

Introducing our new Director of Children's Services and Cabinet Member for Education and Children's Services



Councillor Stephen Goldspink, Cabinet Member for Education and Children's Services.

I have been a councillor for six years and was re-elected on 1 May 2008 until 2012. I have served on the cabinet since 2004. I am also the council's

deputy leader. I am really pleased to have been appointed as the portfolio holder for education and children's services, and honoured to have been entrusted with the task of following on from Geoff Ridgway in the role.

You know better than I do, though, that there are many challenges ahead. I look forward to supporting you as you tackle these. Our financial settlements are likely to remain tough, so we need to get better and better at prioritising and making sure we get the maximum outcomes possible from the resources we invest.

The council's principal focus overall is on delivering a new, vibrant, successful city through the growth programme, and strong communities, families, schools, and neighbourhoods are key to this vision - that is why children's services and its activities should be central to the growth agenda. I'm sure I will meet many of you at meetings and in your schools. I look forward to that, and to working with you to make the new Peterborough a great city for children to grow and learn in.

John Richards has been appointed as the new Director of Children's Services. John is currently interim head of children's social care services and has extensive experience in this area. He has previously held



senior roles in Hertfordshire County Council, Oxfordshire County Council and in other local authority social services departments, Mersey Regional Health Authority and the independent sector John said:

"I am really looking forward to taking on the role as director of children's services in Peterborough. I will aim to lead children's services to improve the outcomes achieved by all children in Peterborough, with a particular focus on those children who are vulnerable or who need extra help to achieve their potential.

"I want to develop good and productive relationships and partnerships with all organisations, staff and managers providing services to children; especially schools, head teachers and governors."

"I also want to ensure that children are as healthy as possible, are protected from harm, enjoy and achieve at school, make a positive contribution to the community and a successful transition to adulthood. It is only through good relationships and partnerships that these things can happen."

"I look forward to meeting all governors at future briefings, meetings and in your schools"

Message from Ben Ticehurst

Firstly, I would like to say thankyou. Fantastic progress has been made in many areas over the last eight months. I have admired the capability and commitment of the children's services workforce and enjoyed meeting many of you.

Contents:

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Young **C**areers

'Young carers' is the term given to children or young people who regularly carry out a caring role within their home. They may be helping to look after a disabled brother or sister or more usually a disabled parent. Sometimes a parent's alcohol or drug dependence can draw a child or young person into a caring role. The care they can be giving can include providing company, helping look after younger siblings, cleaning, cooking, shopping, helping administer medication or treatment and in some cases personal or intimate care.

Risk Assessments for employees:

Governing bodies should check that risk assessments for all school employees have been carried out and that the reporting of all incidents and accidents to the health and Safety team at the Town Hall using the yellow PCC incident report forms is taking place

Sometimes their role remains hidden from staff in school as neither parents nor the child or young person want it known for fear of name calling, bullying, or intrusion by professionals into the family. The impact on a child or young person's education can be profound. Having to look after a parent in the morning and take siblings to school can lead to lateness and meeting the parent's needs, during the day, can lead to absence. Work can be missed and the circumstances can mean it is very difficult to catch up or do homework. Sometimes tiredness or worry can lead to poor concentration in lessons. All these factors mean that young carers can be at risk of not achieving the outcomes from a school that they deserve. In Peterborough we are trying to raise awareness about young carers and ensure that they and their families receive the support they need so that their education is not adversely affected. We have carried out a survey of all schools and learnt that very few young carers have been identified (nationally it is estimated that up to 10% of children carry out some kind of caring role).

We are working with Peterborough's Young Carer's Project based at Peterborough Council for Voluntary Services which provides activities and opportunities for mutual support and through it, with the agreement of their parents, have identified more young carers whose schools we have informed through the Attendance Welfare Service. We are liaising with the PCT to make sure that when parents are assessed for support by Adult Social Care Services, the needs of any children are taken into account.



If you would like to find out more about what is going on for young carers in Peterborough please contact:

Janine Baxter at the Young Carer's Project
01733 342683 / 311016

To find out more about how schools can help positively please contact:

Fernley Copping, Senior Teaching and Learning Consultant for Vulnerable Groups
01733 863645 or email
fernley.copping@peterborough.gov.uk

FMSiS **and** Benchmarking

The 2008-2009 External Assessment process is well underway, and six schools have been visited by Internal Audit to date. These visits have gone well, and the schools have been provided with a list of areas that remain outstanding, and advice on their achievement.

The remaining schools will be visited during the Autumn Term, and should continue to work towards the requirements of the Standard in readiness for the External Assessment process. The Governing Body has a strategic role in the financial management in schools, and those schools that are well supported by their Governing Bodies will be best placed to meet the Standard's requirements. External Assessors look for evidence that the Governing Body key responsibilities have taken place, these include (and should be documented):-

- Setting financial priorities through the – Schools Development Plan / 3 year financial plan / the annual budget
- Deciding on how the school's delegated budget should be spent, in accordance with their SDP and the statutory curriculum requirements laid down by government
- Approving and monitoring the annual budget
- Ensuring the budget is managed effectively
- Ensuring the school meets all its statutory obligations, and through the Headteacher complies with its Local Authority's Scheme for the Financial Management in Schools
- Determining virement and expenditure thresholds
- Evaluating the effectiveness of spending decisions

CD Rom to support the governing body in the FMSiS process has been sent to all clerks. For further information and support please contact the Governor Services team on (01733) 863642

Emotional Health **and** Well-being

Government policy is placing increasing emphasis not just on educational achievement, but also on the wider well-being of the child, both in and out of school. Children and young people are particularly vulnerable to stressful events because of the many changes they face as they grow up and schools have a key role to play in promoting positive attitudes and emotional well-being. Obviously the social and emotional well-being of children and young people is important in its own right, but it also affects their physical health and can determine how well they do in school. Guidance from NICE (National Institute for health and clinical excellence) suggests that good social, emotional and psychological health helps to protect children and young people against emotional and behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol. Schools are encouraged to adopt a 'whole school' approach to social and emotional wellbeing which incorporates training for staff, support for parents and carers, protocols for links with CAMHS, safe environments for all pupils and targeted support for those with specific needs.

It should be noted that the role that schools play in the pastoral care of young people is closely inter-linked to their personal and social needs and is vital to well-being. There are links with the curriculum but pastoral care should not be confused with the distinct role of either the PSHE curriculum or of the overall planned provision for promoting pupils' personal development in school. The school curriculum should integrate the development of

social and emotional skills within all subject areas. (These include problem solving, coping, conflict management/ resolution and understanding and managing feelings) and should be provided by appropriately trained teachers and practitioners. National curriculum has a new emphasis on personal well-being and personal development, opening up real opportunities to create an environment which supports pupil well-being – well-being for learning and learning for well-being. The national Healthy Schools programme has developed comprehensive guidance for schools in support of emotional health and well-being (EHWB). The guidance promotes and supports the whole school approach and clearly outlines links to SEAL and other areas of the curriculum. You may find this interesting so please ask your Healthy Schools co-coordinator to share this with you. An 'audit' of EHWB can be obtained from Peterborough PSHE team if you feel you would like to be even more involved in this extremely important area of your school.

A final thought from the Sex Education Forum on the link between education and well-being... 'Should we consider well-being as a means to other ends in education, as one end aim amongst others in education or as THE end aim of education?'

For more information please contact Gaynor Mansell on 01733 863699 or email gaynor.mansell@peterborough.gov.uk



Developing the Global Dimension in Peterborough

Developing the global dimension (GD) in Peterborough primary schools is an exciting project between The Leprosy Mission (TLM) and Peterborough LA, and is co-funded by Department for international Development (DFID) and TLM. It officially launched on the 30 October 2007 at KingsGate Conference Centre in Peterborough.

Before we talk about the GD we have to ask – ‘What do we mean by this term?’ The Rt Hon Hilary Benn MP summarises it as: ‘We teach our children to read and write, to add up, to run and to jump. And we do those things well. But many head teachers, school staff and Governors will tell you that success in their schools has an additional dimension to it. They will say that it is embedded in their school’s ethos.



RT Hon Hilary BENN MP

Invariably it includes valuing diversity, being outward-looking, tolerant and respectful to one another. This dimension – the global dimension – is fundamental to learning in the twenty-first century. It helps make sense of the complexity of our world. It stimulates debate, encourages creativity and gives us skills for our work

and our personal lives. Global education is good education. It is about success, both academic and social, and about engaging with our world as global citizens willing to take action in support of our local and global communities.’

Throughout this academic year six schools (Castor, St Thomas More, Nene Valley, Orton Wistow, Dogsthorpe Junior and Middleton Primary) have been working towards integrating the GD into all areas of school life. Initially head teachers appointed



an international co-ordinator to lead the project for their school (with the exception of St Thomas More who already had one in place). These teachers then attended a series of workshops throughout the academic year to develop their understanding of the GD and how to expand it in their schools. Their first task was to establish a GD team to support them in their work. Team members varied from school to school, but it is worth noting that some of the most successful schools to date were those that ensured they had a representative from all aspects of school life.

These included a member from Key Stage 1 and 2, the senior management team (SMT), teaching assistant and yes, most importantly, a Governor! With the team in place they carried out a survey to establish what elements of the GD were already evident in their schools. We used the YHGSA benchmarks (<http://www.yhgasa.org.uk>) because they examined every area of school life, including: Leadership and Ethos; Teaching and Learning; Monitoring and Evaluation; Resources; Staff Development and Parental / Community Involvement. For some of the participating schools this was

the first time that they had focused on the GD and they had little or no understanding of the concept. However, two of the schools, St Thomas More and Nene Valley, were already engaged with the GD and this had been recognised through achieving the international School Award (ISA). Nevertheless, the head teachers at both schools felt that although the ISA was a good starting point, they wanted to embed it in such a way that it became sustainable. With this all in mind we decided to put the schools forward for the ISA. Although we have concerns about the structure of the ISA, it is still the only recognised award throughout the education sector for GD work and can open doors for further funding.

However, we ensured that we approached it with the clear intention of complementing the activities with sustainable initiatives. Three of the five schools,



Castor, Orton Wistow and Nene Valley, were accepted to apply for the full award while Dogsthorpe and Middleton decided to defer until the following year. Meanwhile,

St Thomas More, having already achieved the ISA, decided to apply for the YHGSA award. Towards the end of the autumn term school action plans were written. Each school prioritised various aspects of the YHGSA benchmarks and moved forward in developing the GD. Some schools decided to have an official launch with the whole school, others also involved parents in an open evening.

All the schools started reviewing their medium-term and long-term plans and identified what aspects of the GD were already evident. It is worth pausing at this stage as some of you are probably asking the question, "How do you identify the global dimension in a scheme of work?" From experience we have found the best model is using the eight concepts of the GD which were first identified by Curriculum and Standards in 'Developing the global dimension in the school curriculum.' These are: Conflict resolution; Social justice; Values and perceptions; Sustainable development; Interdependence; Human rights; Diversity and Global citizenship.

Some schools chose to colour-code these concepts where there was evidence in their planning. This gave them a quick overview of what aspects of the GD were being taught and where the gaps were. Another important aspect of the project is the GD resource library located in Cromwell Road. The library has been updated with £10,000 worth of GD resources ranging from books, CDs, musical

instruments from all over the world to a variety of clothes and posters. This has been well received by the primary schools with a 257% increase in books borrowed by 40% of the primary schools in Peterborough. A number of schools have also taken the chance to hold their staff meetings at the centre using it to focus on the GD.



There is so much more I would like to write about, having not even had the chance to talk about our recent trip to Malawi. However, if you would like to find out more about the project and are interested in helping your school develop the GD you can find out more on the project web site at:

<http://www.globaldimensions.org>.

Alternatively if you have specific questions please feel free to e-mail me at **roryp@tlmew.org.uk**.

Rory Parkinson, Development Education Advisor - Leprosy Mission

Admissions: So what are the Roles and Responsibilities of the Governing Body of your School?

Foundation and Voluntary Aided and Academies:

The Governing Body for these types of school is responsible for setting the admission arrangements, this includes the Planned Admission Number, the over subscription criteria, any dates and how applications are considered. This includes how applications are considered for Children with Special Educational Needs and Looked After Children.

The Governing Body has to draft, consult and determine its admission arrangements. The Governing Body is responsible for the whole process from determining the admission arrangements to receiving the applications and applying the criteria to the applications. You are also responsible for setting up an independent appeals panel and ensuring this is clerked independently too. You may allocate children to your school provided in doing so would not breach the Coordinated scheme or any other agreed protocol. Many Governing Bodies set up a Committee to consider admissions. No one person at a school should be responsible for admissions.

Community and Voluntary Controlled Schools

The Local Authority is responsible for drafting the proposed admission arrangements for your school and must consult with you before making any determination. The Local Authority may delegate to your school the responsibility for allocating places for some applications which are received during the course of the year.

Further Information

Admission Arrangements are complex. The DCSF has provided Codes of Practice on Admissions and Appeals which have statutory status.

Would you like training to be set up?

Contact the Admissions Team on 01733 863982.

So how involved are you?

- Are you part of an Admissions Committee?
- Has your school responded to the new consultative Code of Practice on School Admissions?
- Do you consider the Admission Arrangements for your school and neighbouring schools?

How interested are you in admissions?

Did you know that parents have the right of appeal for a school place and there are set time limits in which the appeal has to be heard?

Would you like to contribute more to the admissions process within Peterborough?

There are several ways to do this:

- Every Authority has an Admissions Forum and every school is a member.
- Have you considered being a Panel member for school admission appeals? Whilst you are unable to sit on the panel to consider appeals for the school at which you are a Governor, the Local Authority as an admitting authority and Voluntary Aided, Foundation and the Academy are always seeking new panel members.

Please contact Sally Crawford or Karen Taylor on 01733 452212 or 452589 for further information.

The Future

The DCSF is currently consulting on revising the Codes of Practice on Admissions and Appeals. There are significant proposals being made including schools being able to admit more children over the Planned Admission Number and arrangements for appeals. Your governing body are advised to look at the consultation via the web-site www.dfes.gov.uk/consultations.

Reading Buddy Initiative and National Year of Reading

READ.WRITE.inspire, Peterborough's city literacy campaign is working in partnership with the Library Service and is leading the coordination of the National Year of Reading campaign throughout the city. The chief executive, Gillian Beasley early this year committed herself to being a reading buddy for the year, and has since been joined by the editor of the Peterborough Evening Telegraph. Together they swell the numbers of reading volunteers to over 300 currently supporting children and young people in over 50 per cent of Peterborough schools.

Media interest is strong with Peterborough Evening Telegraph planning to support READ.WRITE.inspire and the NYR through its own activities and with coverage of what will go on in the city during the year. The NYR is a huge opportunity for Peterborough businesses to support such important campaigns; it has the potential for additional strong and sustained partnership working between businesses, organisations, schools and the community.

The Royal Mail have trained eight of Peterborough's post men and women for the city's primary and secondary schools as part of READ.WRITE.inspire campaign, supporting the National Year of Reading (NYR) campaign.

Royal MAIL Productions Officer John Witt said: *"We've chosen to join the Reading Buddies initiative in order to become more involved with the local community. We've had a great response from our staff and are very pleased to be able to support local children with their literacy. Each postal officer will be given up to two hours a week off in work time to visit local schools and support children by listening to them read on a one-one basis."*

If the current enthusiasm about both campaigns is any indication for the remainder of the year, reading in Peterborough will never be the same again!

If you as a governor would like to become involved or know of any business/businesses that would be interested in becoming involved in the NYR or READ.WRITE.inspire please log on to www.readwriteinspire.co.uk for more information or email read.write.inspire@peterborough.gov.uk
Tracey Ding READ.WRITE.inspire Project Coordinator

Governors Health & Safety:
A reminder to governors and school staff that Health and Safety information can be found through the City Council's website and through the school intranet 'Insite' under employee information'



READ.WRITE.
inspire



The **Role of Governors** in the Education of Children in Care

The Children Act of 2004 places a duty on local authorities as corporate parents to promote the educational achievement of children in care. We are committed to giving children in care the same life chances as any other child – to be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well being.

Peterborough cares for 255 children of school age. There are many reasons why these children are in care – family breakdown, neglect or abuse but it is rarely the case that it is the fault of the child. Whatever the reason these experiences, along with being separated from friends and family, adapting to living somewhere new and possibly attending a new school, can make it much harder to learn. Although some do well, the educational achievement of children in care, generally, is considerably lower than that of their peers. Sometimes they fall behind through missing school as a result of entry into care or a care placement breakdown. Sometimes we have difficulty obtaining a school place – there is often a misconception that children in care are going to cause difficulties and indeed they are much more likely to be excluded. However one of the main reasons for under achievement is of course the damaging experiences they have usually suffered prior to entering care. We need to allow them time to recover and be able to learn. Having said all this children in care don't want to be treated differently and our approach in schools must be sensitive to this.

As a governor you can make a real difference in helping your school provide the best possible education and opportunities for all pupils but you also have a particular responsibility for helping children in care to succeed; you can champion their needs, raise awareness and challenge negative stereotypes. We need to have high aspirations for

these children and to be rigorous in our support of them. Training is available to governors nominated by their school to take on this important role.

The next training will be held on Wednesday 26th November 2008 from 6pm-7pm at The Salvation Army, to book your place please call 01733 863694 or email governor.development@peterborough.gov.uk and quote course code XELAC/01.

To support schools, carers and social workers in this duty, Peterborough has a team of four Advisory Teachers who work with the Designated Teachers for Children in Care in all schools to set targets and encourage progress. It is this team that offers the training. We monitor all children in care of school age and have responsibility to ensure that they all have a school place that meets their needs. In addition we work hard with all our partners to maintain children in mainstream provision and to prevent exclusions. I am currently leading the team and am more than happy to talk to anybody who would like further information.

You may have no children in care on your school roll but you may have in the future. In September I will be asking all Peterborough Head Teachers for the name of their nominated governor. Some schools already have this in place – if your school does not and you feel you are the person with the passion and drive required for this role, please volunteer!! I look forward to meeting you.

Dee Glover
Acting Team Leader
Education Team for Looked After Children
dee.glover@peterborough.gov.uk
Tel: 01733 863678

Contact Us...

The governor development team is available to advise chairs, clerks and individual governors on all aspects of school governance, legislation and local issues.

Please contact the team as follows:

Tessa Barcham (Governor Development Officer) **Tel:** 01733 863697

Sally Weald (Assistant Governor Development Officer) **Tel:** 01733 863720

Linda Styles (Governor Development Administrator) **Tel:** 01733 863694

Anna Ward (Governor Development Administrator) **Tel:** 01733 863642

Email: governor.development@peterborough.gov.uk
Fax no: 01733 863641

More information can be found on our website:

<http://www.peterborough.gov.uk/page-7179>