case	1
	Preschool	3
	School not known	3
Total other		7
<b>GRAND TOTAL</b>		<b>43</b>

## Presenting needs

The range of needs addressed is as follows:

Issues	No. of children
EBD / behavioural issues / anger management	15
Parenting / family issues (eg domestic violence / depression, instability, lack of boundaries, struggling to cope)	15
Children underachieving	8
Inappropriate peer relationships / minor offending / nuisance behaviour	4
Low self esteem	3
Child illness	3
Child mental health issues	3
Exclusions	2
Attendance	3
Parental illness / substance misuse	1
Socialisation skills – requiring before / after school activities	1

## The ASKK Team

Currently the pilot is resourced by two workers, each devoting approximately three days per week to ASKK (i.e. 1.2 FTE posts). At this level of resources the pilot has dealt with the following cases over a period of five months (Nov – March):

- Referrals – 56 children / 30 families – of whom,
- 43 children or 24 families have been flagged and received a service from ASKK

Plans are currently in place to increase the staffing to 2.5 fte in order to achieve our goal of supporting 200 children in this more coordinated way by 2007. The outcome of the initial pilot has been very positive and our intention is to roll out this model of working with schools to support vulnerable children.

**For more information please contact Duncan Clark, Directorate Head of Children's Services and Safeguarding on 020 8547 5260, or email [duncan.clark@rbk.kingston.gov.uk](mailto:duncan.clark@rbk.kingston.gov.uk)**

## 6. CLUSTERS & EXTENDED SCHOOLS – GOVERNORS’ ROLES

In March 2006 the Government published the document – ***Extended Schools – Governors Roles***. It can be found on [www.remodelling.org](http://www.remodelling.org), or hard copies are available from the National Governors Association, 2<sup>nd</sup> Floor, SBQI, Smallbrook Queensway, Birmingham B5 4HG.

It sets out helpfully a range of issues to be considered by governors in extended school services. As the mechanism for delivering extended services in Kingston is the cluster arrangement, it is helpful to read the document in the context of your school collaborating with other local schools.

The document begins by stating clearly: ‘The government’s extended schools prospectus, *Access to opportunities and services for all*, makes it clear that inclusion is at the heart of this agenda – it’s about bridging the gap, so that all members of the community, school and outside, have equal access to the same provision. It also highlights that it is about schools providing access to services, rather than necessarily delivering them all themselves. Partnership working is going to be key to effective delivery and governing bodies will often find themselves working with a broad range of services to deliver improved outcomes for children and young people. Extended schools are a key delivery mechanism for the five outcomes which children and young people themselves have identified as being important to them: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing. Extended schools will be one of the ways of ensuring that the vision of ECM becomes a reality.’

### **The Role of the Governing Body**

The introduction of extended schools has huge implications for the strategic leadership of schools. Governors are critical in the development of extended services as they have ultimate responsibility for deciding whether the school should offer additional activities and services and what form these should take. Section 27 of the Education Act 2002 gives governing bodies of all maintained schools the power to provide, or enter into contract or arrangements to provide, facilities and services that “further any charitable purpose for the benefits of pupils at the school, their families or people who live and work in the locality in which the school is situated”.

Governing bodies have the strategic role to link extended school activities and standards of attainment in terms of the school development strategy, taking account of the local Children and Young People’s Plan. It is important that governors have a clear strategic oversight of the school’s extended services offer and how it relates to the core teaching and learning function of the school and how it will help to improve educational outcomes. It is important for governing bodies to have a vision for their provision of extended services that aligns with the school’s educational vision and helps promote the 5 outcomes for all children and young people.

Working in partnership is key to delivering the core offer for extended schools. Schools in Kingston are working in partnership with existing local private, community or voluntary sector providers and by building on existing links with other local schools and working as

a cluster. Because of their place within the community, governors are often able to help broker these local relationships and point to local resources.

## **Consultation**

To support this, the Education Act 2002 puts a statutory requirement on governing bodies to consult widely before providing extended services. Governors are expected as a minimum to consult parents of children registered at the school, the children (where appropriate), staff and the local authority. Consultation with workplace unions is also key to the development of extended services in and around schools. The local authority has already supported schools to consult parents on aspects of childcare and the needs in the local area for other extended services to support schools in this process.

Angela Doherty, the Strategic Manager for Extended Services, is available to work closely with schools and clusters on developing local provision, and is available to advise governors. Angela's role helps to ensure services in school clusters are planned strategically, for example, by ensuring the needs for childcare in the area and other services that schools plan to deliver are not duplicated elsewhere and that they fit in with the overall strategic delivery of provision across the local authority. The involvement of school governors in the on-going consultation process with parents for extended services is essential in bringing their expertise and community links to the consultation process. The governors also have a duty to endorse the strategic development of services by or through the school, that meet the needs of local parents and children.

## **Governance checklist for extended schools**

The document includes the following useful set of questions about governance models for extended services:

- Which model of extended school provision fits best with your school's development plan/vision for pupils' and families' needs?
- Does the school have plans to develop childcare, family support, adult and family learning, access to health services, advice and information for parents and carers, after school activities and holiday provision?
- Has the school consulted the local community and assessed local needs for extended services?
- Does the school have a system in place to develop the right governance structure?
- Is the present structure the right one to provide extended school services?
- Has the school sought advice and discussed different governance models with the local authority governor support service?
- Has the governing body reviewed the legal implications and liabilities for governors, the headteacher and any other group/individual?
- Does the school need to recruit more governors with the necessary skills and expertise?

- Does the governing body reflect the involvement of other agencies/organisations?
- Does the governing body reflect the community and the users of future provision?
- Does the committee structure need to be reviewed to reflect wider responsibility and accountability?
- Does the school have good opportunities for parental groups to give feedback to the governing body?
- Has the school considered working with other schools' governing bodies to provide an accountability structure?
- Has the governing body developed procedures to monitor and give feedback on the impact of extended services?
- Is there a lead governor for extended school activities?
- Does the school have an extended school services plan and identified funding?

The governing body may wish to revisit its existing constitution to ensure the school's extended offer is represented effectively on the governing body. Extended schools are encouraged to draw governors from the various agencies of the services they provide, such as health and social care, and from voluntary, community and private sector organisations providing services such as childcare.

There are advantages in co-operating with other governing bodies through the cluster arrangements. While this may initially create some additional workload for governors it may, in the longer term, create a more effective and efficient solution for enabling each governing body to realise its vision and meet the needs and expectations of the local community in a more joined up way.

When two (or more) schools are working collaboratively on a formal basis, arrangements need to be in place so that accountability is ensured, agreed and communicated. The regulations that apply in relation to formal collaborations are The School Governance (Collaboration) (England) Regulations 2003. The Financing of Maintained Schools (England) Regulations 2002 will also be relevant.

**For more information please contact Angela Doherty, Strategic Manager for Extended Services on 020 8547 6676, or email [angela.doherty@rbk.kingston.gov.uk](mailto:angela.doherty@rbk.kingston.gov.uk)**

## **7. CHILD PROTECTION**

Following Lord Laming's enquiry into the death of Victoria Climbié and the subsequent Children's Act 2004, the Government required all Local Authorities to develop Local Safeguarding Children's Boards (LSCB) to replace the Area Child Protection Committee.

The core objective of the LSCB is to co-ordinate the actions of all agencies for the purposes of safeguarding and promoting the welfare of children in the area. It is also the Board's duty to ensure the effectiveness of these actions. The agencies that are represented on the Board are: Schools, Kingston Child and Adolescent Mental Health Service (KCAMHS), Kingston PCT, Kingston Family Panel, RBK Housing, South West London Strategic Health Authority, Metropolitan Police, Kingston Welcare, Kingston Hospital Trust, the Children and Family Court Advisory and Support Service (CAFCASS), Connexions, Homestart, London Probation, Diocese of Southwark, and the Commission for Social Care Inspection (CSCI). Whilst the Board will continue to focus on child protection it also has responsibility for ensuring the wider safety issues for children are addressed. For example, road safety, safety within the home, bullying and crime. There is a clear preventative focus to enable children and young people to live safe and secure lives.

The LSCB is developing policies and procedures which will be available on RBK's intranet site by July 2006.

The LSCB has developed a comprehensive training strategy which will provide multi-agency training on child protection issues as well as supporting individual agencies and organisations to identify their own training needs.

A website is being developed which will help promote the role of the Board and offer basic information for both the public and professionals.

Any child death will be reported to the LSCB to enable it to analyse information about child deaths. The Board will then identify any general or specific public health or safety issues and identify any cases requiring a serious case review.

**For more information please contact Duncan Clark, Directorate Head of Children's Services and Safeguarding on 020 8547 5260, or email [duncan.clark@rbk.kingston.gov.uk](mailto:duncan.clark@rbk.kingston.gov.uk)**

## **8. UPDATE ON SCHOOL MEAL ARRANGEMENTS**

The Local Authority is in the closing stages of awarding a new central contract for school meals. This will provide the option of a hot meal service for schools in Kingston who do not have kitchen facilities.

A working group consisting of representatives from five schools, officers from the Local Authority, a school meals consultant, and Richmond & Kingston's Public Health Dietician have researched the market and determined the best approach for Kingston.

The proposed solution consists of the following:

- St Philips and Dysart will continue with a traditional school meals service managed by the contractor.
- Cold packed lunches will be prepared at the contractor's central processing unit and delivered daily to Kingston, and then delivered to 15 schools every morning.

- Hot meals will be prepared at the contractor's central processing kitchen and chilled. The meals are delivered in multi-portions on a daily basis to Kingston where they will be heated at a local kitchen (St Andrews & St Marks) in temperature controlled boxes, and delivered to the schools. The meals also consist of fresh fruit and vegetables which are sourced locally. Pupils make a choice from the menu on a weekly basis. The capacity of the hot meals is approximately 1300 meals per day across the 12 schools who expressed an interest (although some flexibility is built into this).

All meals will meet the Government's proposed food standards and will meet the 2008 proposed nutrient based standards. The contractor will be responsible for providing all equipment associated with the delivered-in hot meals solution, and will also be providing staff to serve the meals at the schools, and to collect payments for the meals. The expected price to pupils for the delivered hot meals is £1.75 (in line with recent consultation undertaken amongst parents).

The contract will be for five years with an option to extend. Schools who wish to take part in the delivered-in hot meals service will be required to sign up to an Agreement with the Authority for the five years. The length of contract means that the contractor's investment in equipment is covered over the five years and no up-front investment is required. The Local Authority will manage the contract on behalf of schools during this period, ensuring nutritional standards are met.

The contract award is subject to approval by the Council's Executive at the end of May, and final agreement from the Governing Body of St Andrews & St Marks regarding the proposed use of their kitchen for storing and regenerating meals. Those schools who expressed interest in the delivered-in hot meals contract will be provided with the option to sign up to the five year agreement. Due to initial capacity restrictions, schools who did not express an interest in the hot meals contract may not be able to join into the contract immediately but may be offered the option in the future. Schools will be contacted individually during May with further details, including arrangements for marketing the service to parents prior to the start of the contract in September 2006.

In addition to the above, a grant for £78,000 to support school meals was provided to the Authority in September 2005. Following consultation with the Schools Forum, part of this was used to support the above tender process and management of the contract, but the majority was delegated to school clusters to improve school food and children's nutrition. Further amounts will be due in 2006 and 2007 for clusters to use to support healthy living and nutrition.

Finally, as a reminder, every school in Kingston (apart from St Philips and Dysart) receives delegated funding for school meals and therefore has responsibility for providing free school meals, paid-for meals where requested by parents, and ensuring all these meet government nutrition standards. Schools must be working to reintroduce hot meals (where they don't currently exist) by 2009.

**For more information please contact Chris Morgan, Commissioning and Procurement Strategic Manager on 020 8547 5300, or email [chris.morgan@rbk.kingston.gov.uk](mailto:chris.morgan@rbk.kingston.gov.uk)**

## 9. CONSULTATION ON SACRE'S INFORMATION STRATEGY

Standing Advisory Councils for RE (SACREs) have a legal duty to report to the local authority on RE and collective worship. As part of their advisory role, SACREs might request information from schools about the standards, quality and provision for RE. Barbara Wintersgill, HMI for RE, has advised that all SACREs draw up a strategy for collecting information on local RE, and report on any difficulties in their statutory annual reports to the Qualifications and Curriculum Authority. This will inform future QCA and Ofsted activity.

The Kingston SACRE has drafted an RE information strategy for consultation with schools this term, of which copies have been sent to headteachers and RE subject leaders. The consultation documents have been copied to Chairs of Governors with the request to **include an information item at the next meeting of the Governing Body to note the response provided by the school to the consultation.**

**Self review in RE:** The new Ofsted inspection framework emphasises schools' own procedures for self evaluation. Subject leaders will have a responsibility to provide evidence to senior managers in the school to contribute to the school's self-evaluation form (SEF). Last May schools were sent an RBK guide 'Self Review for Subject Leaders' and in November were informed about guidance which is available specifically on self evaluation in RE from the Association for RE Inspectors, Advisors and Consultants' (AREIAC) and (for church schools which teach denominational RE) from the National Society. The Kingston SACRE recommends that all RE Subject Leaders refer to one of these methods to undertake self evaluation annually.

The draft Information Strategy suggests that schools that have completed one of the self evaluation reviews are **requested to send a copy of it annually** to the clerk to the SACRE in order to inform the SACRE's own Development Plan and self evaluation. In this way, the SACRE can fulfil its role of reporting to the local authority and QCA on the provision of RE in the borough.

**Alternatively**, the draft Strategy suggests that schools are invited to **complete a short annual feedback form** (draft provided in the consultation documents) which includes questions relating to a selection of criteria in the AREIAC toolkit and to collective worship and RE resourcing. In order that the feedback process is manageable, only criteria on which it is possible to report back in relatively quick and objective responses have been included in that feedback form. Qualitative questions on pupil progress and achievement have not been included in this form, but schools are welcome to support their responses with any additional material which illustrates issues or progress about which they would like to inform the SACRE.

The return date for any responses from schools on the draft information strategy is **14 June 2006** so that the views of schools can be reported to the Standing Advisory Council at their meeting on 28 June 2006.

**For more information please contact Jean Cousens, Democratic Support on 020 8547 5023, or email [jean.cousens@rbk.kingston.gov.uk](mailto:jean.cousens@rbk.kingston.gov.uk)**

## 10. COMMITTEE VACANCIES

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

1. School Organisation Committee
2. School Admissions Forum

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

### **SCHOOL ORGANISATION COMMITTEE**

There is one vacancy for a school governor representative on the **School Organisation Committee**:

- Community Secondary School representative

The School Organisation Committee's main functions are to:

- Take decisions on proposals for changes to schools e.g. the enlargement, opening or closure of schools
- Refer to the Schools Adjudicator for final decision any such proposal on which the SOC is not unanimous, and
- Be consulted on the new Children's & Young People's Plan.

Committee meetings are usually held at the Guildhall, Kingston at 7.30 pm, conclude about 9.00pm and take place 2 or 3 times a year depending on items of business.

Please contact Marian Morrison, Democratic Support Officer for a nomination form and further details on 020 8547 5062 or [marian.morrison@rbk.kingston.gov.uk](mailto:marian.morrison@rbk.kingston.gov.uk) and we look forward to hearing from you.

### **SCHOOL ADMISSIONS FORUM**

There is currently one vacancy for a school governor representative on the School Admissions Forum

- Voluntary Aided Primary School representative

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. Meeting take place 3 or 4 times a year depending on items of business.

Past minutes and agendas of both committees can be viewed by logging on to our website at [www.kingston.gov.uk/Council/CommitteeMinutes](http://www.kingston.gov.uk/Council/CommitteeMinutes).

**Please contact Stella Okoloba, Democratic Support Officer for a nomination form and further details on 020 8547 4623 or [stella.okoloba@rbk.kingston.gov.uk](mailto:stella.okoloba@rbk.kingston.gov.uk)**

## **SCHOOLS FORUM**

The Schools Forum is the body which makes a range of decisions about the local funding of schools and the allocation of the Direct Schools Grant. The membership will change from September 2006 to include eight headteacher representatives (4 primary and 4 secondary) two representative headteachers of special and nursery schools and eight governor representatives(4 primary and 4 secondary). It is important that all new members of the Schools Forum see their role as reflecting the views of most schools and governing bodies in coming to decisions about future funding, informed by the Local Authority's usual wide annual consultation on the schools budget.

The Kingston Headteachers Partnership has been requested to nominate representatives by collective agreement, or to decide to hold an election. Similarly it will be necessary for there to be an election for governor representatives. Details will be distributed shortly to all governing bodies.

### **ELECTION – ELECTION – ELECTION - ELECTION**

All School Governors will shortly be receiving nomination papers for elections to the **Kingston Schools Forum** (The Funding Consultative Group). In addition, all Parent Governors will be receiving nomination papers for elections for **Parent Governor Representatives to Kingston Council**.

**~ Please look out for further information and your nomination papers which will be sent direct to you. ~**

**Please contact Wendy Windmill, Democratic Support Officer for further details on 020 8547 5020 or [wendy.windmill@rbk.kingston.gov.uk](mailto:wendy.windmill@rbk.kingston.gov.uk)**

## **11. GOVERNOR TRAINING COURSES – SUMMER 2006**

Please find listed below all the governor training courses that are available during the Summer Term 06. All bookings should go through the schools INSET co-ordinator. The venue for all training is the King Charles Centre.

**Monitoring the Schools Budget**

G05/008

7<sup>th</sup> June 06, 7.00pm

**Personnel Briefing for Governors**

G05/003C

8<sup>th</sup> June 06, 7.00pm

**New Governor Induction Training**

G05/007B

14<sup>th</sup>, 21<sup>st</sup> and 28<sup>th</sup> June 06 (3 part), 7.00pm

**Child Protection Training for Governors**

G05/011

6<sup>th</sup> July 06, 7.00pm