



Working Together

SUMMER 2019

Director, Education and Learning's Report to
Lambeth Schools Partnership School and Academy Governors and Headteachers

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Director, Education and Learning's Report – Summer 2019

Dear Colleagues

Welcome back to the Summer Term 2019. It will be a busy term, not only focusing on national tests, recruitment and a range of inspection activity, but also on consolidating planning for the budgetary challenges that are facing us all.

Social Workers in Schools

We are delighted that Lambeth Children's Social Care has been selected to take part in a pilot project funded by the Department for Education (DfE). **The project involves working with seven schools to review the possible benefits for students, families and teachers of placing a social worker in the school.**

The social worker is based on site and will be involved in working with school staff to actively promote and support social and emotional wellbeing for students and families. This will be delivered through one to one sessions, family work, workshops and training.

The project will run until March 2020 and will be assessed and monitored by the University of Cardiff to determine if there are any positive benefits for students and families in having a Social Worker in the school. If positive outcomes are identified, there is a possibility that the DfE will fund a Social Worker position for schools across England. **A small number of Lambeth schools have now been selected to take part in this programme.**

Annual leave entitlement for term-time only workers

The Schools Human Resources team would like to bring your attention to an issue which has been raised by the trades unions regarding the way annual leave entitlement for term-time only workers is calculated. The National Joint Council (NJC) has recently set out guidelines for calculation methods and Lambeth HR are working through the implications of this and will share further information as soon as they have it.

Those that purchase the service can find information relating to the NJC pay award 2019 in **Schools Human Resources Circular 04/19**. The Council is still in discussions with the unions on the new grading structure, but once grades and scales have been agreed, the method for assimilation will be circulated. Changes will then need to be back dated to 1 April 2019.

London Living Wage

Congratulations to all the schools in Lambeth that are paying the London Living Wage or better still have registered as Living Wage Employers. Extensive evidence shows that paying a little bit more greatly improves staff retention and reduces sickness and absence. **Cllr Jon Davies is the Policy Lead for the Living Wage.**

Apprenticeships - Update

There are apprenticeships available for all kinds of teaching and non-teaching staff – from **Early Years Educators, Teaching Assistants and teachers**, through to **School Business Managers and Premises staff** – details can be found at [Find Apprenticeship Training](#) or [Lambeth School-Based Apprenticeships](#), which is a website designed to help all those interested in school-based apprenticeships find the information they need. It will adapt as the Lambeth School-Based Apprenticeships Service grows and evolves over the next few months.

The Schools Workforce Recruitment Coordinator, [Dave Coram](#), can help with queries regarding apprenticeships. **He can directly help with apprenticeships queries for community schools**, where

Lambeth acts as the employer for your staff and can also offer advice to Foundation and Voluntary Aided (VA) schools and Academies, where the Governing Board or Trust acts as employer for your staff. **Community schools must not agree to any apprenticeship without having discussed their requirements with Dave first.**

Inclusion Update

We have a new member of staff, Betsy Nelson, to advise schools on behaviour support, coordinate a behaviour network group, **manage our new Inclusion Fund and develop a Fair Access Panel with secondary headteachers**, focusing on Key Stage 3 pupils initially. Betsy will also have **oversight of all pupils placed at Lambeth alternative provision and will support those young people with reintegration**. We welcome Betsy to the team and look forward to working with her in supporting our schools.

Supporting pupils at school with medical conditions

There have been **some significant changes to the number of former prescription drugs which can now be bought over the counter** and which parents might therefore have to give permission for schools to administer. This might necessitate a change to your current policies.

The statutory guidance, which can be found [here](#), was last updated in 2017 and **is relevant for anyone supporting children with medical conditions**. The templates give example text that schools can use to:

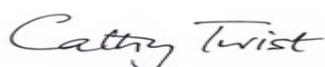
- create and invite parents to contribute to a child's individual healthcare plan
- ask for parental agreement for administering medicine
- keep a record of medicine administered to children
- keep a record of staff training in administration of medicines

Statutory guidance sets out what schools and local authorities must do to comply with the law and should be followed unless there is very good reason not to.

If you have any feedback or ideas as to how we can improve these updates please email us your thoughts at lambethschoolspartnership@lambeth.gov.uk.

If you have any questions or concerns, please do not hesitate to contact me direct.

With very best wishes,



Cathy Twist

Director, Education, Learning and Skills

Direct Line: 020 7926 9541

E-Mail: ctwist@lambeth.gov.uk

Dear Colleagues

PART A – FOR ACTION

Action Summary

Generally the recommendations in Working Together arise from changes to the law and sometimes to Local Authority advice on good practice. Usually items should be referred to a committee for detailed discussion and formulation of proposals for approval by the full governing board. It is not advisable to make decisions on the night if prior discussion has not taken place.

It is recommended that the governing board:

Governance Matters	Page
<ul style="list-style-type: none"> considers how the school engages with parents, carers and the local community; how it can demonstrate that their views have influenced their decision making and how they feed back to parents, carers and the local community – see para 2. makes arrangements for the Headteacher’s performance appraisal – which should take place in the latter part of the summer term or early in the new academic year - including the appointment of two or three governors to carry out the appraisal and the appointment of the required external adviser – see para 3. makes arrangements to review its own performance and draw up a plan to address any areas for development; and makes arrangements for their annual strategy meeting to review/draw up their strategic plan; and considers publishing an Annual Governance Statement, in line with good practice – see para 4. ensures that their school is complying with the statutory guidance on exclusion from school and that governors have received appropriate training – see para 5. reviews the school’s lockdown and critical incident policies – see para 6. considers the high quality prospective governors in our pool to fill appropriate vacancies, including both co-opted and local authority governors – para 9. 	8
Lambeth Schools Partnership Update and Traded Services for Schools 2019/2020	
<ul style="list-style-type: none"> considers the traded services still on offer from the Local Authority and its partners and agrees any purchases. 	12
Ofsted Update	
<ul style="list-style-type: none"> makes arrangements to familiarise itself with the newly published Ofsted Inspection Framework and arranges for a briefing/training, as appropriate. 	15
Summary of Findings from Schools Audited in 2018/19	
<ul style="list-style-type: none"> reviews their school’s systems and documentation to ensure effective financial management is in place; identify any potential areas of risk and take action to address any issues identified. 	17
Personal, Social and Health Education (PSHE), Emotional Health and Wellbeing (EHWB) and Healthy Schools London	
<ul style="list-style-type: none"> ensures that Health and Wellbeing, including Relationships and Sex Education and Health Education, is included in a committee’s terms of reference and/or that a governor with special responsibility is appointed. 	21

Events Programme for 2019

The Lambeth Governors' Forum has held two successful events since Christmas:

- **Tackling Educational Inequality – What Works?** Dr Feyisa Demie gave a presentation on his research before the full report is published later this year. Do look out for it as it has some useful recommendations for schools.
- A discussion and feedback evening - **Achieving Best Strategic Governance in Lambeth** - at which we heard about and shared ideas on how to be ever more effective governors. The feedback and suggestions made will contribute to a study carried out by the Lambeth Schools Partnership on School Governance.

Already we are thinking about a topic for the autumn term. If you have something you would like to discuss, or would like to invite us to meet at your school, please let us know. Usual contact

lambethgf@gmail.com

Members of the Forum are also active on your behalf on Lambeth committees:

- **Lambeth Schools Partnership Board** - Steve Hayes and Gay Wenban-Smith
- **Research into exclusions of pupils from schools in England: Extent, causes and consequences**– Linda Collins

We continue to ask every school to contribute £50 per financial year (starting again April 2019) to cover the cost of room hire and refreshments and to enable us to keep events free. Your School Business Manager can make the payment through the Lambeth Services website. It couldn't be easier. Your support for our activities is so important to us.

About the Lambeth Governors' Forum

The Lambeth Governors' Forum is a voluntary organisation of Lambeth school governors. Our objective is to promote education in Lambeth through a network for governors where we can learn together and share our experiences of Lambeth schools. Through the affiliation of schools to the Forum we can run regular events for everyone to share. Our diminishing committee (volunteers needed please!) now consists of:

Steve Hayes and Gay Wenban Smith – Henry Cavendish Primary
Linda Collins and Licia Bronzin – La Retraite RC Secondary
Arnie Wickens- Michael Tippett Special School
Matthew Bryant -Kings Avenue Primary

Help Needed – How You Can Help

- We are urgently seeking someone who is familiar with Eventbrite to help establish an online booking system. Do you, or anyone you know, have experience of this? If so we'd really like to hear from you.
- Join our mailing list. If you aren't already on this email us (below).
- Send us your ideas for events on any subjects or speakers who would be of interest to fellow governors.
- Offer your school for events. We try to meet in a variety of locations across the borough. Let us know if your school would be interested in hiring its hall.

Contact Us

Please contact us by email on lambethgf@gmail.com.

Lambeth Governors' Forum

Run by volunteer governors on behalf of all school governors in Lambeth

Governance Matters – Summer 2019

For additional information please contact:

Peter Compton	Coordinator of Governor Services	020 7926 9636 pcompton@lambeth.gov.uk
Maria Gabrielczyk	Governor Support Officer	020 7926 9669 mgabrielczyk@lambeth.gov.uk

The purpose of this paper is to provide a summary of topical information and advice for governors and headteachers.

RECOMMENDATIONS: that the governing board

- considers how the school engages with parents, carers and the local community; how it can demonstrate that their views have influenced their decision making and how they feed back to parents, carers and the local community – see para 2.
- makes arrangements for the Headteacher’s appraisal/performance review – which should take place in the latter part of the summer term or early in the new academic year - including the appointment of two or three governors to carry out the appraisal and the appointment of the required external adviser – see para 3.
- makes arrangements to review its own performance and draw up a plan to address any areas for development; and makes arrangements for their annual strategy meeting to review/draw up their strategic plan; and considers publishing an Annual Governance Statement, in line with good practice – see para 4.
- ensures that their school is complying with the statutory guidance on exclusion from school and that governors have received appropriate training – see para 5.
- reviews the school’s lockdown and critical incident policies – see para 6.
- considers the high quality prospective governors in our pool to fill appropriate vacancies, including both co-opted and local authority governors – para 9.

1. School Governing Board Model Agenda/Governor Training and Development Programme

Our [Summer 2019 model governing board meeting agenda](#) is now available. It includes those items that governing boards should consider this term as well as relevant updates, advice and guidance.

Training courses, including dates for induction training, are being uploaded as soon as details are confirmed and full details can be found here: <http://www.lambethgovernorservices.co.uk/Training>.

2. Updated DfE Governance Handbook

The DfE’s [Governance Handbook](#) provides guidance on the roles, duties and responsibilities of governing boards; good practice and advice on the skills, knowledge and behaviours governors need to be effective. It should be viewed in conjunction with the accompanying [Competency Framework for Governance](#). **The handbook was updated in March 2019.** There is a list of the updates on pages 6-8.

While mostly only minor changes to the wording, updates of note include:

- An increased emphasis on parental engagement, particularly a requirement for boards to “be able to demonstrate the methods used to seek the views of parents, carers and the local community”

and “show how those views have influenced their decision making and how they have fed back to parents, carers and the local community” – page 16.

- **A new subsection on workload:** boards should “review and streamline policies and processes to cut unnecessary workload” - page 19.
- **Training for clerks** – whilst boards should set demanding standards and ensure their clerk has the skills, training and knowledge required, they should also encourage clerks to attend [professional training](#) but also be prepared to pay an appropriate salary - page 38.
- A number of **compliance updates including: safeguarding, statutory careers guidance and clarification** on complaint handling in academies.

3. Headteacher Appraisal

Just a reminder that this term arrangements should be made for two or three governors to be to carry out the headteacher’s review meeting for 2018/19 and set targets for 2019/20, supported by your School Improvement Adviser. Meetings should be held late in the Summer Term, or early in the autumn at the latest.

4. Governing Board Development

During the summer term, governors will be considering when to review the board’s performance; making arrangements for their annual strategy meeting to review/draw up their strategic plan; and whether to publish an Annual Governance Statement, in line with good practice. The NGA/Wellcome Trust have published helpful guidance - [Being Strategic: A guide for governing boards](#) - which you may find helpful.

5. Exclusion from School

In [Working Together Autumn 2017](#), we provided information about the DfE’s updated statutory guidance on [Exclusion from maintained schools, academies and pupil referral units in England](#), which includes helpful advice for headteachers and parents as annexes.

The most **significant change to the guidance was a greater focus on the governing board’s role, particularly regarding permanent exclusion.** Governors are now required to **consider the lawfulness, reasonableness and procedural fairness of headteachers’ decisions** in line with the guidance, so this means that the evidence presented must also meet those standards. You **must** follow the set procedures.

Issues arising from some recent cases:

- **Permanent exclusion should only be used as a last resort and only in response to a serious breach or persistent breaches of the school’s behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**
- It is important to **demonstrate that the pupil was aware of the school’s behaviour policy**, including possible sanctions, and the headteacher’s submission should explicitly link to that policy. Where the evidence of others, including the excluded pupil, is referred to, there should be signed and dated witness statements. **Any other factors which may have contributed to the behaviour, for example, bereavement, SEND or family issues**, should have been taken into account and details of all support the school has provided and any strategies used to address the behaviour included.

Subject to availability, we can provide a clerking service for pupil discipline committees and other governing board hearings. The cost per hearing is £450 and can be purchased by schools from <http://www.lambethgovernorservices.co.uk/>. The service will include attendance and clerking at the hearing, advice on procedure and the law – on exclusions and complaints only - a decision letter within 24 hours and detailed minutes within a reasonable timescale. Please note that the service does not include HR advice for staff disciplinary or grievance hearings.

All governors who sit on pupil discipline committees should receive appropriate training so that they have confidence in your decision, particularly as it is **their** decision that will be scrutinised if an appeal is

made to an Independent Review Panel (IRP). We will be running a course for governors later in the Summer Term, but you may also want to consider arranging training locally, in your cluster, for example.

6. 'Lockdown' Policies and Practice

You will be aware of the **tragic incidents of knife and gun crime on the streets, both locally and across London, over the last weeks**. As a result of this type of activity or other critical incidents **it may be necessary to 'lockdown' your school**.

Governing boards should therefore **take some time to review your lockdown and critical incident policies** and ensure that if needed you could put these into place at very short notice? You may wish to discuss possible **emergency implementation with staff and pupils**. **Sample policies can be found [here](#)**.

7. Agreed School Term & Holiday Dates - Reminder

We have recently been contacted by parents with children at more than one school, concerned about differences in their term dates.

I would remind you that **LAs determine the school term and holiday dates for all community schools, maintained nursery schools and voluntary-controlled schools in their area**. To avoid inconvenience to parents and to allow schools, service providers etc to plan ahead, the **South London boroughs coordinated, consulted** on and determined dates for the 2018/19, 2019/20 and 2020/21 academic years back in 2017. The agreed dates for 2018/19 and 2019/20 have been published [here](#).

Whilst governing boards of voluntary aided, foundation, foundation special schools and academies determine their own dates, **you are asked to bear these dates in mind**.

8. Education Endowment Foundation Resources

The Education Endowment Foundation (EEF), an independent charity dedicated to breaking the link between family income and educational achievement, has published some useful resources for governors:

- Guide for governing boards – the [EEF guide to becoming an evidence-informed school governor and trustee](#) provide quick access to the EEF's evidence, which is made freely available to all schools, to help governors provide better support and challenge to senior leaders and promote better-informed discussion in governing boards about how your school can improve.
- The accompanying [blog](#) provides 10 top tips, based on the guide.

9. Governor Vacancies

Currently we have around 50 high quality prospective governors with a variety of relevant skills and experience in our pool of interviewed governors. If you have vacancies, not just LA vacancies, and would like us to send you some suitable candidates, please contact Maria Gabrielczyk – mgabrielczyk@lambeth.gov.uk or telephone 020 7926 9669. **It would assist us to identify suitable nominees for your board if you would let us know what skills/experience you are looking for.**

Local Authority (LA) governors are now nominated by the LA, with appointments made by the full governing board. The LA can nominate any eligible person as a LA governor, but it is for the governing board to decide whether the nominee meets their eligibility criteria. We will ensure that new LA governors have received satisfactory enhanced DBS disclosures before forwarding their details to chairs and/or headteachers for governing bodies to consider their possible appointments.

Other organisations that recruit potential governors:

- Inspiring Governance, the national online matchmaking service which connects skilled volunteers interested in serving as governors and trustees with schools and colleges, <http://inspiringgovernance.org/governing-boards/>
- [Governors for Schools](#), formerly the School Governors' One-Stop Shop, aims to recruit people with transferable skills from the world of work to fill vacancies on governing bodies.

10 Further Sources of Information

Further sources of information and guidance are identified above, where possible. Department for Education (DfE) guidance and documentation can be downloaded from the DfE section of the www.gov.uk website: <https://www.gov.uk/government/organisations/department-for-education>.

For further advice, or if you have any queries, in the first instance you should contact either the Clerk to the Governing Board or Governor Services –contact details above. Our advice and support service is currently free of charge to Lambeth Schools Partnership members and we have the advantage of having good connections within the Council and extensive local knowledge.

- The National Governance Association (NGA) has a website with useful information for governors, although some materials can only be accessed by members - www.nga.org.uk.
- The Key for School Governors - a subscription-based question-answering service for governors, supporting all members of the governing board, from the most to the least experienced - <http://schoolgovernors.thekeysupport.com/>.
- The Times Educational Supplement (TES) governors' section – www.tes.co.uk/governors.
- The [Education Endowment Foundation](#) has produced the [EEF guide to becoming an evidence-informed school governor and trustee](#) and accompanying [blog](#).

For additional information please contact:

Colm Doyle

Lead, Lambeth School Services

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cdoyle@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with an update on the work of the Lambeth Schools Partnership (LSP), including the working groups, along with information about the wide range of traded services and training on offer to schools from the LSP and its partners.

RECOMMENDATION: that the governing board considers the traded services still on offer from the Local Authority and its partners and agrees any purchases.

1. Introduction

Lambeth Council, schools and education settings work together in the [Lambeth Schools Partnership](#) to accelerate school improvement across the borough and provide professional challenge and support. The primary focus is collaboration for school improvement – for all schools, not just for those experiencing difficulties – and on achieving the best educational outcomes for the children and young people of Lambeth. The LSP vision and values are at one with those of the Council, and its focus on improving outcomes for our children and young people is reflected in a commitment to specific, targeted outcomes.

It also co-ordinates, signposts and brokers a range of other providers offering training and traded support services which will be available via Lambeth School Services, Teaching Schools and Clusters. Governors and headteachers of subscribing schools also receive this publication and a termly letter from the Director, Education, Learning and Skills with a full briefing on local and national developments in the world of education.

2. Lambeth Schools Partnership Update

The Lambeth Schools Partnership (LSP) has now been up and running for nearly two years now, having begun properly in September 2017. We have achieved a great deal and now need to embed the work that has started, at the same time continuing a high quality school improvement service, maintaining high standards and ensuring we have an excellent range of communications, conferences and other CPD.

Our aim was to keep the local family of schools working together successfully to achieve excellent outcomes for children and to hold onto our shared values and principles in the face of very significant cuts and changes to school organisation and to a range of services and budgets. We believe we can do better together and there have been many examples this year of exciting shared projects and schools supporting each other within the LSP. We have had a fantastic range of inspiring speakers at our new style Working Together conferences and seminars.

Last term **Jenny Tosh** was appointed to replace Sylvia McNamara as our **Lambeth Schools Partnership Development Consultant** and is working with us on a range of development activities to enhance the work of the LSP. In the first instance, she will be focusing on ongoing working group development (More able pupils, CPD, Black Caribbean pupils, Teach Lambeth, Working Together, Strategic governance). Jenny has worked alongside **Ines Floris (National Management Trainee)** who has also been working with us to support LSP development.

We are pleased to say that we are currently advertising for a Lambeth Schools Partnership Co-ordinator who will hopefully be in post soon.

3. LSP Working Group Updates

- **Raising the Game: Raising the Achievement of Black Caribbean Pupils in Lambeth** - the second term of the 'Raising the Game' project came to an end with the **primary Aim High Event** which ran for **4 days at Stockwell Primary School** during the first week of April. **Over 500 children from years 2 - 5** attended sessions where they were able to meet a number of volunteer **medical, legal, IT and education professionals**, ask questions, handle artefacts and learn something new about each career destination. The young people were a credit to their schools and the staff who accompanied them gave very positive feedback about the sessions. **Several schools commented** that they intend to run similar events next year.

Aim High is just one of several strands in the 'Raising the Game' project which focuses on looking at new ways of **raising black Caribbean achievement** and although it is still early in the 2 year project we are starting to pull together evidence of impact of the work so that we can share the findings with all schools in Lambeth. Schools involved are already feeding back about the **benefits of sharing good practice** and the importance of formalising that process by producing **resources and strategies that all schools can use**. Further information about the strands will be made available on the LSP website over the next few weeks.

We have appointed seven Curriculum Developers from Lambeth schools who are currently working on a Raising the Game toolkit to enable schools to [review and diversify their curricula](#). Their work to date will be shared at Working Together on Friday 3rd May. All 31 schools who have been part of this innovative and important programme to raise achievement of a significant group of pupils in Lambeth will be taking part in national tests in the summer and we hope to see initial improvements in outcomes.

- **Teach Lambeth** - The Teach Lambeth [website](#) has now replaced the Lambeth Schools Vacancy Bulletin as the means of advertising all school-based vacancies in Lambeth schools – since the transition period started in January, just over one hundred vacancies have been advertised on the site.

Links to all vacancies are posted on Facebook and Twitter, to raise awareness of them, and the use of LinkedIn and Instagram are in the pipeline. **Please upload any vacancy details to the Teach Lambeth website**, using the school's log in details: these will then be processed and approved within 24 hours. **Around twenty five NQTs and experienced teachers have also completed profiles on the website – schools are able to view and consider these for any vacancies they have.**

- **Challenge for All (formerly More Able Pupils)** - this working group focuses on raising the achievement and progress of more able pupils in Lambeth. I have arranged for **NACE (National Association for Able Children in Education) to provide training for MAP Leads and Governors (2 separate sessions) on 23rd May**, this will be bookable via Lambeth School Services.

The working group is currently working on **developing a document outlining the vision and framework of opportunities for higher achievers in the borough**. Borough wide data training for leaders (DHT/AHT/Middle) is planned for the autumn term to ensure regulated and accurate data is being scrutinised and that data is driving school improvement in this area. The group aims to develop a borough-wide layered methodology to improve performance of more able pupils and provide challenge for all.

- **Strategic Governance Development** - the objective of this new group is to ensure that **all Lambeth school governors and trustees have arrangements in place to deliver best practice excellent governance in all schools**. This will further build governors' focus on robust accountability, oversight and assurance of educational and financial performance.

By way of a survey of governors and headteachers and a well-attended consultation meeting, both organised by the [Lambeth Governors' Forum](#), the group has consulted with Lambeth governors and others, prior to developing recommendations to the LSP Board.

The results, which were shared with attendees at the consultation meeting, were very positive and the good news, from analysis of Ofsted reports and the, is that we are doing well in Lambeth, but there is always room for improvement. Further information to follow.

4. **Traded Services and Continuous Professional Development (CPD) for Schools 2019/20**

The continued strength of our schools and the continued positive relationship between the Local Authority and school staff is essential for maintaining good outcomes for children and young people in the borough. Complementary to this are the traded services provided by the LA which form part of the Council's commitment to support outstanding education in Lambeth schools. In a changing educational landscape our aim is to continue to work with you as customers to further develop the service to best meet your needs.

To maintain the good quality support for schools from the Council, the traded services offer to schools is reviewed annually. The services we offer and some of the charges for those services are being revised and will be ready for schools to consider in line with their financial planning calendar by the end of Spring Term 1 (Friday 8 February 2019).

All available Lambeth School Services and training courses are available to book electronically via a secure internet site: www.lambethschoolservices.co.uk. Services are available either as a **one off purchase** or as **Service Level Agreements (SLAs)**. Schools are asked to confirm their requirements for services in 2019/20 so that we can ensure services are well organised and resourced to meet your needs.

Lambeth School Services use an on-line purchasing system, accessible via the Lambeth School Services website. This enables schools to order LA services and training in one place. Headteachers, SAOs and School Business Managers are set up with a profile to enable them to login and select services and training for purchase. **If you do not have these details or if you require any support to make use of the site, please contact lambethschoolservices@lambeth.gov.uk.**

It remains the Local Authority's aim to provide excellent quality and competitively priced services to schools. To that end we will always need your feedback and input to ensure that we work and learn together on what works to support our children and young people achieve to their full potential.

For further information, please email: lambethschoolservices@lambeth.gov.uk. Alternatively the school can download a PDF brochure of services for 2019/20 from www.lambethschoolservices.co.uk.

5. **Further Sources of Information**

Further information about the LSP and updates on other working group activities can be found at Lambeth Schools Partnership [website](#) and you can follow us on [Twitter](#).

For further information about traded services from the LA and its partners, please email lambethschoolservices@lambeth.gov.uk or visit www.lambethschoolservices.co.uk.

Ofsted Update

For additional information please contact:

Rachael Norman

School Improvement Adviser

07398 205737

rnorman@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with an update regarding Ofsted's inspection arrangements and other matters.

RECOMMENDATION: that the governing board makes arrangements to familiarise itself with the newly published Ofsted Inspection Framework and arranges for a briefing/training, as appropriate.

1. Education Inspection Framework 2019

The consultation on the new Ofsted framework closed on 4 April 2019 with the key proposals for consultation being:

- a new **'quality of education'** judgement, with the curriculum at its heart
- looking at **outcomes in context** and whether they are the result of a coherently planned curriculum, delivered well
- **no longer using schools' internal performance data** as inspection evidence, to ensure inspection does not create unnecessary work for teachers
- **separate judgements about learners' 'personal development'** and 'behaviour and attitudes'
- **extending on-site time for short inspections** of good schools to 2 days, to ensure inspectors have adequate time to assess schools

As you know, the new framework intends to:

- **focus inspection on what children learn through the curriculum**, rather than over-reliance on performance data
- call time on the culture of 'teaching to the test' and off-rolling
- include a **new separate behaviour judgement** to give parents reassurance that behaviour is good
- be the most evidence-based, research-informed and tested framework in Ofsted's 26-year history

The new framework proposes a shift that will "rebalance inspection to make sure that young people are being taught the best of what has been thought and said". Instead of taking exam results and test data at face value, Ofsted will look at how a nursery, school, college or other provider's results have been achieved – and whether they are the result of broad and rich learning.

2. New Inspection Framework published

*****STOP PRESS*****

The new inspection framework was published today, 14 May 2019, and can be found [here](#).

3. Inspection News

There have been eleven Ofsted inspections in Lambeth since September 2018 and the current (April 2019) outcomes are:

- Private nursery 93% good or outstanding

- Maintained nursery schools 100% good or outstanding - 80% outstanding
- Primary 93% good or outstanding - 44% outstanding
- Secondary 88% good or outstanding - 41% outstanding
- Special schools 100% good or outstanding - 40% outstanding

4. FREE Ofsted Briefings for Governors

We will be reinstating our **free** termly briefings for governors – Governors and Ofsted, what you need to know – now we know what is in store. Full details will be widely circulated, once arrangements have been made.

Summary of Findings from Schools Audited in 2018/19

For additional information please contact:

Nigel Lambert

Internal Audit Manager

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The purpose of this paper is to present governors and headteachers with a summary of the key findings from the 14 schools audited in 2018/19. This briefing note does not identify individual findings or schools as this information is already contained within the individual reports provided to the respective schools.

RECOMMENDATION: that the governing board reviews their school's systems and documentation to ensure effective financial management is in place; identify any potential areas of risk and take action to address any issues identified.

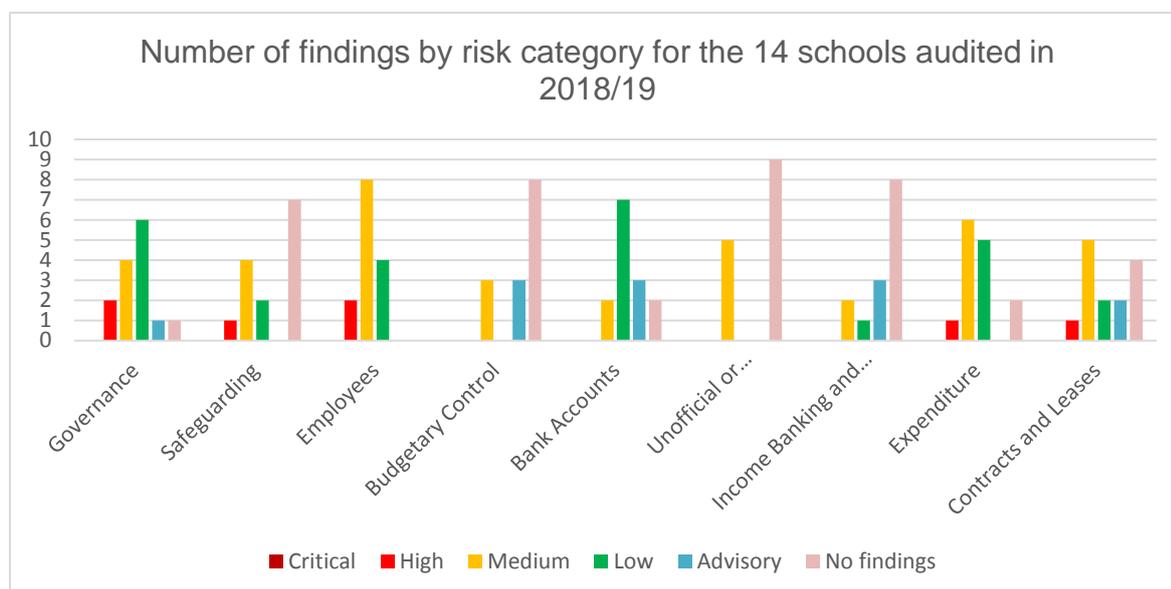
1. Introduction

Our work involved carrying out targeted internal audit testing to assess the adequacy and effectiveness of financial management and other risk assessed sub-processes within each school visited. Our review was based on CIPFA guidance regarding schools audits, and aligns to the areas covered by the Schools Financial Value Standard. The outcomes of this report may be used for various improvements including:

- Schools to identify potential areas of risk or opportunities in their own environments, and to make improvements that may enhance their school's financial and operational arrangements.
- Governing Boards may better understand the need for appropriate oversight across all of the sub-processes reviewed.
- Lambeth Schools Services can assess the appropriate level of support and guidance required by schools in the areas where concerns have been identified.
- Alternatively, this report may be used as part of a good practice or benchmarking exercise to compare and measure the adequacy of systems of internal control within Lambeth Schools.

2. Summary of Findings

As part of the 2018/19 Audit Programme, nine sub-processes in fourteen schools were reviewed. The following table sets out the number of findings by risk category for each sub-process.



We have highlighted the five sub-processes with the highest number of high and medium risk findings, providing the risks identified as a percentage of total controls reviewed in each sub-process. A direction of travel assessment, where applicable, is provided for each area against the previous year's findings (improved ↑, unchanged ↔, and deteriorated ↓).

Governance

This area reflects a deteriorating trend and recurring themes from previous audit years continue. Key themes identified were:

- Schemes of delegation did not include upper financial limits for all relevant staff, were not always adhered to and details were not always consistent throughout the document.
- There appeared to have been some misunderstanding between the difference in delegated authority for expenditure and that of signing contracts on behalf of the school or governors.
- Committee meetings not quorate and meeting minutes not held on file at schools.
- Pay committee terms of reference not in place.
- Concerns regarding copies of electronic signatures held on file and used by individuals other than the legitimate individual.
- Business continuity plans could not be evidenced as approved by governors.
- Asset registers could not be evidenced as being regularly reviewed.

Risk Rating	High	Medium	Trend
2018/19	14%	29%	
2017/18	0%	63%	
2016/17	5%	5%	

Safeguarding

Whilst there was a decrease in medium risk findings since 2017/18, there was an increase in high risk findings. No overall improvement has been noted. Key themes were:

- Statutory policy timeframes for review and approval not adhered to.
- The vetting arrangements for active governors were inadequate.
- A number of schools were not using the most recent version of the Single Central Record (SCR) available, resulting in required details not all being recorded. Furthermore, errors and omissions were noted, however, these appeared to be administrative in nature; i.e. the actions were completed although the SCR was not always updated.
- Where a new Disclosure Barring Service (DBS) was outstanding, evidence of a separate Barred List check could not always be demonstrated. Again, this may have been due to administrative issues and the way in which information was recorded on the SCR

Risk Rating	High	Medium	Trend
2018/19	7%	29%	
2017/18	0%	44%	
2016/17	0%	14%	

Employees

Whilst no critical risk findings were made compared to last year, there was an increase in high and medium risk findings, reflecting a continuing deteriorating trend since 2016/17.

- Pay policies were not reviewed and agreed within required statutory timeframes.
- Pay decisions were not always appropriately authorised.
- Employment contracts were not always held on file or were not always current and/or signed by all relevant parties.
- Service contracts were not in place with contractors who were providing services on an ongoing basis.
- Schools were not meeting statutory requirements for the completion of IR35 checks to ensure workers are appropriately registered for HMRC purposes.

Risk Rating	Critical	High	Medium	Trend
2018/19	0%	14%	57%	
2017/18	6%	6%	56%	
2016/17	0%	0%	9%	

Expenditure

Increases in high and medium risk findings were recorded, reflecting an overall deteriorating trend. Recurring themes from previous audit years continue.

- There was a lack of upper limits for the approval of expenditure, and a lack of adherence where limits have been set, in particular for higher levels of expenditure requiring governor approval.
- Regular petty cash reconciliation did not take place or reconcile to the ledger balance to cash held.
- Reconciliations for petty cash and purchase card, lacking demonstration of review by senior leadership team.
- Lack of appropriately supported and/or authorised expenditure payments.

Risk Rating	High	Medium	Trend
2018/19	7%	43%	
2017/18	0%	31%	
2016/17	0%	5%	

Contracts and Leases

Increases in medium risk findings were recorded over the three years, with increases in high risk findings since 2017/18, reflecting an overall deterioration in trend. Again, recurring themes from previous audit years continue.

- Policies did not specify expenditure limits for obtaining quotations, and thresholds for tenders.
- Documents supporting the procurement process and appropriately signed contracts were not always held on file at schools.
- Contracts were not always appropriately signed, in line with the scheme of delegation; in particular for higher level values where governor approval was required.
- A lack of contract listings were available and/or incomplete registers to support effective monitoring of contracts and governor oversight.

Risk Rating	High	Medium	Trend
2018/19	7%	36%	
2017/18	0%	31%	
2016/17	18%	23%	

3. Schools Programme 2019/20

a. Overall Trends

There have been deteriorating trends within specific areas tested during 2018/19 as identified in the summary of findings above. The average number of recommendations remains almost the same for the 14 schools audited in 2018/19 compared to the 16 schools the previous year.

There has also been a downward trend as indicated by the statistics for report classification, and whilst there was a positive direction of travel for half of the schools audited in 2018/19, the other half remained either unchanged or had a negative direction of travel from the last audit.

We will continue to review our cycle for school audits on a risk basis. Schools that do not achieve or maintain positive assurances, will be reviewed on a three-year cycle or less, whereas schools that consistently maintain positive assurances from internal audits will be reviewed on a four-year cycle or less frequently, as appropriate.

Implementation Review Programme

Internal Audit has an ongoing programme to monitor the progress made by schools against high and critical risk rated findings from previous internal audits. This is to confirm progress with mitigation of the risks.

Our programme this year continues to reflect that whilst some schools have effectively responded to mitigate these risks, a number of schools have not responded to our requests to demonstrate the actions taken to implement recommendations. This continues to be an indication that these schools may require a shorter cycle of review, particularly where satisfactory outcomes have not been achieved by the time an on-site visit is undertaken to test implementation of actions agreed in the previous internal audit.

Where No Assurance schools are identified, Internal Audit has continued to follow-up immediately to support the schools in developing appropriate action plans.

Going forward we will be sharing outstanding recommendations and any No Assurance reports with the Schools Improvement Monitoring Group (SIMG) for both oversight and escalation purposes.

b. Terms of Reference

Since 2017/18 our Terms of Reference have incorporated some of the smaller areas from previous years' audits into Governance sub-processes, taken a stronger focus on safeguarding in particular the Single Central Record and wider review of safer recruitment. There have also been some changes to Employees testing which focussed on higher earners.

During the 2018/19 programme, there was a continuing theme of schools not fully meeting all parts of IR35 requirements, which became effective in April 2016. We will continue to review schools' progress in this area.

c. Schools Financial Value Standard (SFVS)

Where the findings of internal audit work highlight inconsistencies with the schools' SFVS submissions, we will bring these to the attention of the schools, to ensure that schools and governors are able to update action plans that will secure effective improvements and accurate future reporting for the standard.

d. GDPR Landscape in Schools – Themed Review

The General Data Protection Regulation has been fully in force since 25 May 2018, when organisations became fully exposed to the legal risks of the enforcement, sanctions and remedies framework. The 2018/19 audit plan included an audit to assess the GDPR landscape in Lambeth schools, to provide the Council with a view of schools' maturity in line with GDPR. This has been undertaken as a desktop audit through the use of internal control questionnaires (ICQs).

4. Further Information

For further information, please contact Nigel Lambert, Internal Audit Manager – contact details above.

Personal, Social and Health Education (PSHE), Emotional Health and Wellbeing (EHWB) and Healthy Schools London

For additional information please contact:

Janis Marsh

PSHE, EHWB and Healthy Schools Coordinator

020 7926 1859

jmarsh@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with an update on Personal, Social and Health Education (PSHE), Emotional Health and Wellbeing (EHWB) and Healthy Schools London. This includes local and national programmes, developments and support available.

RECOMMENDATION: that the governing board ensures that Health and Wellbeing, including Relationships and Sex Education and Health Education, is included in a committee's terms of reference and/or that a governor with special responsibility is appointed.

1. Relationships Education, RSE and Health Education

Relationships Education in all primary schools, Relationships and Sex Education in all secondary schools and the new Health Education in all state-funded schools. Subject to parliamentary approval, these subjects will be compulsory from September 2020. The DfE continue to recommend that all primary schools should have a sex education programme tailored to the age, the physical and the emotional maturity of the pupils.

'Effective practice is best achieved when clear responsibility for these subjects are held by a senior teacher with dedicated time to lead specialist provision' (DfE 2019).

DfE Early Adopters

Schools are urged to prepare and plan a curriculum that meets the needs of all pupils using the updated draft [guidance](#). Schools can [register](#) to become an 'early adopter'. Registered schools will help identify appropriate structures for training that will go out to teachers nationally, receive advanced drafts of 'school support products' and be invited to attend a national conference in the autumn.

The Sex Education Forum has produced great support documents including the [RSE curriculum design tool](#) and the [roadmap to statutory RSE](#), a poster-style document with hyperlink buttons making it easy to navigate resources from the PSHE Association and Sex Education Forum.

2. Mental Health and wellbeing

Kooth

A new online counselling service for 11 – 19 year olds. [Kooth](#) gives young people across south-east London, including Lambeth, access to free, anonymous mental health and emotional well-being support using tablet, desktop or mobile app.

Free Youth Mental Health First Aid Training

Offered by [Thrive London](#), this two day course will equip school staff with the knowledge, skills and confidence to identify and assist young people experiencing mental health issues on a first aid basis. This means children and young people are better able to get the support they may need at the earliest opportunity. Evidence suggests that the earlier a mental health issue is identified

and treated, the quicker and more positive the recovery process is likely to be. For bookings contact youthmfa@thrivedn.co.uk

Free YMHFA training is also offered to Lambeth schools using the Head-First emotional wellbeing and resilience programme.

Growing Against Violence (GAV)

GAV have been re-commissioned to deliver free social media workshops for years 5 and 6 pupil, Friends v Friendly workshops for year 6 pupils and gangs and gang culture information sessions for parents.

3. Healthy Schools London

Supported by the Mayor of London and evidenced as good practice, the Healthy Schools London awards programme helps schools to improve children and young people's wellbeing by reviewing their whole school practice. The bronze award is now valid for three years. Your school's status can be checked [here](#). Congratulations to St Anne's Catholic Primary School, who achieved bronze accreditation, and Herbert Morrison Primary School, who received a gold award in the spring term. Schools are supported locally throughout the accreditation process – please contact Janis Marsh jmarsh@lambeth.gov.uk for support.

4. LGBTQ+

Following media coverage of protests outside a Birmingham primary school, a significant number of Lambeth parents raised concerns about curriculum content. Some of our schools held information meetings for parents during term four. Feedback was positive and parents left sessions with a better understanding of the curriculum and the importance of being inclusive in RSE and in school generally.

Parental concerns are best addressed through information meetings and consultation. Policies and curriculum content should be published on school websites. Please contact Janis Marsh - jmarsh@lambeth.gov.uk - if you would like support with curriculum, policy or an information event.

Banners that appeared outside secondary schools on the last day of the autumn term were put up by school-aged young people who want schools to ensure that LGBT pupils and families are represented in an inclusive curriculum in all our schools.

METRO LGBT charity offer three main subsidised packages to primary and secondary schools.

MOSAIC LGBT Youth Centre work with young people across London and offer sexuality and LGBT workshops to school staff and young people.

Subsidised costs are offered to Lambeth schools – please contact Tom Cunningham at Young Lambeth Cooperative - tom.cunningham@younglambethcoop.co.uk - to discuss free and low cost packages.

PART B – FOR INFORMATION

Special Educational Needs and Disability Update

For additional information please contact:

Adam Yarnold	SEND Service Manager	020 7926 9460 ayarnold@lambeth.gov.uk
Sue Franklin	Lead Educational Psychologist	020 7926 9769 sfranklin@lambeth.gov.uk

The purpose of this paper is to update governors and headteachers about matters relating to Special Educational Needs and Disabilities (SEND), including the implementation plan arising from, amongst others, governor and headteacher focus groups.

1. Shaping the future for Lambeth's most vulnerable young people

Local authorities across the country are seeking to identify innovative solutions in times of increasing demand and depleting resources. During the Autumn Term 2018, SEND4Change, an independent organisation specialising in improving SEN arrangements, carried out a comprehensive review of arrangements for children with Special Educational Needs and Disability (SEND) and those with Social Emotional and Mental Health Needs (SEMH) in Lambeth.

Four key areas for improvement were identified, relating to:

- **SEN support**
 - How do mainstream schools and settings support pupils with SEND?
 - What arrangements are in place, how successful are they and how could they be improved?
 - What does good look like?
- **Preparation for Adulthood**
 - How effective is the planning made for pupils in readiness for when they leave school?
 - Are arrangements for planning for the future effective?
 - How could these be improved?
 - How can we ensure vulnerable groups access training, live independently, find employment and maintain healthy lives?
- **Engagement and Commissioning**
 - How are families involved in shaping the service you provide?
 - How can families be involved in shaping the local offer?
- **Social, Emotional and Mental Health (SEMH) Arrangements**
 - How do schools and services respond to the needs of children with social emotional and mental health difficulties and how well do they work with parents?
 - How could these services and arrangements be improved?

These four key areas were the subject of detailed discussion with Focus Groups, which considered how arrangements could be improved across the four key themes. Each Focus Group included representation from parents, carers, schools, education, health, social care and third sector partners. The comments and views from the Focus Group representatives were used to inform the outcomes of the review, which were shared with governors and headteachers at open seminars where their views were invited too.

These outcomes have been summarised in twelve key priorities for Lambeth, which in turn are the focus of an improvement plan addressing the four key areas for improvement, which has been approved by the

SEND Strategic Board and will be the subject of discussions with the Lambeth School's Partnership (LSP) Board. The outcomes also link to Lambeth's position statement and self-evaluation summary of arrangements for children and young people with SEND. The Improvement Plan

Four Lead Officers will be responsible for ensuring that the implementation plan priorities are delivered. The Lead Officers will be responsible to the SEND Strategic Board which is chaired by the Director, Education and Learning and will report back in June 2019.

2. SEND Disproportionate Fund

At the same time, there has been some extensive work on new approaches to inclusion and 'SEN support'. As agreed by the Schools Forum, this includes a redistribution of the SEND Disproportionate Fund to create an 'Inclusion Fund' of £500k which schools will be able to apply for to provide short-term support for pupils to avoid escalation to EHCPs. This will be for all SEND Support but we anticipate it being especially useful to support pupils with SEMH issues which could be resolved quickly with support. It also includes a new deal for excluded pupils at KS4; 'respite' arrangements for KS3 pupils and a new Fair Access Panel.

Part of the previous funding will be set aside to create an **Inclusion Fund** which will work in the same way as the **Early Years Inclusion Fund**. Schools will be invited to apply for funding to support pupils' emerging additional needs for a fixed-term period. This will provide part of the 'SEND Support Offer' from the High Needs budget. **More information will be available on how to apply soon** and will be sent to SENCOs and Headteachers.

3. World Autism Awareness Week

In conjunction with **World Autism Awareness Week**, Lambeth held a community event for Autistic people, carers and professionals called "Focus on Autism" on Friday 5 April at Gracefield Gardens Health and Social Care Centre. The event was an opportunity to come and find out about some of the services in and around Lambeth that provide support and activities for autistic men, women and children: leisure/sports activities, travel, music, art, education, health and carers support groups. As well as hosting a variety of stalls, guest speakers were arranged around specific areas. The event was a huge success and very well attended. Please view the [video](#) from the event.

Safeguarding in early years provision, schools and colleges

For additional information, please contact:

Sarwan Singh Jandu	Safeguarding Children Manager (Primary, Secondary and Colleges)	020 7926 9643 sjandu@lambeth.gov.uk
Denys Rasmussen	Safeguarding Children Manager (Early Years and Primary Schools)	020 7926 8915 drasmussen@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about recent changes to their duties and responsibilities, as well as relevant information relating to safeguarding and promoting the welfare of children.

1. Informative reports

Keeping kids safe: Improving safeguarding responses to gang violence and criminal exploitation (Children's Commissioner for England, Feb 2019)

This report investigates what it means to be a child gang member in England. It estimates how many children in England are in gangs, and looks at the risks factors which make it more likely for a child to end up being groomed for gang membership. Finally, it questions whether those responsible for safeguarding children are responding adequately to the rise in gang violence and how children can better be kept safe. You can download the report [here](#).

Safeguarding children and young people in education from knife crime, Lessons from London (Ofsted, March 2019)

No single agency, including schools, can solve knife crime on its own, but there are some areas of focus for schools and wider agencies individually, and together, that can be tightened to keep children and young people safer. Please find Ofsted's see Ofsted's summary report setting out its findings and recommendations from a research project in London on knife crime in education [here](#).

2. Early Help

What is the early help offer for practitioners in Lambeth?

Following the successful early help (Streatham Pilot) that ran from June to November 2018, Lambeth will be providing a new community early help offer which includes:

- a named early help contact for professionals across the borough
- a multi-agency locality action panel (LAP) which meets every 2 to 4 weeks (depending on caseloads) where professionals can discuss complex cases and harness local help and resources for the children and families they support.
- training on a range of issues relevant to families in Lambeth such as gangs and group violence, trauma and emotional wellbeing
- a practical toolkit for practitioners supporting families based on a framework of assess, plan, do, review.

You can download a copy of the full early help toolkit or individual parts [here](#).

3. Looked after Children

Schools are required to have a process in place to ensure that the designated teacher for children looked after (CLA) and post CLA work with the virtual school team around funding, progress and identified needs in the child's personal education plan (PEP).

The virtual school offer conferences and forums to support the designated teacher's knowledge with regard to promoting the achievement of children looked after.

4. Section 128 Direction Check

A reminder that, as part of your recruitment process, a Section 128 direction check must be completed on all governors of maintained schools.

Admissions Update

For additional information please contact:

Ruth Wright

Service Manager, School Admissions Team

020 7926 9500

rwright@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with information about the outcomes of the coordinated admissions schemes for entry to Lambeth primary and secondary schools and academies in September 2019.

1. Secondary Transfer 2019, National Offer Day (1 March 2019)

For the seventh year running, every child in Lambeth whose application was on time received an offer of a secondary school place. Over 70 per cent of Lambeth parents and carers who applied to a secondary school in the borough have again been offered a place at their first or second choice school, starting this September. More Lambeth residents have been offered places than ever before.

For this year, there was a significant increase in application numbers for Secondary places across London, which meant that the overall chances of gaining a preference school place was reduced. However, despite the pressure on places, Lambeth was able to offer a secondary school place to every applicant.

- Offers were made to 2,748 applicants this year. This represents an increase of 180 applications since 2016 – the equivalent of five extra classes.
- The proportion of applications made online was 99% this year, with only 18 paper applications received. The proportion of applicants made online has risen from 50.8 per cent in 2013.
- Overall, 1,969 children – 71.7 per cent of all applicants – were offered places at their first or second choice school this year. Of those, 1,508 children were offered a place at their first-preference school, and 461 were offered their second preference.

2. Primary National Offer Day (16 March 2019)

Every child who applied for a reception place in a Lambeth primary school for September 2019 was offered one. This is the eighth consecutive year that over 90% of families have been offered a place at the school of their choice. In Lambeth for September 2019 entry 81.7% of applicants (2,359) received their first choice school and 9.0% (260) their second choice. In total 97% of applicants received a preference school.

Families applied for primary places through the pan-London system which links Lambeth with the other 32 London authorities and 5 surrounding Councils. Parents and carers were asked to list up to six schools of their choice in order of preference.

Lambeth received 2,888 applications for primary school places this year, a rise on the 2018 figure. The vast majority of the applications were made online, with the number of paper applications falling from 609 in 2014 to 20 this year.

It is important to stress however that at the moment our projections for reception age pupils are not rising as fast as predicted. This is because of welfare reforms and increasing costs of privately rented accommodation as well as reducing numbers of pupils from the EU because of Brexit. This is also reflected in Southwark and other neighbouring local authorities. Because of this Lambeth will be having

discussions with schools who are experiencing falling rolls to agree positive and financially viable ways forward.

3. In-year Admissions

Lambeth School Admissions Team continue to process a large number of applications for all current year groups. Schools are reminded again that they must ensure that the **School Access Module (SAM)** is updated whenever there is a change to the school's roll to ensure attendance and vacancy counts are accurate. Also, as previously mentioned, it is important that schools use the [on roll/off roll form](#) and send it to the School Admissions and Inclusion Teams.

4. Lambeth Schools Admissions Services

The Lambeth Schools Admissions Service has been revising its in-year and 2020 coordinated admissions services and charges for foundation, voluntary-aided school and academies for the 2019-20 academic year. Available services will include; home to school distances, maps and medical/social panel (MedSoc Panel) considerations. These can be bought as part of a package or on an ad-hoc basis and will be available to request from 1 May 2019.

These services can be purchased from Lambeth School Admissions Service via the [Lambeth School Services](#) website. Schools will be charged in arrears for these services in the 2020 autumn term.

The School Admissions Service is also revising its resource pages on [Lambeth School Services](#) website and will be uploading useful documents, including the SAM guides, MedSoc Panel Handbook and on the **on roll/off roll forms for any school staff** to download and use.

Teachers' Pay and Pension Grants 2019/20

For additional information please contact:

Tim Gibson Assistant Director, Finance (Children and Young People)

020 7926 1887

tgibson@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the Teachers' pay and pension grants for 2019-20.

1. Teachers' Pay Grant for 2019/20

We have now received the allocations for the Teacher's Pay Grant for 2019/20. Also the 18/19 allocations have been updated for new schools and for those schools that added additional years groups between October 2017 and October 2018.

Rates for primary schools

Region	Rate in 2018-19 (£)	Rate in 2019-20 (£)
Inner London	21.12	36.26

Rates for secondary schools (with same rate for all 11-19 year olds)

Region	Rate in 2018-19 (£)	Rate in 2019-20 (£)
Inner London	31.57	54.20

Rates for special and alternative provision schools

Region	Rate in 2018-19 (£)	Rate in 2019-20 (£)
Inner London	78.10	134.97

Detailed allocations

Detailed allocations for financial year 2018 to 2019 were published in October 2018, with payments made shortly after.

Allocations for financial year 2019 to 2020 were published in April 2019. There will be 2 payments, one in spring 2019, which will cover April to August 2020 and one in autumn 2019, which will cover September 2019 to March 2020.

See Link: [Teachers' pay grant \(TPG\) allocations for the 2019 to 2020 financial year](#)

2. Teachers' Pension Grant

The DfE has now announced the methodology for the new teachers' pension grant, which can be found [here](#).

Mainstream institutions

The grant will be based on the number of pupils aged 2 to 19 in:

- maintained nursery schools

- primary and secondary maintained schools
- primary and secondary academies and free schools
- all through maintained schools and academies
- 16 to 19 maintained schools
- 16 to 19 academies

For mainstream institutions with fewer than 100 pupils, we will allocate funding as if they had 100 pupils.

Specialist institutions

The grant will be based on the number of places in:

- maintained special schools
- special academies and free schools
- pupil referral units
- alternative provision academies and free schools
- hospital schools
- non-maintained special schools

For specialist institutions with fewer than 40 places, we will allocate funding as if they had 40 places.

Rates for primary schools

Region	Rate in 2019-20 per pupil (£)
Inner London	92.90

Rates for secondary schools (with same rate for all 11-19 year olds)

Region	Rate in 2019-20 per pupil (£)
Inner London	135.71

Rates for special and alternative provision schools and EHCPs in independent settings

Region	Rate in 2019-20 per pupil (£)
Inner London	336.53

PART C – STANDARD UPDATES

School Term and Holiday Dates 2018/19

For additional information please contact:

Peter Compton **Coordinator of Governor Services**

020 7926 9636

pcompton@lambeth.gov.uk

<u>Term</u>	<u>Start Date</u>	<u>Finish Date</u>	<u>Number of days</u>
Term One	Monday 3 September 2018	Friday 19 October 2018	35
Holiday	Monday 22 October 2018	Friday 26 October 2018	
Term Two	Monday 29 October 2018	Friday 21 December 2018	40
Holiday	Monday 24 December 2018	Friday 4 January 2019	
Term Three	Monday 7 January 2019	Friday 15 February 2019	30
Holiday	Monday 18 February 2019	Friday 22 February 2019	
Term Four	Monday 25 February 2019	Friday 5 April 2019	30
Holiday	Monday 8 April 2019	Monday 22 April 2019	
Term Five	Tuesday 23 April 2019	Friday 24 May 2019	23
Holiday	Monday 27 May 2019	Friday 31 May 2019	
Term Six	Monday 3 June 2019	Tuesday 23 July 2019	37

Total number of days = 195

Bank and public holidays:

- Tuesday 25 December 2018 (Christmas Day)
- Wednesday 26 December 2018 (Boxing Day)
- Tuesday 1 January 2019 (New Year's Day)
- Friday 19 April 2019 (Good Friday)
- Monday 22 April 2019 (Easter Monday)
- Monday 6 May 2019 (May Day)
- Monday 27 May 2019 (Spring Bank Holiday)
- Monday 26 August 2019 (Summer Bank Holiday)

School Term and Holiday Dates 2019/20*

**Amended June 2019 to reflect the change of date for the May Day 2020 Bank Holiday*

For additional information please contact:

Peter Compton **Coordinator of Governor Services**

020 7926 9636

pcompton@lambeth.gov.uk

<u>Term</u>	<u>Start Date</u>	<u>Finish Date</u>	<u>Number of days</u>
Term One	Monday 2 September 2019	Friday 18 October 2019	35
Holiday	Monday 21 October 2019	Friday 25 October 2019	
Term Two	Monday 28 October 2019	Thursday 19 December 2019	39
Holiday	Friday 20 December 2019	Friday 3 January 2020	
Term Three	Monday 6 January 2020	Friday 14 February 2020	30
Holiday	Monday 17 February 2020	Friday 21 February 2020	
Term Four	Monday 24 February 2020	Friday 3 April 2020	30
Holiday	Monday 6 April 2020	Friday 17 April 2020	
Term Five	Monday 20 April 2020	Friday 22 May 2020	24
Holiday	Monday 25 May 2020	Friday 29 May 2020	
Term Six	Monday 1 June 2020	Tuesday 21 July 2020	37

Total number of days = 195

Bank and public holidays:

- Monday 25 December 2019 (Christmas Day)
- Thursday 26 December 2019 (Boxing Day)
- Wednesday 1 January 2020 (New Year's Day)
- Friday 10 April 2020 (Good Friday)
- Monday 13 April 2020 (Easter Monday)
- ***Friday 8 May 2020 (May Day)**
- Monday 25 May 2020 (Spring Bank Holiday)
- Monday 27 August 2020 (Summer Bank Holiday)