



Dear Governor

Since the Coalition Government came into being a year ago there have been many changes in education, not least the encouragement to schools to become Academies and to operate outside a direct relationship with the local authority. Cllr Gupta as Lead Member has written to all Chairs of Governors on this and his letter is attached. Whatever your school's stance on the Academy issue we offer our commitment to an ongoing relationship with all Hounslow schools not least of which will be in our shared challenge to provide effectively for pupils with additional needs.

The changes we have seen in the last year look set to be continued with a number of key national reviews beginning to be reported. You will find details of a number of these reviews described in this report.

The department has also restructured to be able to respond to the current situation. There are two main divisions – Early Intervention and Specialist Services headed up by Assistant Directors, (Michael Marks heads up Early Intervention and Chris Hogan, Specialist Services). I am pleased that we have found a way to second our third Assistant Director, Gerard Mooney onto our place planning and school capital strategy work full time. It has meant that this work is moving ahead well.

With my best wishes for a happy and successful term and excellent results in August!!

Judith Pettersen
Director of Children's Services and Lifelong Learning

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or contact us on

GoverningBodies@hounslow.gov.uk

A. School Admission Arrangements and Co-ordinated Admissions schemes 2012-2013

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The Executive received the report of the consultation outcome on 12th April 2011 and agreed with all nine recommendations of the report. A copy of the report and decisions regarding the School Admission Arrangements and Co-ordinated Admissions Schemes for 2012-2013 is available on the council website at:

<http://democraticservices.hounslow.gov.uk/mgConvert2PDF.aspx?ID=6117&T=10>
(Agenda Item 4 and pages 25-154 of the Executive paper refer)

In summary the Executive:

- Agreed to publish the pan-London co-ordinated scheme as the Authority's adopted admission scheme in respect of:
 - Reception admissions and Secondary Transfer admissions in September 2012 and;
 - In-Year admissions for Primary and Secondary schools from September 2012.
- Agreed the oversubscription admission criteria to be applied for the following (all for admissions in September 2012):
 - Community Primary schools
 - Community Secondary schools
 - Community Single Sex Secondary schools and Isleworth & Syon School for Boys
 - Community Sixth Forms
- Noted the oversubscription admission criteria to be applied for the following (all for admissions in September 2012):
 - Hounslow Foundation, Academy and Voluntary-Aided schools

Consultation to Change Community Nursery and Primary School Admissions

- A consultation was launched in December 2010 to review the admission arrangements for Community Nursery and Primary schools. A proposal was made to reduce 37 priority admission areas to 5 larger priority admission areas and to escalate priority given to all siblings to immediately after Children in Care and exceptional cases.

The Local Authority received a total of 92 responses. Overall the consultation responses showed:

- I. Responses almost evenly split on the issue of reducing number of Priority Admission Areas (PAAs). 40 were in favour, with 43 against. 6 of 10 Headteacher written responses were in favour, as were 5 of 8 governors. 2 Headteachers and 3 governors were against.

- II. Over 60% of responses in favour of siblings being given priority after Children in Care and Exceptional Cases, including 9 out of 10 Headteachers who responded.
- III. 41 responses in favour of the proposed model, including 6 of 10 Headteachers. 37 responses in favour of retaining existing arrangements. No Headteacher favoured retaining existing criteria. Other models received support from 14 consultees.

A full summary of the consultation responses were included in Appendix J of the Executive report.

- The Executive noted the outcomes to the consultation and agreed to change the oversubscription criteria in respect of Community Nursery and Primary school admissions for entry from September 2012. The revised oversubscription criteria agreed were shown in Appendix D of the report.

<p>ACTION: Hounslow Voluntary Aided, Foundation and Academy Schools will need to ensure that their proposed admission arrangements for September 2013 are ready by 21st October 2011 for their incorporation into a composite committee report to be presented to the Borough's Schools Admissions Forum and Executive, which will mark the start of the consultation process for 2013 admission arrangements. The consultation on the 2013 arrangements must be completed by 1st March 2012. The School Admission Arrangements and Co-ordinated Admissions Schemes for 2013-2014 have to be determined by 15th April 2012.</p> <p>WHEN: By 21st October 2011 for consideration by the Borough's School Admissions Forum in November 2011.</p>

B. School Effectiveness Strategy

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Senior Education Adviser (Secondary & East Area)
Email: david.brockie@hounslow.gov.uk

The following is an extract from the updated School Effectiveness Strategy. This reflects the changing role of the local authority in school improvement activity, as signalled by the Education Bill of 2011. This shifts the emphasis of the local authority role from that of 'provider of support' to one of 'broker of support' in a world where 'school to school' support is the dominant model. Statutory responsibilities to intervene in underperforming school remain. The full strategy can be found at the following link:

http://www.hvec.org.uk/HvecMain/index_p.htm

LA Support for Schools in Hounslow

Schools are self-managing and autonomous, responsible for their own performance and improvement. The role of LBH is to support this and if necessary intervene should provision and quality for children and young people be compromised. Under the new Government expectation, schools deemed good or outstanding by OfSTED will have minimal involvement from the LA, except for the implementation of the LA's statutory responsibilities. Some will want to convert to Academy status, and will receive appropriate support from the LA if consultation approves this course of action.

OfSTED Categorisation

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	School Causing Concern – any school placed in Notice to Improve or Special Measures by OfSTED

The ending of the School Improvement Partner function means that LBH needs a new model in order to fulfil its statutory obligations. We are concerned to maintain high quality relationships with our schools, and the following model will be implemented from April 2011.

Grades 1 & 2 Outstanding and Good schools	Expected LA Support/Action
<p>It is expected that these schools will take responsibility for their continuing improvement through purchased and commissioned services.</p> <p>In addition, good and outstanding schools are expected to work in partnership to support other schools in improving outcomes and outputs.</p>	<p>Core Provision</p> <ul style="list-style-type: none"> • One visit by a senior education adviser in the Autumn Term re achievement and progress • Telephone contact in Spring and Summer Terms, with a follow up visit if appropriate • Quality assurance of the NQT induction process and joint responsibility for NQT supervision and training • Access to training on local and national initiatives Senior leaders' induction (charged) • Professional development opportunities (via CPD-online) • Briefings and 'good practice' information sharing (free to subscription holders) • Brokerage and commissioning of support (charged)

Grade 3 Satisfactory Schools	<i>Expected LA Support/Action</i>
<p>Satisfactory schools will commission support within the EIP and other partner schools, but in addition, the LA will take a challenge and support role to ensure that the school is on an upward trajectory and well-placed for OfSTED inspection .</p>	<p>Core provision as above, plus</p> <ul style="list-style-type: none"> ▪ 1 day Section 8 type monitoring visit, based on OfSTED criteria, 6 months after a 'satisfactory' judgement ▪ 1 day Section 8 type monitoring visit, based on OfSTED criteria, 2 years after 'satisfactory' judgement

In order to provide enhanced support for schools below floor target, the LA will maintain the model of a **3b 'Focus school'** category. This model of LA support, with a Raising Attainment Plan and termly monitoring meetings has been recognised as effective LA support in recent OfSTED reports.

LA Category 3b: Focus School

In addition to Core Provision, a Focus school will receive:

- Advice on creating a Raising Attainment Plan
- Advice on commissioning appropriate support to implement the plan
- Leadership and Governance support, including attendance at Governing Body meetings as appropriate
- Regular monitoring of the RAP by the LA Senior Adviser at a termly RAP meeting
- 1 day Section 8 type monitoring visit*, based on OfSTED criteria, 6 months after a 'satisfactory' judgement
- 1 day Section 8 type monitoring visit, based on OfSTED criteria, 2 years after 'satisfactory' judgement

ACTION:	Governors are asked: To note the School Effectiveness Strategy and support its intention to maintain an active relationship with Hounslow schools, whatever their status.
WHEN:	Summer 2011

C. Racial Incidents within Hounslow Schools 2009 - 2010 Academic Year

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Definition of Racial Incidents

The LA has adopted MacPherson's report's definition of a racist incident, as outlined in the enquiry into the death of the teenager Stephen Lawrence: 'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

This means that if anyone - the victim, a witness, and parent or staff member - perceives an incident as racist (on basis of their race, skin colour, nationality, culture, language or religion), it should be investigated and recorded as such, though the investigation may determine that the incident was not racially motivated.

However, the DfE guidance distinguishes racist incidents from racist bullying by the following: 'Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility. It can in consequence be every bit as intimidating, rejecting and hurtful as a series of events over time'. Where the racist behaviour involves a repeated recipient or victim and perpetrator this could be an indication that racist bullying is occurring.

Findings

1. Ninety-three percent (70) of all schools responded to the Racial Incidents Survey last year. Additional 4 responses were made of origin unidentifiable giving a total of 74 (99%) responses. The number of schools reporting 'Nil' incidents within any of the three terms have also declined over the years to only 10 from 20 reported in 2004-5.

Table 1: Number of Schools Who Made Returns

	04/05	05/06	06/07	07/08	08/09	09/10
Primary (60)(59)(58)(56)	60	60	60	59	57	54
Secondary (14)	14	14	14	14	14	12
Special (5) (4)	5	5	5	4	4	4
Unidentified					4	4
Total (79)(77)(75)	79	79	79	77	79	74

Figures in brackets are the number of schools in the Borough.

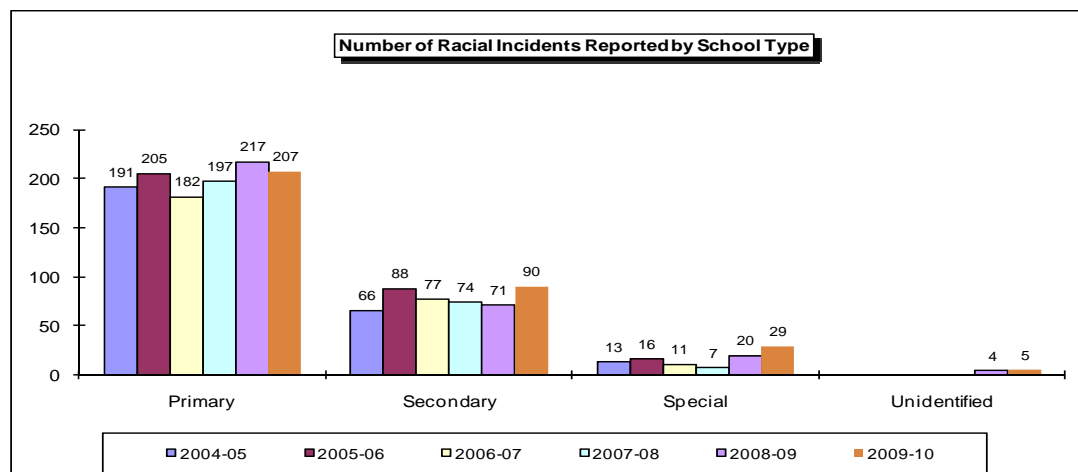
2. A total of three hundred and thirty-one (331) incidents were reported, indicating a 6% increase on last year and a three year increase of 19%. It is important to note that this increase in reported numbers may in fact be as a result of better working relationships and communication between the Children Services and schools; encouraging the management and reporting of such incidences.

Table 2: Number of Incidents Reported By Type of School

	04/05	05/06	06/07	07/08	08/09	09/10
Primary	191	205	182	197	217	207
Secondary	66	88	77	74	71	90
Special	13	16	11	7	20	30
Unidentified					4	4
Total	270	309	270	278	312	331
% change	~	14%	-13%	3%	12%	6%

3. The largest numbers of reported incidences are from within primary schools; correlating with the number of children and schools and have reduced the number reported by 5% from last year to 207 incidences. Both the secondary and special school (including PRU) have seen some increase in the number of incidents reported over the years with 27% and 50% increase in secondary and special schools respectively from last year.

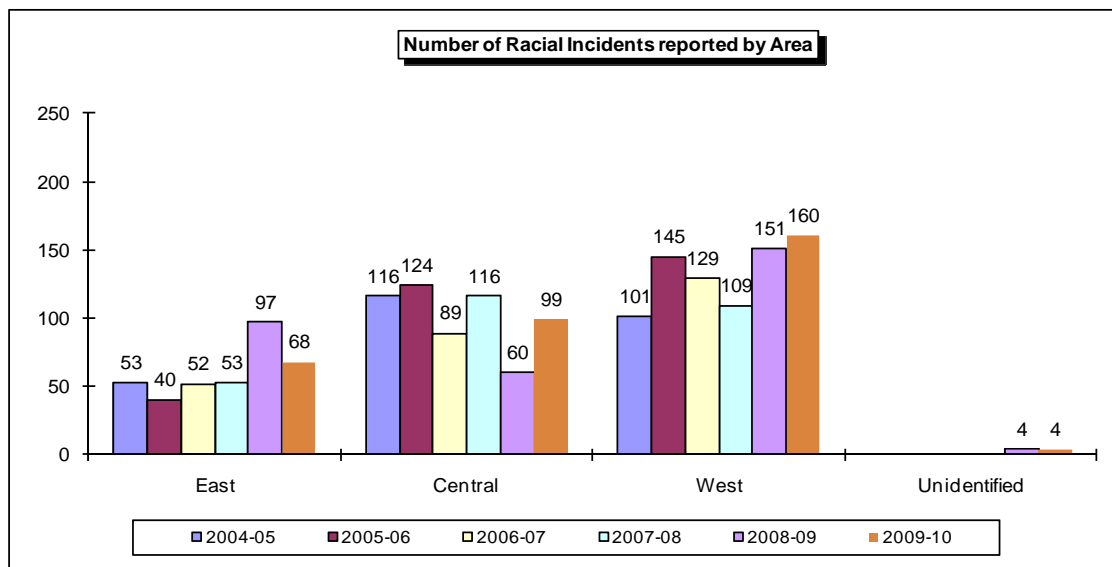
Chart 1: Number of Incidents Reported By Type of School



4. Almost half (48%) of all incidents were reported by schools in the Western part of Hounslow, followed by 30% from Central and 21% in the East. School in the Western part of the borough have reported more incidents over the years, with percent increments being over 15% up until last year 2008-9 and a smaller increase of 6% from last year. There has been considerable decrease in number reported within the Central region over the long term with a slight increase in 2010. Although

the percent increase in reported incidents within the Eastern part of Hounslow is over 13%, the numbers reported are significantly fewer in comparison with Central and Western regions.

Chart 2: Number of Incidents Reported By Area



5. Almost nine in ten (86%) of reported abuses are due to verbal abuse, of which 55% is due to name calling. The proportions of abuse due to verbal abuse have declined over the years from 93% in 2004-5. This is followed by refusal to co-operate (6%). There has been a sharp rise in the use of offensive comments and jokes as verbal abuse. However, it has been noticed that the verbal abuse due to derogatory comments, name calling, ridiculing and incitement have often been interchanged with each other over the years of reporting.

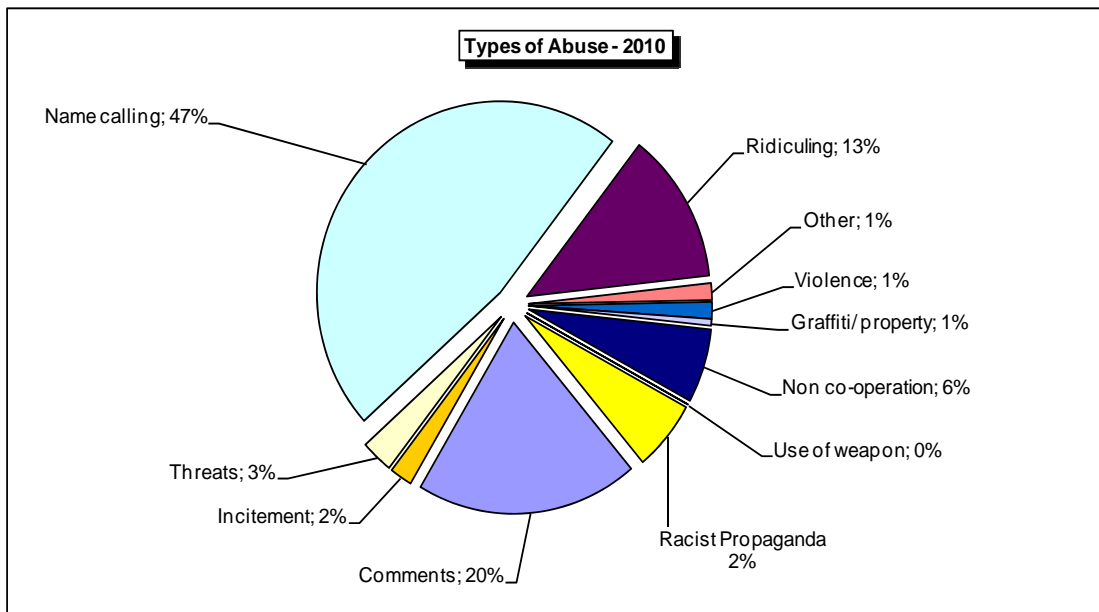
Table 4: Types of Abuse

	04/05	05/06	06/07	07/08	08/09	09/10	
Comments	33	36	32	46	47	69	Verbal Abuse
Incitement	10	12	10	12	12	7	
Threats	10	19	12	12	11	10	
Name calling	197	228	172	170	159	166	
Ridiculing	42	49	59	54	59	45	
Other	18	10	31	29	34	5	
Violence	9	10	9	8	4	5	Non Verbal Abuses
Graffiti/property	4	3	2	2	1	2	
Non co-operation	9	13	11	15	13	22	
Use of weapon	~	~	~	~	~	~	
Racist propaganda	3	3	2	4	9	21	
Verbal Abuse Totals	310	354	316	323	322	302	
Non Verbal Abuse Totals	22	29	24	29	27	50	

Please note that there were many situations where more than one type of abuse was reported for each reported incident.

6. It is worthwhile to note that there has been a steady decline in threats, ridiculing and incitement over the years. The numbers of violence attacks being reported have also dropped over the same period but with slight increase in the number of non co-operative behaviour and racist propaganda. Racist propaganda now accounts for 2% of all abuses and none of Hounslow schools have had to report racial incidents involving the use of weapon.

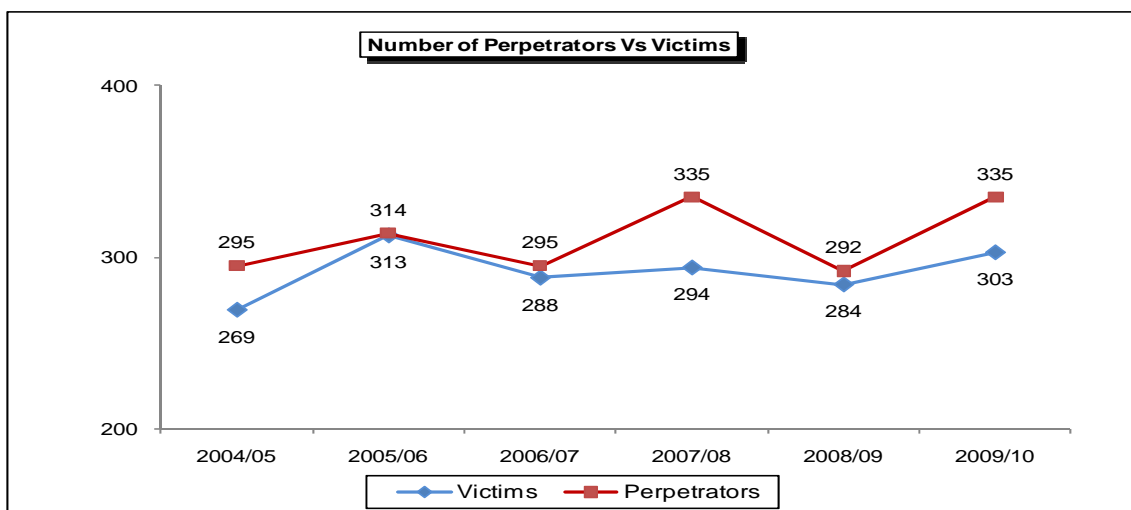
Chart 3: Main Type of Abuses



7. The numbers of perpetrators and victims have remained virtually the same with slight fluctuations over years. Some incidents did not involve a direct victim and these can be described as **'victimless'**. This was where, for example, a pupil makes derogatory comments about a particular racial group but there are no members of that group in the classroom. For instance, one child just openly said brown children could not play, it was not directed at any body.

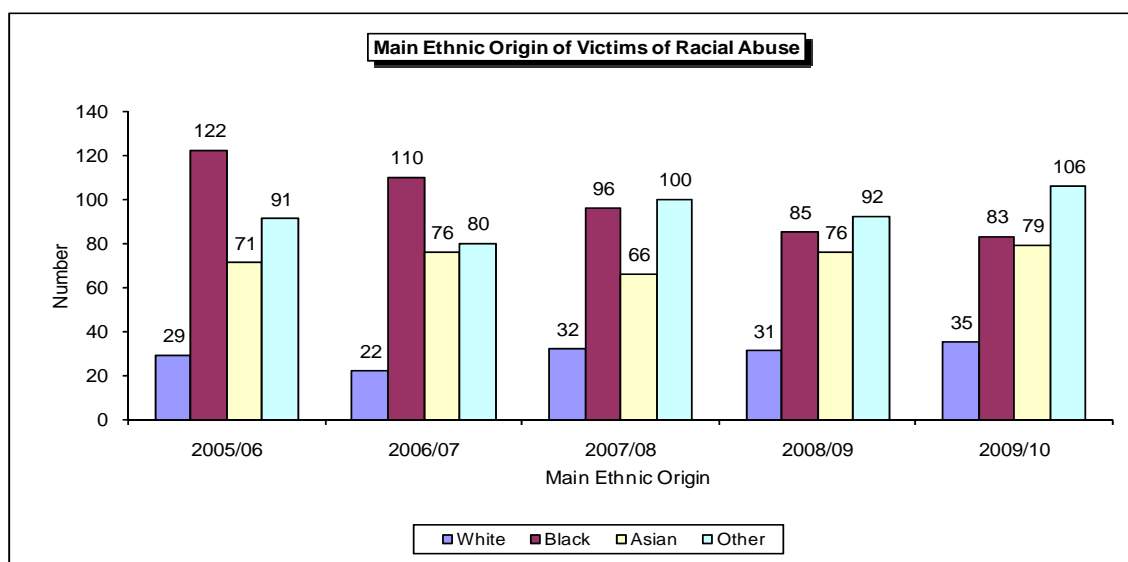
8. Survey highlighted that in a lot of the cases reported; the perpetrator was provoked by the victim either by making an offensive/ rude comment about them or their family members, being aggressive by pushing, shouting and spitting at the perpetrator first. For instance, in one case, the victim spat at the perpetrator and in retaliation, the perpetrator made a racist comment. However, the perpetrator was dealt with and reassurance and support was provided to the victim but not the other way round. In another incident, the victim provoked the perpetrator with verbal abuse and in turn the perpetrator called the victim a 'paki'. Again these are just some of the examples of the incidents reported back that should be considered when interpreting the data.

Chart 4: Number of Perpetrators and Victims of Racial Incidence



9. We noticed that in a lot of situations both parties were to blame. For instance, in one of the many cases, the children were calling one another rude names and arguing with each other. In other cases, the perpetrator was feeling left out and excluded in a certain environment and retaliated by making racial comments towards its peers.
10. It was interesting to note that a few of the incidents that happened amongst the very young children (those in nursery, reception, years 1-2) were mainly repeating what they had heard at home either from their parents and/or older siblings. For example:
- Yr 1 two friends were playing when one child said to other 'your dads a Paki'
 - Yr 1 child had heard from home that non-Muslims will be put in fire by Allah.
 - Yr 1 child used the word Paki and when was asked by teacher he said he had heard his older brother use it.
 - Yr 2 child said that his dad told him not to eat nestle as it was Jewish
 - Yr 2 child was told by mum not to play with Christians and this child told his peers.
11. It was also noted that as the children were getting older they were becoming nastier towards one another by making racial comments that would cause a reaction and a lot of the time it was after an argument or during an activity (i.e. football) and some were just being racist for no reason. The most common form of incidence reported was 'offensive comments' (i.e. 'go back to your country', 'your face is the colour of poo' etc.) and 'derogatory name calling' (i.e. 'Nigger', 'Paki', 'Black monkey', 'Brownie' etc.).
12. The majority of perpetrators are of White-UK heritage (51%) but with increasing numbers of those of Asian background. Those of other Black and minority heritage, particularly those of Black Somalia and other Black Africans continue to be victims of racial abuse (22%). Pupils with unidentifiable ethnic origin were also over represented amongst the victim and perpetrator groups.
- Please see attached cream annex for detailed ethnicity breakdown of perpetrators and victims of racial incidence in the last 3 year.***
13. Further exploration of survey revealed that very few cases made notes of the special educational need (SEN) status of either perpetrator or victims of racial incidents. Two cases in 2010 made note that the perpetrator had SEN issues. The first case reported that the perpetrator (P) was provoked by the victim (V) as V commented that P had bad breath. In response P called V a racist name. In the other case, the child with SEN called another child 'white boy'. Although these numbers are insignificant to represent any kind of interpretation of whether individuals with SEN issues are victims/ perpetrators it is interesting to note for future reference that such categories may be considered and incorporated within the racial incidence survey form.

Chart 5: Number of Victims of Racial Incidence by Main Ethnic Origin



14. A quarter of all incidents (26%) were handled by a member of the senior management team including the Headteacher and nearly half of incidents were dealt with immediately. The delays in dealing with incidents were generally caused by a delay in reporting the incidents by victims or peers. Parents were involved in dealing with perpetrators in one in five of incidences.

Table 5: Range of Actions taken to Support both Perpetrator and Victims of Racial Incidents

	2005	2006	2007	2008	2009	2010	
Immediate discussion	294	324	294	325	306	258	Actions taken with Perpetrators
Refer to Head/Deputy	180	207	179	180	154	158	
Parent involved	142	145	121	130	117	126	
Fixed Term Exclusion	32	52	45	32	31	43	
Other agency	5	13	10	13	3	13	
Reassure by staff	267	301	284	297	265	220	Actions taken with Victims
Peer support	82	70	87	95	68	65	
Parent involved	63	82	63	68	53	59	
Other agency	5	9	7	3	2	7	
Other	8	15	5	11	10	38	
Perpetrators	653	741	649	680	611	598	
Victims	425	477	446	474	398	389	

Please note that there were many situations where more than one type of action taken for each reported incident.

15. Few incidences led to the perpetrator being excluded, of which the majority were lunch time exclusions or non participation in group activities (81%). Eight incidences led to fixed term exclusions of one to three days, only one incidence in 2010 led to 15 days fixed term exclusion from school.
16. Increasing numbers of schools are engaging the support of other agencies than in previous years in handling perpetrator behaviour with over three hundred percent rise from previous year to thirteen perpetrators.
17. One in two of victims were supported by the reassurance of staff members, followed by support provided by peers (17%) and parents were involved in 15% of cases. As found with dealing with perpetrators, schools are beginning to engage the support

of other agencies in providing support for victims of racial incidents with a two hundred increase on last year to seven cases.

Chart 6: Range of Actions taken to deal with Perpetrators 2010

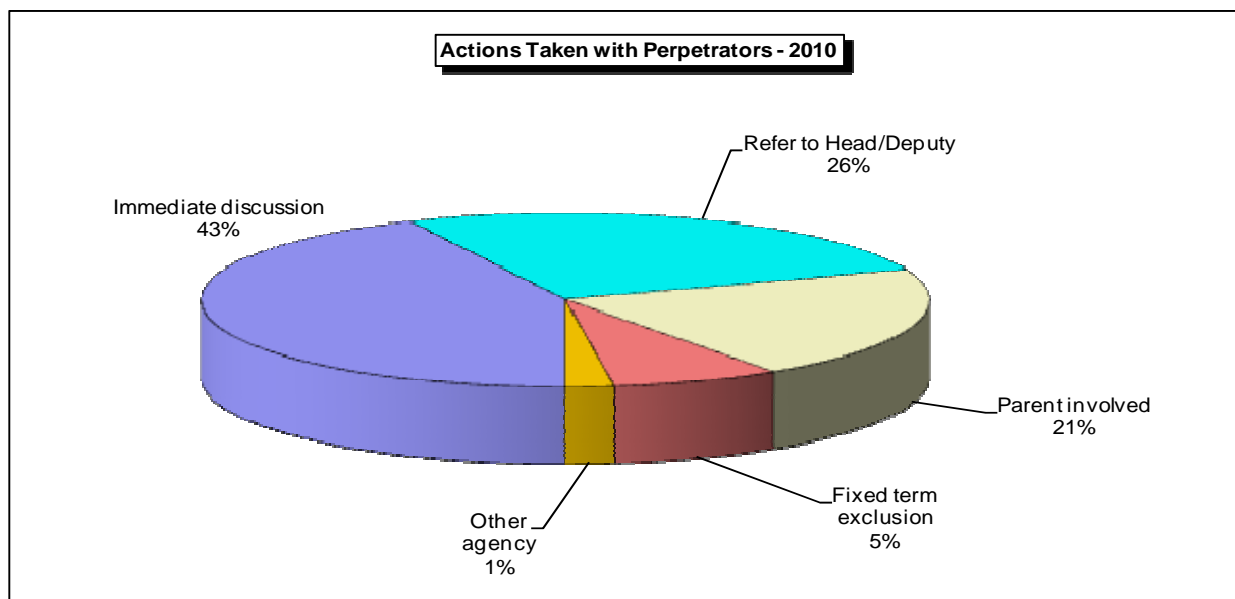
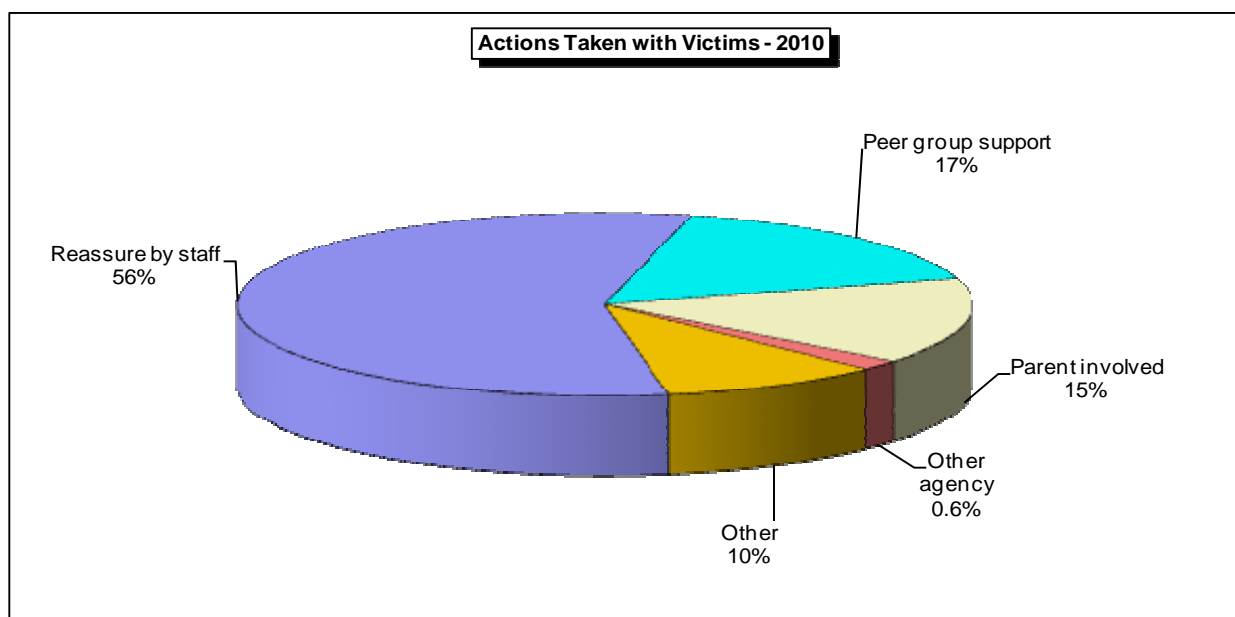


Chart 7: Range of Actions taken to Support Victims of Racial Incidences 2010



Recommendations

When investigating the incident, the school should respond appropriately to both the nature of the racist incident and to its level of seriousness. The school should be mindful of factors such as:

- the age and level of understanding of the perpetrator
- whether the perpetrator intended to inflict physical or emotional harm on the victim/s and whether they were aware of the effects of their action
- whether actual and/or serious physical or emotional harm was inflicted on the victim/s
- whether the incident was a one-off or part of a pattern

It was also noticed while collating the 2010 returns that the person reporting the incident varied for instance quite often; in some cases it was other peers that had witnessed the incident who made the report to the teacher and not the victim themselves.

Research suggests that victims are often fearful of reporting a racist incident and may be worried about any repercussions by the perpetrator. They need to be made to feel confident of a positive response from the school. Schools should also be made aware that victims may defend themselves by retaliation and that care be taken to ensure that the victim is not punished while the person who made the original insult remains free to repeat the offence.

Governors should be aware of legal responsibilities in connection with Equalities as detailed below:

A Guide to the Law for School Governors: Equality Duties - Updated: 14 April 2011

(Exert) **15.** The general duty on schools is to have due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity in the area of race, disability and gender. Specific duties require schools to implement specific equality schemes in those areas.

(Exert) **16.** Governors may find it helpful to ask a senior member of staff to prepare a draft scheme for consideration, involving people inside and outside the school. A senior member of staff or a governor should also have overall responsibility for ensuring schemes are implemented and monitored. This would include, for example, monitoring reports of racist incidents and the action taken.

A Guide to the Law for School Governors: Race Discrimination - Updated: 14 April 2011

(Exert) **15.** The statutory duty requires educational establishments to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations.

(Exert) **19.** Governors should note that following the publication of the Macpherson Report of the Stephen Lawrence Inquiry, they are also required to record all racist incidents that take place in the school, and report them to their LA at least annually.

Link for fuller guidance and information:

<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/gttl/powers-and-duties/equality>

ACTION:	Governing Bodies need to ensure that the above responsibilities are met, as follows: that staff are aware of the requirement to report racist incidents and that these are reported to the LA the Governing Body has implemented an equalities scheme that the effectiveness of the scheme including racist incidents and the action taken in response are monitored regularly their minutes can provide evidence of this monitoring
WHEN:	Ongoing

D. Outsourcing Services and Academies – Implications of TUPE Legislation

Contact: Colin Rodden Tel: 020 8583 2680
Interim HR Business Partner
email: colin.rodden@hounslow.gov.uk

Are You Considering Transferring Out Services Within Your School? – then please read below:

As a school, you may currently be looking at services such as cleaning and seeking bids from external suppliers to provide this service. If so, you will need to be aware and follow the TUPE legislation and inform your HR & Legal provider at the earliest point; in order that they can support and guide you through this process. Any school moving to Academy status will also have to abide by the TUPE regulations.

What is TUPE?

The purpose of TUPE is to protect employees if the business in which they are employed changes hands or the service that they work in is transferred to another party. Its effect is to move employees and any liabilities associated with them from the old employer i.e. the school to the new employer by operation of law.

TUPE is an acronym for the Transfer of Undertakings (Protection of Employment) Regulations. The Regulations were first passed in 1981 but overhauled in 2006. The 2006 Regulations came into force on 6th April 2006. TUPE is a significant and often tricky piece of legislation adopted by the UK in order to implement the European Acquired Rights Directive.

Why do you need to know anything about TUPE?

TUPE applies every day to an enormous number of different business transactions and it is essential that employers of all sizes understand what employment liabilities can arise. TUPE can apply when employers such as schools outsource or make a "service provision change" involving an initial transfer (e.g. where services transfer from the school to an external contractor).

The question of exactly when TUPE does and does not apply is a very complex one. If you think a transaction you are involved in might be covered by TUPE you should always take specialist legal and HR advice. Since April 2006, virtually all service provision changes are now covered so that it is safe to assume that TUPE applies to most outsourcing.

What does TUPE mean legally? What about LA pensions?

Employees who are employed in the undertaking which is being transferred have their employment transferred to the new employer. For Public Sector staff in an LA pension scheme there are also pension rights that have to be consulted on and provided. Admitted body status is the preferred route for TUPE within the Public Sector but any broadly comparable pension scheme should allow for a final salary pension scheme.

Employers involved in a business transfer must **inform and consult** with appropriate representatives of the affected employees about the transfer and any measures proposed. If there is a failure to inform and consult, a complaint can be made to the **Employment Tribunal**. Certain specified information must be provided to the representatives long

enough before the transfer to enable the outgoing employer to consult with them about it. This means careful planning and ensuring reasonable timeframes.

For further information or to discuss your current plans please contact your HR provider

ACTION:	Governing Bodies considering outsourcing services or converting to Academy status are asked to contact their HR and legal providers to ensure that all requirements are met and timescales required to complete the process are understood
WHEN:	At the earliest opportunity

E. New Services to Schools Brochure, Summer Term 2011

**Contact: Lee Souter Tel: 020 8583 2870
Adviser PSHCE / Healthy Schools
email: lee.souter@hounslow.gov.uk**

Soon, your school will be receiving the first version of the “Services to Schools” brochure. The offer has been developed following consultation and we are grateful to all those who have supported the development of this brochure. Our commitment to schools and settings is clear: we will continue to offer high quality service at a price that is transparent.

This simple brochure runs alongside HELP which is currently in place. All of the services offered have a section on their service features and the benefits they offer to you. We also hope that this initial brochure proves a useful directory of services and contacts.

Services for Purchase

CSLL will offer three packages – **Core, Subscription and Pay as You Go (PAYG).**

Core Services are provided at no cost to schools and settings. These are paid for through a combination of grant, core and DSG funding. Examples include core strategy support and governor services.

Subscription services, previously known as buy-back, are a package of essential services paid for annually by schools to cover areas such as safeguarding, educational psychology and other priorities. Subscription prices vary according to service provided and are based on price per pupil.

PAYG services are a raft of useful services that are charged for discretely and cover a broad range of both curricular and extra curricular activities, as well as useful information and assistance to Headteachers and school staff.

This brochure is of course only a guide; we are always pleased to have the opportunity to discuss bespoke services with you at any time. Please do not hesitate to contact the Head of Service. We would always appreciate your feedback, so please email olive.gardner@hounslow.gov.uk

ACTION:	Governors are asked to look at the new Services to Schools brochure in conjunction with HELP when considering decisions about buying services offered by the Borough.
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Governors are encouraged to contact the Head of Service as appropriate, if you have questions or comments about the service provision. If related to the brochure, please email olive.gardner@hounslow.gov.uk

WHEN: When reviewing buy back of Authority services

F. The SEN Green Paper

Contact: Kodjo Ayebi-Kwakye 020 8583 2675
Head of Special Education Needs
Email: kodjo.ayebi-kwakye@hounslow.gov.uk

Support & Aspiration – A New Approach to SEN & Disability

Published on 9th March 2011, with the aim of providing a new framework for Special Educational Needs (SEN) & Disability in England.

The Need for Change:

- Around two million children and young people identified as having SEN or who are disabled
- Their life outcomes seen as disproportionately poor
- Post-16, young people with SEN are more than twice as likely to be not in education, employment or training (NEET) as those without
- Late identification of children's support needs
- System seen as bureaucratic, bewildering and adversarial by parents
- Limited choices about the best schools and care for parents

The report says "But properly supported from childhood, many of these barriers should not hold young people back from leading a fulfilling adolescence and adulthood.

The kind of day-to-day support that can help children and young people who are disabled or who have SEN to fulfil their potential varies hugely. Excellent classroom practice with skilled teachers is sufficient for many; others will need expert, but time-limited, support such as speech and language therapy; and some will need 24-hour personal care with input from specialists across health and social care".

The Vision:

The vision for reform set out in the Green Paper includes wide ranging proposals to improve outcomes for children and young people who are disabled or have SEN, minimise the adversarial nature of the system for families and maximise value for money.

The paper says it wants the new system to support better life outcomes, to give parents confidence by giving them more control, and to transfer power to "professionals on the front line and to local communities".

It wants to see early identification and meeting of children's needs by ensuring that health services, early education and childcare are accessible to all, by creating a partnership with parents, and joined up education, health and social care which meet families' needs. This will need:

- A new approach to identifying SEN in early-years settings and schools "to challenge a culture of low expectations"... and give them effective support to succeed.

- A new single assessment process and Education, Health and Care Plan (EHCP) in which all services will work with the family to produce a single plan, reviewed regularly. This has the same statutory protection as a statement of SEN, and those involved will commit to providing services.
- There will be a local offer of services available to support children with disabilities or SEN, which will include what is “normally available” in schools to help children with lower-level special needs.
- Families will have the option of a personalised budget by 2014, with key workers available to advise.
- Parents will have a “real choice” of school

Achieving the Above

- The old system of statementing is set to be reformed, with the disappearance of the categories of school action and school action plus, to be replaced with a single category of SEN. The SEN assessment and statement system will be reformed to create an “Education, Health and Care Plan” through local pathfinders.
- There will be a lot more focus on the attainment and progress of lower-attaining pupils in published school performance data
- The “bias towards inclusion” is to end, and the Green Paper suggests that parent power may prevent the closure of special schools which could be saved with Free School status.
- Parents will also be able to express a preference for their child to attend a particular school and this should be met unless this would not provide the best education for the child, disrupt the education of other children, or be an inefficient use of resources
- exploring whether the voluntary and community sector could co-ordinate assessment and bring greater independence to the process
- speeding up the process for families by reducing the time limit for statutory assessments

Role of Local Authorities (LAs)

It is proposed for LAs to set out a “local offer” of the support available for children with SEN or who are disabled and their families, and who is offering such support. There will be a change in the existing regulations.

This will include describing what additional or different provision schools make for children with SEN, covering four key areas:

- The curriculum, and how it is tailored to meet individual needs
- Teaching and how it is adapted to meet children’s special educational needs, and how specialists are used
- Assessment, and how it is used by teachers to identify children’s barriers to learning
- Pastoral support, including the involvement of parents in children’s learning and how the school supports the education and wellbeing of disabled children and those with SEN

What Next?

- Consultation runs until 30 June 2011
- By June a group of LAs will be asked to express an interest to:
 - start piloting from September 2011 the single assessment and plan

- join the existing Individual Budget Pilots from September 2011 and test the scope of using individual budgets in the education arena
- Needed Legislative changes to be brought forward in 2012, to include
 - The EHCP
 - Offer of a personal budget
 - Any other necessary improvements identified by pilots

ACTION: Governors are asked to

note the proposals in the consultation document and consider the potential implications of the proposed changes

respond to the consultation if they wish to do so

WHEN: by 30 June 2011

G. Headteacher Performance Management

Contact: David Brockie Tel: 020 8583 2747
 Senior Education Adviser (Secondary)
 Email: david.brockie@hounslow.gov.uk

As Governors will be aware, the formal role of the School Improvement Partner is no longer funded by the government and obligations for schools and local authorities to use the services of a SIP have been removed. Some schools have decided to re-engage the services of their SIP as an independent consultant to play a part of their onward arrangements for 'self evaluation'.

The recent White Paper makes clear that it is the Government's intention to amend the regulations on teacher and head teacher performance management. It is intending to consult in due course. Until the new regulations come into force (likely to be September 2012), the current arrangements will continue to apply. That will mean that where a school no longer has a SIP, the governing body is expected to appoint someone else to advise and support it in relation to the Headteacher's performance management.

There are no current plans to introduce a new system for accrediting external advisers or to issue guidance on who might be suitable to advise governing bodies. The Government believes that this is something best left to individual governing bodies to decide for themselves.

ACTION: Governors are asked: To appoint an appropriate external adviser. Where schools need to appoint a new external adviser, the governing body should adopt a process of selection that is open, transparent, relevant and appropriate. Persons appointed as external advisers should not have any personal or pecuniary interest.

Governors may wish to contact the School Effectiveness Team for a list of accredited SIPs who you may wish to contact with a view to undertaking this role. Please contact olive.gardner@hounslow.gov.uk Tel: 020 8583 2875.

WHEN: By September 2011

H. CPD Online

Contact: Karen Harrison Tel: 020 8583 2643
Head of Governing Bodies Support
email: karen.harrison@hounslow.gov.uk

The new electronic system for booking governor training, CPD Online, is now available for use by governors. As notified in previous terms, the CPD Online system has already been in use by Hounslow school staff to book CPD (continuing professional development). We would like to place on record our thanks to Louise Butt from the Schools Workforce Development Team for helping the Governing Bodies Support Service to implement this for governors.

Governors who had supplied us with their date of birth and current email address by the end of last term, have now been emailed their USO (unique sign on) information, consisting of a Username, Password and User Guide. Governors are encouraged to use these details to log in to the system and complete the registration. Each time you use the system it will prompt you to check if the information is still correct. It is important you check the email address recorded, as all information about courses, such as confirmations or cancellations is sent out by email. Governors are also encouraged to sign up to receive the Governors' Electronic Newsletter which will be available later this term. This will enable you to receive emails telling you when new courses or events have been added to the system.

Since the User Guide was printed, a new function has been added to make it even easier to identify courses relevant for governors. When you click on the "I want to see" box, "*governor training*" has been added as one of the options on the drop down list.

This has been a major project to implement and we are aware of some issues still to be resolved. Some governors have been concerned by the course cost shown on the system. We would like to reassure you that the vast majority of governing bodies (95%) currently buy into the Governing Body Development and Training Service Level Agreement (SLA), so for these schools the course cost does not apply for the governor or school. It had been intended that the Governing Bodies Support team would be the responsible course approvers, and we had been advised that this would be the case, but it has come to our attention that school CPD leaders have been receiving requests for course approvals. This is currently being investigated and we hope to resolve it shortly. For those of you who are governors on more than one school, there is not currently provision for training to be booked on behalf of two schools. Again we had requested for this to be arranged and will seek to resolve it, but it has not yet been possible.

We hope you will find CPD Online a simple system to use, but if you do need any help please contact Governing Bodies Support.

A list of Governing Body Training for this term has been sent to all governors. Those who do not have an email address or access to a computer are welcome to phone for more information about the available courses or to book on training.

If you have not received USO information yet, it may be that we do not have your date of birth or an accurate current email address, or you may recently have been appointed or re-appointed to your governing body and therefore not on the database at the time the data trawl was completed.

ACTION: Governors should register on the CPD Online system and then, using the purple “Register for CPD e Bulletin” button on the left of the screen, click the relevant box to request the governor newsletter, which will be available shortly.

Governors who have not yet received USO information are asked to contact Governing Bodies Support so that USO details can be set up.

Schools are asked to provide dates of birth when advising Governing Bodies Support about newly appointed governors so that USO Accounts can be set up promptly.

WHEN: As soon as possible in order to receive up to date training information.

I. Governing Bodies Support Service: Electronic Despatch of Papers for Governing Body Meetings

Contact: Karen Harrison Tel: 020 8583 2643
Head of Governing Bodies Support
email: karen.harrison@hounslow.gov.uk

As some of you may be aware, the CSLL School Effectiveness Service Consultation proposed cutting the Governing Bodies Support Service. The GBSS team would like to thank all of you who responded to this consultation and are pleased that the outcome was that the service was both well regarded and deemed to be viable. However, the report concluded that it was “*important for the service to become more cost effective, and use technologies to support their work*”. The introduction of the CPD Online system for publicising and booking governor training, mentioned earlier in this report is one example of this use of technology which we hope will be a positive experience for governors and schools.

In order to secure the long-term future of our service to you, we need to ensure that all costs can be covered through the buy back. There are many current financial restraints for schools as well as the LA, so although the service needs to work as an economic business, we do not want to raise costs to you in this financial year. For this reason we are moving the Clerking Service to electronic despatch of papers for GB meetings. Over the last few years a number of Governing Bodies asked to change to electronic dispatching. Our survey through the HSGBA showed that the majority of Governing Bodies were making increased use of electronic communication and some were using Fronter pages for GB meeting papers. Preparation for CPD Online has shown there are currently very few Governors who do not have e-mail addresses. Our experience of moving to electronic methods in connection with sending information to Chairs, and for Link and HSGBA meetings has also been successful.

Therefore, we will be changing the Clerking Service to electronic despatching for **all** Autumn Term agendas, Our evidence shows that this method is used widely both by other clerking services and individual clerks. We are currently running a pilot project during this Summer Term with a number of Governing Bodies, which will help us refine the service and identify and solve potential problems.

We are aware that some governors do not have access to a computer and that some who do, are concerned about the costs of printing papers. Together we can develop strategies to support them. For the time being we will send a few more spare copies of papers in the green meeting bag. You may also be able to use technologies in school, e.g. by

displaying papers on electronic white boards, which might reduce the need for documents to be printed out. It is also recommended that schools have Governor Allowances Policies to provide for governors' out of pocket expenses.

Because we have had a high uptake of both the Clerking and Development and Training services we have not needed to make "Advice and Support" a separate SLA item, as it is in many other Authorities, which means that governors and school staff get this help automatically if they buy into either service.

The Director's Report will also be dispatched electronically from Autumn 2011.

By making these changes, to the service, we hope to be able to preserve the expertise of the central team so we can continue to support you on more specific and complex issues in connection with governance. We are committed to ensuring that the service provides the support you need to enable you to carry out your roles as governors and we will continue to review the service.

<p>ACTION: Governing Bodies are asked to make any necessary arrangements to manage this change</p> <p>Governors who do not have active email addresses are asked to consider setting up accounts if they could easily do so.</p> <p>Governors are asked to advise Governing Bodies Support Service when they change their email addresses</p> <p>Comments and suggestions are invited on how best to support this move to a new way of working</p> <p>WHEN: During Summer term 2011</p>

J. DfE Consultations

Contact: Karen Harrison Tel: 020 8583 2643
Head of Governing Bodies Support
email: karen.harrison@hounslow.gov.uk

There are a large number of consultations either recently completed or closing shortly which will have an impact on schools and governance. A consultation on the curriculum is now closed. The consultation on SEN which closes on 30 June, was covered earlier in this report.

OfSTED

The consultation on the new OfSTED Framework closes on 20 May. This proposes that inspections in future will report on 'the quality of education provided in the school' and must give priority to:

- the achievement of pupils at the school
- the quality of teaching in the school
- the quality of the leadership in and management of the school
- the behaviour and safety of pupils at the school.

The inspection report will provide a clear judgement about the overall quality and effectiveness of the school, drawing on the main strengths and areas for improvement

found during the inspection, particularly in these four key areas. This will provide a clear overview of the school's effectiveness. In addition, inspectors must consider the spiritual, moral, social and cultural development of pupils; and the extent to which the education provided by the school enables all pupils to achieve, in particular disabled pupils and pupils who have special educational needs. Inspectors will refer to these aspects in the report. It is also proposed that the assessment of leadership and management will assess the impact of governance on school improvement. The inspection will continue to take account of the quality of the schools self-evaluation when judging leadership and management although there will no longer be the specific format of the SEF.

There is a proposal for a greater proportionality, with schools previously judged outstanding exempt from regular inspection, and schools previously judged good, inspected within 5 years. There would be an annual health check for good and outstanding schools but a greater inspection focus on schools judged satisfactory or inadequate.

At the moment it is proposed that the new framework would take effect from January 2012 but it is planned to try it out in the Summer Term 2011.

There has also been an Education Select Committee Report on OfSTED, to which the National Governors' Association (NGA) gave evidence. Three recommendations directly relevant to governors were as follows

- Chairs of governors attendance at post inspection feedback sessions should be encouraged by inspectors
- The inspectorate should have a clear policy about engaging governors as part of the inspection process
- In relation to the new framework, the Committee recommends that the leadership and management category should make specific reference to the performance of governors in scrutinising the school as well as the effectiveness of performance of within it.

Behaviour

The consultation Ensuring Good Behaviour in Schools closes on 30 May. This revises a number of existing documents and introduces a new Behaviour Framework Summary Document. In connection with the requirement to have a Behaviour Policy, it states that the governing body will be responsible for setting the general principles that inform the policy and will be required to consult the Headteacher, school staff, parents and pupils when developing these principles. This was already required by the existing legislation which referred to "policies designed to promote good behaviour and discipline". The School Governors' Guide to the Law list of required policies in Annexe 2, referred to it as a Pupil Discipline Policy.

Finance

A consultation concerning a new financial standard to replace FMSIS, provisionally named the Schools Financial Value Standard (SFVS) closed on 30 April. This proposed that the new standard be introduced in Summer 2011, become operational from September 2011, with schools which never attained FMSiS expected to report against SFVS before April 2012.

There are currently two other consultations on School Finance, one a short consultation about the general principles which closes on 25 May on the rationale and principles for reforming school funding. The consultation description states:

As the White Paper *The Importance of Teaching* said, the current "spend-plus" funding system is opaque, full of anomalies and unfair. Our aim is to create a new funding system which is fair, transparent and able to support a diverse range of school provision"

There is also a consultation closing on the same date about options for funding academies for 2012-13

Links to the DfE Home page and the consultation pages are listed below.

<http://www.education.gov.uk/>

<http://www.education.gov.uk/consultations/>

<p>ACTION: Governors should note the increased focus on Progress Standards in the new proposed OfSTED Framework and also the already agreed Floor Standards</p> <p>KS2 Level 4+ in Eng and Maths: 60% Progress Eng 87% Maths 86% KS4 5A*-Cs inc Eng and Maths: 35% Progress Eng 68% Maths 61%</p> <p>Governors in schools at risk of not reaching the floor targets should be aware of this and ensure actions to raise standards are included in their SDP or Raising Attainment Plan (RAP).</p> <p>All Governing Bodies should ensure their minutes provide evidence of regular monitoring of the SDP/RAP and pupil progress and consideration of appropriate actions to raise standards this is especially important for schools facing challenges</p> <p>WHEN: Ongoing</p>
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K. Hounslow School Governing Bodies Association (HSGBA)

Contact: Karen Harrison Tel: 020 8583 2643
Head of Governing Bodies Support
email: karen.harrison@hounslow.gov.uk

The next meeting of the HSGBA will take place on Monday 4 July at 7pm in Committee Rooms 1 and 2. Governing Bodies are encouraged to send their named Representative or a substitute to this meeting.

The Spring meeting of the Association took place on 16 February. The meeting received an update from the Director on current issues including the budget and restructuring at the Local Authority. There was also a presentation from Gloria Walker, Interim Head of School Effectiveness concerning Academy Status. Subsequent to the meeting HSGBA Representatives were emailed 3 documents produced by the National Co-ordinators of Governors' Services (NCOGS) which consisted of a number of questions governors satisfy themselves about when considering whether there would be any benefits to the school from a potential change to Academy Status.

The meeting was advised that unfortunately there had been an error in the Minutes of the AGM. Mr Mike Nicholls, from The Heathland, had been appointed to the HSGBA Executive as a member of the Association, not Mr S Rukmangathan as stated.

Governors then heard presentations from governors interested in being appointed as governor representatives to vacant governor positions on Council Committees or Groups.

Mr Sudhinder Pathak from Chatsworth Primary was appointed to the Schools Forum, which is concerned with Schools' Finance, especially the Funding Formula, and Mr Sunil Bhadusia, Sparrow Farm Infant was appointed to the Education Information Technology Strategy Group (EITSG).

It was agreed that further consideration of the Association's constitution should be deferred to the Summer Meeting to allow further discussion and consideration by the HSGBA Executive.

Governors then broke into small groups to facilitate networking and discussed either issues arising from the presentation by Judith Pettersen or the NCOGS Manifesto for Governance.

The manifesto is also available from the NCOGS Resources link:

http://www.ncogs.org.uk/emie/content.asp?id_Category=920&id_Content=2202&level=1

Although this was not discussed at the meeting governors might also wish to look at the report on the first 30 assessments for the Governormark award available from the same page.

ACTION:	Governing Bodies are asked to Send a representative to the meeting on 4 July;
WHEN:	Suggest items for discussion at this or the autumn term meeting

L. Record of Letters sent to Chairs Spring Term 2011

Contact: Karen Harrison Tel: 020 8583 2643
 Head of Governing Bodies Support
 email: karen.harrison@hounslow.gov.uk

In March 2011 Cllr Gupta, Lead Member for Education, wrote to all Headteachers and Chairs of Governors setting out the Authority Executive's views with regard to Academy Status.

A copy of the letter is attached as a Green Appendix

Topic	Author	Date
Celebration of Sport Evening	Pete Lammas	07 January 2011
CSLL Consultation - deadline 2 February	Judith Pettersen – Director CSLL	13 January 2011
Director's Report and CSLL Structure Consultation	Judith Pettersen – Director CSLL	1 February 2011
Severance Policy	Colin Rodden, HR Business Partner	1 February 2011
School Places Planning Strategy	Gerard Mooney – Assistant Director Resources and Commissioning	2 February 2011
Grants Being Mainstreamed into DSG	Alex Taylor	4 February 2011
Tackling Bullying A Guide for Governors	Penny Stephen, Senior Adviser Vulnerable Groups and Lee Souter, PSCHE Coordinator	18 February 2011

Presentations and Information from HSGBA Meeting on 16 February	Karen Harrison	21 February 2011
SACRE Annual Lecture Invitation	On behalf of Frances Nwanodo SACRE Committee Administrator	3 March 2011
Every Child Still Matters to Us	Cllr Sachin Gupta	14 March 2011
Consultations on Schools Financial Value Standard and OfSTED Inspection Framework	Karen Harrison	22 March 2011

M. Early Years Foundation Stage Review

Contact: Chrissie Elam Tel: 020 8583 6279
Head of Early Years and Childcare
Email: chrissie.elam@hounslow.gov.uk

The Government commissioned Dame Clare Tickell to carry out a review of the Early Years Foundation Stage. The outcomes were published on 30 March 2011

The Government will respond to the review and a consultation will then run from June 2011 until the end of September 2011.

The EYFS framework will be revised and the final version published in October or November 2011.

The new EYFS will be implemented in September 2012.

The EYFS review can be downloaded from:

www.education.gov.uk/tickellreview

Any Governor who is unable to access the Internet and would like copies of documents listed in the report may contact Governing Bodies Support for assistance.

Ethnic Origin of Victims and Perpetrators of Racial Incidents in Hounslow Schools

ETHNICITY	% All Schools Roll	% All Schools Roll	% All Schools Roll	% Victims			% Perpetrators			Victims	Victims	Victims	Perpetrators	Perpetrators	Perpetrators
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Asian Bangladeshi	1.1%	1.1%	1.1%	1%	1%	0%	1%		1%	3	3	1	5		3
Asian Indian	18.4%	18.3%	17.9%	10%	13%	13%	7%	7%	9%	29	38	39	25	19	31
Asian Pakistani	8.0%	8.1%	8.4%	5%	8%	8%	4%	6%	6%	16	23	25	12	18	19
Asian Sinhalese	0.4%	0.4%	0.4%			1%						4			
Asian Sri Lankan Other		0.0%	0.1%												
Asian Sri Lankan Tamil	1.0%	1.0%	1.0%	0%	0%	1%		0%		1	1	2		1	
Asian Other	1.9%	2.1%	2.1%	3%	4%	3%	2%	2%	3%	10	11	8	6	5	11
Black Caribbean	1.9%	2.0%	1.8%	4%	4%		2%	1%	4%	13	11		8	2	12
Black Ghanaian	0.9%	0.9%	0.9%	1%	1%	2%		1%		4	4	6		2	
Black Nigerian	0.7%	0.7%	0.8%	2%	2%	1%	1%	1%	0%	7	6	4	2	2	1
Black Somali	4.2%	4.4%	4.8%	11%	12%	16%	4%	4%	7%	33	35	48	12	12	22
Black African Other	2.2%	2.3%	2.3%	12%	7%	6%	1%	1%		34	19	18	4	2	
Black Other	1.3%	1.1%	1.3%	2%	4%	2%	1%	2%	1%	5	10	7	2	5	4
Mixed: White & Asian	1.6%	1.6%	1.7%	0%	1%	1%	1%	1%		1	4	4	2	4	
Mixed: White & Black African	0.8%	0.8%	0.8%	2%	1%	2%	0%	0%	1%	5	2	6	1	1	5
Mixed: White & Black Caribbean	1.7%	1.7%	1.7%	4%	1%	4%	2%	2%	3%	13	4	11	8	7	9
Mixed: Other	2.9%	2.9%	3.1%	1%	3%	2%	3%	1%	2%	3	8	7	11	3	7
White Albanian	0.3%	0.3%	0.3%		0%						1				
White Bosnian-Herzegovinian	0.1%	0.1%	0.1%					0%						1	
White British Other	0.9%	1.0%	0.8%			1%			4%			4			13
White Croatian	0.1%	0.1%	0.1%				0%						1		
White English	30.1%	28.6%	26.8%	6%	5%	8%	42%	50%	38%	19	15	25	142	147	128
White Gypsy/Roma	0.1%	0.1%	0.1%				1%						2		
White Irish	1.0%	1.0%	1.0%	0%	1%		1%	1%	1%	1	2		2	4	2
White Kosovan	0.3%	0.3%	0.3%				1%		0%				3		1
White Other	6.2%	6.9%	7.5%	3%	4%	2%	6%	5%	7%	10	12	6	20	14	25
White Scottish	0.2%	0.1%	0.1%												
White Serbian	0.2%	0.2%	0.2%					0%	0%					1	1
White Traveller of Irish Heritage	0.1%	0.0%	0.1%				0%						1		
White Turkish/Turkish Cypriot	0.1%	0.1%	0.2%	1%			0%			2			1		
White Welsh	0.1%	0.1%	0.1%		0%						1				
Afghanistani	3.1%	3.1%	3.5%	2%	0%	2%	2%	2%	2%	7	1	6	6	6	7
Arab other	1.2%	1.3%	1.6%	1%	0%	2%	1%	0%	2%	3	1	6	3	1	6
Chinese	0.4%	0.4%	0.4%	1%	1%	1%		1%		3	3	4		2	
Filipino	1.1%	1.2%	1.3%	0%			1%	0%		1			3	1	
Iranian	0.4%	0.5%	0.4%			1%			1%			2			2
Iraqi	0.4%	0.4%	0.4%												
Kurdish	0.1%	0.1%	0.2%												
Lebanese	0.5%	0.5%	0.5%	1%			0%			2			1		
Other Ethnic Group	2.8%	2.7%	2.5%	2%	1%	1%	2%	1%		5	2	4	6	2	
Refused/Unknown	1.5%	1.3%	1.3%	22%	24%	18%	14%	10%	8%	64	67	56	46	30	26
Total Pupils	100%	100%	100%	294	284	302	335	292	320	294	284	303	335	292	335

Keys

- Ethnic groups representing >=5% of population
- Groups under-represented in comparison with whole population
- Groups over-represented in comparison with whole population



**Democratic Services
London Borough of Hounslow
The Civic Centre
Lampton Road
Hounslow
TW3 4DN**

Executive Member for Education

To All Hounslow Headteachers
and Chairs of Governors

Your contact: Councillor Sachin Gupta
Mobile: 07931 665979
Fax: 020 8583 2252
E-Mail: sachin.gupta@hounslow.gov.uk
Our Ref: SG:LC

Date: 9th March 2011

Dear Colleague,

In Hounslow Every Child Still Matters To Us

We want schools to stay as part of Hounslow Local Authority. We think the financial case for Academy status for good or outstanding schools is weak. We are proud of the valued relationship both between the Local Authority and schools and between schools in Hounslow and are concerned that the move to Academy status could put this at risk. The Local Authority has worked with schools to develop the Education Improvement Partnership and is committed to ongoing work with the EIP. We are also concerned that the move to schools' increasingly free standing organisations, may mean that they work less well with the Council in its community leadership role on a range of wider agendas such as skills and the local economy.

If a school wishes to become an Academy we would expect them to address:

- The way in which the proposals for Academy status addresses the aspirations of the community in which the school is based and how over time the community will be able to influence the way in which the school operates.
- Skills and the local economy.
- Special educational needs and the way in which the school will play its full part in the delivery of provision for children with complex needs from the Hounslow community.
- The wider agenda for children and not just academic achievement in a narrow sense.

We accept that as a Council we need to become more responsive and flexible in the way in which we provide bought back services for schools, particularly a range of back room services. We are committed to working with Headteachers and Governors to develop services, which are properly responsive to your needs and which you will both value and want to buy from us.

Yours sincerely

A handwritten signature in cursive script that reads "Sachin Gupta".

Councillor Sachin Gupta
Lead Executive Member for Education



London Borough
of Hounslow

Could you foster someone else's child?



Foster Care Fortnight 2011 16 - 29 May

17 May, 10am - 12pm
in Committee Room 1
24 May, 7pm - 9pm
in Committee Room 1

Civic Centre,
Lampton Road,
Hounslow, TW3 4DN

Interested?

Our foster carers
receive 24 hour
support, regular
training and an
allowance of up to
£707 per fortnight,
per child.

www.hounslow.gov.uk/fostering
Call freephone 0800 731 8558