

AUTUMN TERM 2010

CONTENTS

	Pages
1. Barnet Healthy Schools Programme	2
2. Headteacher Performance Management Arrangements in the Autumn Term	3 – 4
3. Sure Start Children's Centres and The Apprenticeships, Skills, Children and Learning Act 2009	5 – 6
4. Multi-Agency Groups Improving effectiveness of early interventions	7

***DEVELOPING THE
EFFECTIVENESS OF
YOUR GOVERNING BODY***

For more information please
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Putting the Community First



1.

Barnet Healthy Schools Programme

Summary

The National Healthy Schools Programme is a long-term initiative which is making a significant difference to the health and well-being of children and young people.

It promotes the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life.

The programme addresses four core themes:

- Personal, Social, Healthy and Economic Education (PSHE), including Sex and Relationship Education (SRE), and Drugs Education (including alcohol, tobacco and volatile substance abuse)
- Healthy Eating
- Physical Activity
- Emotional Health and Well-being (including bullying)

The Barnet Healthy Schools Programme has so far supported 95 schools in attaining Healthy School status. Schools that can demonstrate that they have certain minimum policies and practices in place to promote and facilitate the health and well-being of the whole school community receive a plaque and certificate in recognition of this good practice.

There is an expectation both locally and nationally that all schools should attain Healthy School status and, to this end, the Barnet Healthy Schools Programme is targeting the 20 schools yet to attain this status. Members of the team will visit the school to offer advice and support. In many cases, schools will already have the relevant requirements in place.

Governors' Role

- To note the above
- To encourage your school to contact the Barnet Healthy Schools team to seek support in attaining Healthy School status, if it has not already done so.

For action by

All Governors

Contact

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Headteacher Performance Management Arrangements in the Autumn Term

Summary

The performance management review and planning meetings for all headteachers must be completed by 31 December each year. Governing bodies will need to make arrangements early in the Autumn Term for a group of two to three governors to undertake the duties of the headteacher's performance management review group on their behalf.

Specifically, this group must:

- Agree with the headteacher and the School Improvement Partner (SIP) a date and time to hold a meeting before 31 December to review the headteacher's performance against objectives set last year and to plan and agree objectives for the 2010-2011 cycle;
- Ask the headteacher to assemble any performance evidence that was agreed for the specified performance criteria in their planning statement for the 2009-10 cycle;
- Invite the headteacher to conduct a self-evaluation that might help form the basis for discussion at the meeting;
- All headteachers will have been assigned a 7 point salary range on the Leadership Scale and governors should check the headteacher's salary range with the school's human resources provider. It will also be important to know where the headteacher is currently placed within that range in order to see what scope there is for salary progression, if warranted. Where headteachers are at the top of their salary range, governors will not be in a position to recommend salary progression. In special circumstances there is provision for the governing body to change this salary range; *
- Ensure that all members of the review group carrying out the performance management are provided with copies of the planning statement from 2009 which should outline the objectives, the evidence to be reviewed and the success criteria to be applied in reviewing the headteacher's progress towards those objectives.

* **NB** Currently, any decision to alter the headteacher's salary range (known as the Individual School Range or ISR) can only be made by the whole governing body and reviewing the ISR might be raised for consideration as an agenda item in the first meeting of the new school year. This allows the governing body the opportunity to assure itself that the range remains appropriate for the school. Governors should be aware that the decision to change the ISR is a significant one and governed by certain factors. Advice on altering the ISR and all aspects of conducting the performance management of Headteachers can be found at:

<http://cms.barnet.lqfl.net/web/bqfl/sip/htpm>

Governors' Role • To note the above information

For consideration by All Governors

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Sure Start Children's Centres and The Apprenticeships, Skills, Children and Learning Act 2009

Summary

The Apprenticeships, Skills, Children and Learning Act 2009 (the ASCL Act) inserted new provisions into the Childcare Act 2006 and now defines Sure Start Children's Centres in law. It places duties on local authorities (LAs) in relation to establishing and running children's centres. It also places duties on Primary Care Trusts and Jobcentre Plus to consider regularly whether the early childhood services they provide should be delivered through Children's Centres in the area. This links with their duties as partners within the Children's Trust, to plan and review the Children and Young People's Plan.

This summary explains the main requirements of the legislation for LAs, Children's Centres and key partners.

Background

Sure Start Children's Centres provide easy access to a range of community health services for families with children under five, including:

- parenting and family support including outreach services
- integrated early education and childcare
- links to training and employment opportunities.

They are a key mechanism for improving outcomes for young children, while reducing inequalities, and helping to bring an end to child poverty.

The Childcare Act 2006 imposed duties on LAs to improve the well-being of young children in their area and to ensure that early childhood services are provided in an integrated and accessible way that maximises the benefits to children and their parents. Currently LAs are free to determine how best to do this; and Children's Centres are just one example of how this can be done. The ASCL Act seeks to ensure that Children's Centres are an established part of the infrastructure of support available to young children and their parents.

Main requirements

1. LAs are required to make arrangements for sufficient provision of Children's Centres to meet local need (a **sufficiency duty**);
2. LAs are required to ensure that each Children's Centre (or group of Children's Centres) has an **advisory board** to provide advice and assistance to the centre and LA;
3. LAs are required to **consult** where they are considering opening, closing or making a significant change to the services offered by a centre;
4. LAs, Primary Care Trusts and Jobcentre Plus must consider whether each of their **early childhood services** should be delivered through a Children's Centre.

Further information can be found in the Sure Start Children's Centres

Statutory Guidance at:
<http://publications.education.gov.uk> publication DCSF-00280-2010

**Governors’
Role**

- To note the above information.

**For
information**

All Governors

Contact

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Barnet introduces Multi-Agency Groups to improve effectiveness of early interventions

Summary

What are they?

Multi-Agency Groups (MAGs) are part of Barnet's early intervention and prevention strategy, which aims to reduce the need for higher level support later on. MAGs bring together managers from all key partner agencies, including schools, to ensure that early interventions using the Common Assessment Framework (CAF) are working effectively in each of the four network areas (Central, East, West and South).

What do they do?

MAGs will provide strategic lead; ensuring CAF action plans are on track, lead professionals are in place and the appropriate services have been identified to support individual children and young people. MAGs also help find solutions where it has been difficult to engage a family in offering a CAF or where there is multi-agency disagreement. They maintain strategic oversight of all CAFs carried out in their area and use this to inform service commissioning. MAGs will ensure that there is strong commitment between all key partner agencies.

How can I use MAGs?

Managers and practitioners can request that a case is brought to a MAG by completing a one-page case form and obtaining a consent form from the parent or young person for the case to be shared at a MAG. These are available from the Multi-Agency Support Team. Other multi-agency panels and groups will also be able to request that cases go to a MAG, and multi-agency coordinators for the four areas can bring cases in discussion with the lead professional.

When do they start?

MAGs will be running in each of the four network areas every month from September 2010.

Governors' Role

- To note the above information.

For information and action by

All Governors

Contact

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