



The Bristol Governor



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Issue 25 - SPRING 2008

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Focus for Action- centre spread

Making a difference 2008

- Learning from great practice in Bristol
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Dear Governor Colleagues

Thank you to all schools for submitting your reports on expected outcomes in 2008 for the current year 6 and year 11 pupils. We can now see the overall city wide picture which is as follows:

**Sum of expected outcomes
January 2008 (compared to target)**

Key Stage 2

English Level 4+	73.2% (79%)
Maths Level 4+	74.8% (78%)

Key Stage 4

% 5+ A*- C	53.5% (53%)
% 5+ A*- C including English and Maths	38.5% (40%)

Of particular concern are the low overall expected outcomes in primary schools. Of the 94 schools with Y6 pupils, currently only 53 are reporting expected outcomes which are consistent with at least national average rates of progress from Key Stage 1 (FFT B). Of these, only 22 are reporting expected outcomes at the higher progress rate (FFT D) which is required in order to 'close the gap' between Bristol and national standards.

In secondary schools 8 out of 17 schools are expecting outcomes to be at the higher (FFT D) rate.

The Department for Children, Schools and Families (DCSF) have released further funding to Bristol to add capacity to accelerate improvement in a further group of primary schools, and in secondary to add to the focus on English and Maths.

Exclusions in the last school year were much higher than comparative cities. The multi-agency task group convened to identify why this is the case and

what needs to be done to reduce exclusion, chaired by Anne Goymer, will report to you before Easter. So far this school year there has been a reduction in fixed term exclusions, but a continuing high rate of exclusion from some of our special schools. The number of permanent exclusions is currently at the same level as last year.

Attendance improved well in 2006/07 but in the September to December period in 2007 there was a fall in attendance in primary and secondary schools.

The **finalised 2007 results** tables place Bristol at, or near the bottom on the following measures:

Key Stage 2

English Level 4+	(72.0 %) 149 out of 150
Maths Level 4+	(69.0%) 148 out of 150

Key Stage 4

% 5+ A*- C (46.9%)	149 out of 149
% 5+ A*- C including English and Maths	(31.5%) 145 out of 149

Making the Difference

With a further 3 schools judged to be outstanding by Ofsted in only the last 3 weeks we know that we have in the city the professional knowledge about what makes the difference:

- Strong leadership focused on learning
- High expectations
- Rigorous tracking of pupil progress
- Teaching that is tailored to the individual learner's need
- Rapid intervention if a pupil is struggling



- High quality teaching, based on secure subject knowledge
- Strong performance management linked to pupil progress
- A curriculum which is accessible, engaging and stimulating
- Governors who both support and challenge the school's role in enabling all pupils to make good progress.

In order to close the gap between current 'expected outcomes' and the targets for 2008 we need to see a further 213 Year 6 pupils attaining English Level 4+, a further 111 attaining Maths Level 4+, and a further 34 of our Year

11 pupils attaining 5+ GCSE including English and Maths.

Whole Council support for raising attainment

Both the current Chief Executive, Nick Gurney, and the Chief Executive Designate, Jan Ormondroyd, have reiterated that securing raised attainment for all our children and young people is a key priority for the whole Council.

Your local elected members are also important champions for the work you are doing to raise attainment and have been briefed on the current position with regard to outcomes in 2008.

Thank you for your continuing focus on improving outcomes in 2008.

Yours sincerely

Heather Tomlinson
Director of Children & Young People's Services

STOP PRESS: Attendance has improved over the last five years. The most recent and up to date provisional attendance information collected at the end of term 3 shows an overall city wide improvement compared to the same time last year in both Primary and Secondary schools.

A date for your diary... Area-based meetings

You are invited to attend one of three area-based meetings taking place in June, which will bring headteachers, governors and partner agencies together at a local level. It would be great if every governing body could be represented.

The dates are:

Schools in North Area
 16 June 2008

Schools in East & Central Area
 23 June 2008

Schools in South Area
 30 June 2008

Further details (including session times and venues) will be sent to all chairs of governors nearer the time.

Key Stage tests

Ministers are concerned about high levels of avoidable absence for Key Stage 3 tests in certain schools nationally. From 2008, schools with 5% and above Key Stage 3 test absence over two consecutive years in English, mathematics or science, will be required to provide reasons for the absences.

The DCSF recognises the important work schools are undertaking to reduce absences, but is urging schools and LAs to monitor their Key Stage 3 test absence levels and to take action if necessary. For more information and effective guidance on reducing test absence, visit the Teachernet website.

Schools are reminded that for all Key Stage tests they can apply for special consideration to be given to students who have English as an additional language or other additional needs. Given increasing numbers of EAL pupils in Bristol schools, schools are encouraged to assess students well

in advance of the tests and ensure they have sufficient evidence to support their request. The QCA website provides the common scale for assessment.

www.teachernet.gov.uk/testabsencedata
www.qca.org.uk/alanguageincommon

Contact: Louise Sharples, Senior Secondary School Improvement Officer
 0117 377 3247
louise.sharples@bristol.gov.uk



Governor honoured by Vatican

Our congratulations go to South Bristol governor Mary Regan who has been awarded the Bene Merenti by the Catholic Church. Mary has been a highly committed and respected governor for many years at both St. Bernadette Catholic Secondary School and St. Pius X Catholic Primary school and has served as chair of governors at both schools.

The Bene Merenti (which translates roughly as "well merited") is awarded by the Vatican for service to Catholic education.

Extended Schools On-line

For information on the great progress being made in Extended Schools Partnerships go to <http://www.bristol-cyps.org.uk/schools/extended-schools.html>. The website includes stakeholder action plans for 2008 and a number of case studies from across the city. It also provides contact details for the Extended Schools team.

New Chief Executive

Jan Ormondroyd, currently Deputy Chief Executive at Hull City Council, has been appointed as successor to Chief Executive Nick Gurney who retires in April. Jan Ormondroyd has been in her current role at Hull since 2004. Before that, she was Chief Executive at Suffolk Coastal District Council and a Regional Director of Local Government Practice with the then Office of the Deputy Prime Minister.

New Area Prevention Co-ordinator roles

In order to develop multi-agency working arrangements across the city in line with 'every child matters', three Area Prevention Co-ordinator posts have been created. The role involves training colleagues in the use of the Common Assessment Framework (CAF) and in the role of the lead professional.

The CAF is a key early intervention tool: if a child or young person is at risk of not meeting one or more of their 'every child matters' outcomes a CAF may be completed. If this indicates that support from several agencies is required then a multi-agency discussion will be held and a lead professional appointed to coordinate the plan. The lead professional role is not a post in its own right, rather a set of functions. Anyone working with children or young people may become a lead professional at some stage.

In order to facilitate multi-agency discussions coherently across the

city, each of the 10 localities of the city is establishing a panel that will meet regularly to discuss children or young people highlighted through the completion of a CAF. By December 2008 all panels will be operating.

Area prevention coordinators are taking the lead in this work to develop multi-agency working arrangements and ensure that all agencies are involved.

Please contact post holders for further information:

Jane Griffiths (north)
0117 903 0192
jane.griffiths@bristol.gov.uk

Lindsey Dowdell (east/central)
0786 659 5019
lindsey.dowdell@bristol.gov.uk

Alison Findlay (south)
0786 659 5020
alison.findlay@bristol.gov.uk

Cutting Air Pollution Outside Bristol Schools



Many Bristol schools and other public buildings are already displaying 'Thank you for not driving' signs to encourage alternative forms of getting to school such as walking, cycling or catching the bus. The 500th sign to be erected was recently unveiled by Bristol East MP Kerry McCarthy at St Brendan's Sixth Form College.

To request a sign for your school contact: Pete Fryer
0117 922 4488 (Mon-Wed only).

To find out more about the campaign to improve air quality contact: Pete Taylor
0117 951 2610



Developing the Curriculum -

Bristol's Futures Curriculum Conference

On 22 January the Bristol's Futures Curriculum (BFC) group hosted a conference to showcase the work of the 18 schools who have been working on a curriculum co-development project with the Qualifications and Curriculum Agency (QCA). The conference was well attended by Primary heads, curriculum leaders and LA officers with very positive feedback.

The aims of the day were to inform colleagues of the work of the BFC group and to try and engage more schools in thinking about how to improve the curriculum to help children become confident individuals, successful learners and responsible citizens.

The day started with an inspirational talk from Mick Waters. Two years ago Mick first came to Bristol and as a result of this visit Bristol Futures Curriculum Group was established. You may recall that Mike Waters was the keynote speaker at the Governors' Conference in 2006. We were therefore delighted to welcome Mick back, along with Brian Male and Robin Widdowson also from QCA who have been supporting Bristol schools on their learning journeys, to share our successes.

During the rest of the morning, three schools, who have all had their curriculum judged as

outstanding in recent Ofsted inspections, gave brief presentations around the work they have been doing. The three strands that the BFC group have been focusing on have been;

- Using Bristol as a resource
- Use of time
- Developing pupil voice

Each of the three presenting schools had focused on one of these aspects.

All the schools who have been involved in the project set up an exhibition to outline the work their school has been focusing on and staff manned the displays over coffee in order to answer any specific questions about how the curriculum has been developed.

The afternoon session started with a very practical session led by Nic Garrick (Hillcrest Primary School). He introduced activities from a new publication entitled 'Using Bristol as a resource' which schools can use as starting points in the classroom or whilst out on a visit to a museum or gallery. This publication has been funded through Advanced Skills Teacher funding. All delegates were given a free copy.

During the rest of the afternoon school leaders heard about ways in which they could join the curriculum debate and at the end of the day they were asked to complete a questionnaire to

indicate what 'Next steps' they would like to take with their schools in terms of developing the curriculum to make it more relevant, exciting and challenging for our young people. Schools were also asked to indicate what support they would like in order to achieve this.

The next step for the BFC Group is to finalise work to go into a publication, which is being funded by QCA, to continue to promote the successful work of our schools through twilight sessions in term 4 and term 6. It is also hoped that the LA will continue to fund this initiative so that we can encourage more schools to rethink their curriculum provision and start up new networks to support this development.

**Philippa Hepworth, Headteacher,
Stoke Bishop Primary School**



Conference reports

A Curriculum for the Future 11-19

A recent article in the Times Educational Supplement stated that schools are embarking on their busiest year of change since the introduction of the national curriculum in 1988. By September 2008 a new Key Stage 3 curriculum will be introduced for Year 7 pupils and new diploma qualifications will also be launched in a number of schools and colleges.

On 30 January 2008, the local authority arranged an 11-19 Curriculum Conference which was very well attended by secondary schools, special schools, academies and other partners. The key question for the day was: How do we personalise the curriculum in order to raise standards and support all learners to meet the challenges of life and be successful learners?

Delegates were provided with an overview of secondary curriculum developments and given the opportunity to reflect on the design of curriculum structures which

support personalising learning. One session included presentations using three Bristol case studies, Bristol Brunel Academy, the South Bristol partnership and Cotham School.

Delegates were provided with an opportunity to focus on how schools would ensure that young people would be supported in becoming successful learners, confident individuals and responsible citizens through their learning 11-14 (KS3) and beyond to 14-19 (KS4 & KS5). Schools explored what putting these key aims of the national curriculum into place would require and how it should lead to improved outcomes for young people at each Key Stage. A number of curriculum models were discussed and the key publication 'Curriculum Design- supporting the implementation of the new secondary curriculum' (published by QCA, see website below) was provided for all delegates. This publication has

been produced to support school leadership (both senior leaders in schools and governors) to meet the challenge offered through the new secondary curriculum and the 14-19 reforms.

As the introduction of the new diploma qualifications will require major changes in approaches to teaching and learning, delegates were able to consider the major challenges of implementing these in the new curriculum and take account of the early experience of existing partnerships and Pathfinder work.

For any further information, support and training please contact secondary advisers.

Kate Rick,
Teaching & Learning Adviser
0117 903 1390
kate.rick@bristol.gov.uk

Sarah Williams,
Adviser 14 – 19
0117 903 1296
sarah.williams@bristol.gov.uk

Has your governing body discussed how your curriculum can be further developed to raise standards and provide opportunities for all children to succeed, regardless of academic ability? For more about the governor's role in curriculum development see the centre spread in our Autumn 2006 Bristol Governor Newsletter (available on the Governor Development Service website). Detailed guidance, including a number of case studies, is also available on the Qualifications and Curriculum Agency website.

<http://curriculum.qca.org.uk/>



Changes to the Local Government Pension Scheme affecting support staff

Significant changes to the Local Government Pension Scheme (LGPS) will be taking place on the 1 April 2008. These changes do NOT affect teacher's pensions, but will affect the pension benefits available to support staff. Posters highlighting the changes will be distributed to schools shortly.

Your support staff may be concerned about these changes to their pension scheme, but it is important to remember that they still have access to a guaranteed, final salary pension scheme. The benefits built up before 1 April 2008 will be unaffected, and the overall pensions benefits package is slightly more generous after these changes come into effect. However pension scheme contributions are being revised after the 31 March 2008, when a new scale of earnings related contribution rates will be introduced.

Further information on the Local Government Pension Scheme (for non-teaching staff) can be found at: www.lgps.org.uk

Teachers can access information about the Teacher's Pension Scheme at www.teacherspensions.co.uk or by calling the Teacher's Pensions Agency on 0845 606 6166

Contact: Tom Wallen, Pensions Officer
0117 922 3489
tom.wallen@bristol.gov.uk

4YP – Sexual health advice services for young people

As part of Bristol's Teenage Pregnancy Strategy, a new website has been launched. 4YP was developed in consultation with young people and it contains information about where they can access confidential advice and support. All the services listed will have to meet the 4YP standard which ensures they are young people friendly.

Reducing teenage conceptions is a CYPS priority. Local research indicates that many young people in Bristol are unaware of the support that is available, and even

when they know about a service they are unsure what is actually available.

This website will help both young people and those working with them know where they can get good quality confidential advice and support.



Contact: Anne Colquhoun,
Teenage Pregnancy Strategy
Co-ordinator
0117 900 2635
anne.colquhoun@bristolpct.nhs.uk

New Guide to the Law

The distribution to schools of a new CD-ROM version of 'A Guide to the Law for School Governors' is underway. This new Guide reinforces the DCSF commitment in providing governors' access to the most up to date information as possible. This updated version is current from 1 September 2007. It also again includes videos from Teachers TV. The two programmes on this edition give information on the new Admissions Code and Extended Services.

As with previous distributions, fifteen copies will be sent to every School addressed to the chair of governors. Clerks are asked to ensure that all governors are given this CD-ROM. Further copies will be available for order from Prolog after 3 March.

Contact Prolog; 0845 602 2260,
dcsf@prolog.uk.com
Reference number of the CD-ROM is 00928-2007CDO-EN.

Safeguarding Children

The Bristol Safeguarding Children Board is the local multi-agency partnership responsible for ensuring that children and young people in Bristol are safe from harm. The BSCB has produced a draft 3 year strategy to drive forward its work between now and 2011. We are inviting anyone who has an interest in children's safety to comment on the draft strategy. We are particularly interested in hearing about

whether you think we have got our priorities right for the city. The document can be found at:

www.bristol-cyps.org.uk/socialcare/procedures/childprotection/bscb-strategic-plan.html

Please email your comments to angela.clarke@bristol.gov.uk by 14 March 2008.



Inclusion in Action Conference

A very successful Inclusion Conference was held on 1 October 2007 to help disabled and non-disabled young people to come together and discuss what inclusion means to them. Over 80 students from 16 of Bristol's mainstream and special secondary schools attended the conference. Ten members of the Listening Partnership were also there, with some visitors popping in during the day. A panel of speakers joined the young people at the end of the day.

One of the aims of the day was to support young people in gaining a better understanding of the social model of disability and disability equality, and for them to see disabled adults as positive role models. The other main aim was to make an "Inclusion Wish List" for schools and youth clubs to give them more ideas about how they can make inclusion work. The Wish List is set out below to help inform schools' inclusion planning;

To make inclusion work for disabled and non-disabled young people:

- Teachers/Youth workers should have disability equality training.
- All schools and youth or play settings need to be friendly and welcoming.
- Bristol needs to have good public transport with escorts or buddy systems.

- All schools and youth and play settings need to get rid of all bullying.
- Pupils should have information about how everyone is different and learn about disability equality.
- There needs to be an increase of the range of accessible sports activities and inclusive PE available to young people.
- Schools, and youth and play settings, need to have more equipment (e.g. furniture and accessible games) which is easier to obtain.
- All buildings young people use must avoid having stairs and where there are stairs, have lifts, ramps etc.
- All settings should provide interpreters when needed and ensure all teachers can sign.
- All settings should use signs, symbols, pictures and photos to make information accessible.
- All settings should create more opportunities for disabled and non-disabled young people to interact during unstructured/free times.

**Contact: Anne James, Acting Equalities and Inclusion Manager, 0117 353 3309
a.james@bristol.gov.uk**

New Handbook for Chairs



Production of the new handbook for chairs is now almost complete. The handbook is based on the national training programme for chairs of governors and will be a supplement to the Bristol Governor's Handbook. It is set in the Bristol context and includes many comments and tips from Bristol governors based on their own experiences in the city's schools. A big thank you to all chairs who have contributed to the production of this document which will be distributed to all chairs in due course.

**Contact: Claire Foxwell, 0117 903 1396
claire.foxwell@bristol.gov.uk**

School Contracts Update

The Bristol School Contracts Update which covers all major goods and services contracts is now available by following the link below;

<http://www.bristol-cyps.org.uk/services/ecu.html>

Please do not hesitate to contact the Education Client Unit (ECU) if you would like to discuss any aspects in further detail.

**Contact Tim Scullard, 0117 903 7670
timothy.scullard@bristol.gov.uk**





Healthy Schools Update



Here is a round up of what is coming up on the Healthy Schools agenda over the next few months:

Every Child Matters/Healthy Schools questionnaire

The Healthy schools team would be very grateful for your support for their aim to collect accurate information on children's views about all aspects of their well-being. Every school in Bristol will be sent questionnaires in March 2008 for pupils to complete on a wide range of subjects. Based on the Every Child Matters (ECM) outcomes, the results will help us identify what matters to children and the needs we can help meet in the school setting.

The ECM Questionnaire will complement the new OFSTED questionnaire and will not be a duplication.

Conference for schools with secondary age pupils across 'Avon'

We are organising a conference on Thursday 3 July 2008 at Gloucestershire Cricket Club aimed at schools with secondary-age pupils to look at both ECM and Healthy Schools outcomes. A snazzy title and more details about the content will follow in later newsletters – but please note the date.

Training courses

A number of courses on Healthy Eating and various aspects of PSHE are running in the next few months. For further information see our website.

Eat-a-Metre

Is your school participating in Eat-a-Metre? It is highly recommended and the children and schools already taking part are valuing the work. It gives children an opportunity to see how much can be grown in a relatively small area, experience growing a variety of plants together and have the satisfaction of harvesting, enjoying – and even eating the results. It also helps schools achieve Healthy Schools status.

For further information, contact:

Healthy Schools Team

0117 377 2400

www.bristolhealthyschools.nhs.uk

News and Updates

School Visits by Governors

Governing Bodies need to employ a range of strategies to establish the strengths and areas for development of the school. An important element of the monitoring and evaluation cycle is likely to be a pre-arranged programme of school visits. Here are some ideas to ensure they are effective.

When visiting the school:

	Always	Never
Before	<ul style="list-style-type: none"> ■ Agree details of the visit ■ Agree level of confidentiality and protocols to be followed ■ Agree purpose of visit ■ Discuss the context of the lesson/session to be observed 	<ul style="list-style-type: none"> ■ Turn up unannounced
After	<ul style="list-style-type: none"> ■ Thank the teacher and the students ■ Discuss observations with the teacher ■ Give praise where it is due 	<ul style="list-style-type: none"> ■ Leave without a word ■ Pass judgement on the quality of teaching and learning
During	<ul style="list-style-type: none"> ■ Fulfil agreed purpose 	<ul style="list-style-type: none"> ■ Walk in with a clipboard ■ Interrupt the teacher

The following might be useful as a starting point to visits and discussion with key members of staff.

<p>Achievement and attitude</p>	<p>What are the broad trends in the school's achievement in subject/area 'x'?</p> <ul style="list-style-type: none"> ■ Compared to similar schools? ■ Compared with the national rates of increase? ■ Compared with the national picture in terms of gender/ethnicity? <p>Where have we improved? Do we know why?</p> <p>Are there differences between the achievement of different year groups, and if so why and what is in place to support this?</p> <p>Are there differences between specific groups of students ie boys/girls; ethnic groups; SEN; gifted and talented; children in care; students with English as an additional language; low attendees; and if so why and what is in place to support this?</p> <p>How do our results in subject/area x compare with those in other subjects?</p> <p>What aspect of the subject do students find easy/hard? Why and what is in place to support/challenge this?</p> <p>How much progress are students making? What value is the school adding?</p>
<p>Special Educational Needs</p>	<p>How are students with special educational needs integrated into the sessions/ catered for within the sessions?</p> <p>How have Individual Education Plans (IEPs) been adapted to support children in these sessions?</p>
<p>Management of the subject</p>	<p>How is the role of subject / aspect leader developing?</p> <p>Does the school improvement plan match the identified needs?</p> <p>What is the allocation of funding to this subject/aspect for the financial year?</p> <p>How has it been spent? And what is the impact of that spending?</p> <p>Is there a need for additional resources for any aspect of work?</p> <p>What further training do teachers and support staff need?</p> <p>How much additional adult support does each class have?</p> <p>What was the outcome of the school's self-evaluation/SIP monitoring visit?</p>
<p>Communications</p>	<p>How are students kept informed about their progress and next steps?</p> <p>How are parents kept informed about student progress and their next steps?</p> <p>What steps are being taken to encouraged parents to support their children with this subject/aspect at home?</p> <p>How can we keep governors informed about standards and progress of students within this subject/aspect?</p> <p>How can we celebrate the school's success when things go well?</p>



Full Governing Body Meeting 4 – Spring 2008

Recommended Agendas

ESSENTIAL	ESSENTIAL (CONTINUED)
Apologies and declarations of pecuniary interest	Report on progress towards achievement of Financial Management Standard
<p>Head's Report – written and circulated in advance - giving information, contextualisation and offering recommendations for action if appropriate, and likely to include some of the following:</p> <ul style="list-style-type: none"> ■ Rates of pupil progress in each year group towards end of year targets/age-related outcomes (may be presented by standards/curriculum committee). ■ Pupils attitudes, values and personal development (including attendance, exclusion and other pupil data) (may be presented by curriculum committee). ■ The impact of intervention programmes put in place to address the needs of identified underachieving groups ■ Partnership with parents, other schools and the community – progress towards delivering the Extended Schools 'core offer'. 	<p>Correspondence</p> <ul style="list-style-type: none"> ■ Specific to school ■ LA monthly bulletin/termly newsletter ■ DCSF information
	<p>Governor Training & Development</p> <ul style="list-style-type: none"> ■ Review training/development needs and decide whether to subscribe to Governor Development Service
	<p>Minutes of last meeting:</p> <ul style="list-style-type: none"> ■ Approval of minutes and matters arising
	COULD HAVE
<p>Proposed Budget 2008/2009 – discussions leading to decisions and adoption of a Budget model 2008/2009 to include:</p> <ul style="list-style-type: none"> ■ Links to key school development priorities ■ Carry forward ■ Proposed impact of each model on pupils' learning ■ Reasons for the adoption of proposed budget, related to outcomes 	<p>Report from standards/curriculum committee on:</p> <ul style="list-style-type: none"> ■ Progress/impact of key curriculum developments ■ Policy review, amendments and adoption, in line with rolling programme
<p>Report of the self-evaluation monitoring visit: Provision Including key outcomes from the School Improvement Partner's (SIP) note of visit to review provision</p> <ul style="list-style-type: none"> ■ School's own judgements ■ SIP's evaluation of these judgements ■ SIP's judgement on the quality of the self-evaluation process ■ Implications and recommendations for the school 	<p>Report from staffing committee on:</p> <ul style="list-style-type: none"> ■ Recommended staffing structure 2008/9 ■ Policy review, amendments and adoption, in line with rolling programme
	<p>Report from premises committee on:</p> <ul style="list-style-type: none"> ■ Priorities and possible implications for the term (health, safety and welfare update), including outcomes of fire drill practice
	<p>Report from governors:</p> <ul style="list-style-type: none"> ■ Outcomes of visits to school, and implications for school improvement ■ Outcomes of training and implications for governance/ school improvement ■ Identification of training opportunities for coming term
<p>School Self-Evaluation Statement (presented by co-ordinating governors)</p> <ul style="list-style-type: none"> ■ Discussion leading to identification of possible priorities for 2008/2009 Development Plan. 	<p>Agree arrangements for production and submission of school profile</p>
<p>Clerk's report</p> <ul style="list-style-type: none"> ■ Receive report from clerk detailing governors' end of terms of office and consider implications for recruitment 	<p>Agree arrangements for publication of school prospectus</p>

Full Governing Body Meeting 5 – Summer 2008

ESSENTIAL	ESSENTIAL (CONTINUED)
<p>Apologies and declarations of pecuniary interest</p>	<p>Clerk's report</p> <ul style="list-style-type: none"> ■ Receive report from clerk detailing any outstanding vacancies, forthcoming ends of term of office and consider implications for recruitment and review of constitution
<p>Head's Report – written and circulated in advance - giving information, contextualisation and offering recommendations for action if appropriate, and likely to include some of the following:</p> <ul style="list-style-type: none"> ■ Rates of pupil progress in each year group towards end of year targets/age-related outcomes (may be presented by standards/curriculum committee). ■ The impact of intervention programmes put in place to address the needs of identified underachieving groups ■ Effectiveness of teaching and learning (including staff development activities and other staffing data) ■ Curriculum provision – including extra-curricular activities, visits and visitors, accommodation and resources ■ Care, guidance and support for pupils (including reporting any racist incidents) ■ Partnership with parents, other schools and the community including progress towards Extended Schools 'core offer' 	<p>Correspondence</p> <ul style="list-style-type: none"> ■ Specific to school ■ LA monthly bulletin / termly newsletter ■ DCSF information
<p>Outcomes of school self-evaluation Activities on Leadership, Management and Governance</p> <ul style="list-style-type: none"> ■ Review of evidence and discussion leading to shared judgement on quality of leadership, management and governance ■ Decision on which governor will attend core visit meeting with School Improvement Partner 	<p>Minutes of last meeting:</p> <ul style="list-style-type: none"> ■ Approval of minutes and matters arising
<p>Budget 2008/2009 (presented by Finance Committee)</p> <ul style="list-style-type: none"> ■ Formal adoption of the budget for 2008/2009, to include review of outturn statement 	<p style="text-align: center;">COULD HAVE</p>
<p>School Profile</p> <ul style="list-style-type: none"> ■ Receive progress report 	<p>Report from curriculum committee on:</p> <ul style="list-style-type: none"> ■ Policy update / adoption ■ Monitoring reports on progress against curriculum targets in SDP and consider priorities 2008/9
<p>School Development Plan</p> <ul style="list-style-type: none"> ■ Review progress towards key objectives and impact on school improvement ■ Agree priority areas for 2008/09 	<p>Report from staffing committee on:</p> <ul style="list-style-type: none"> ■ Progress on implementation/appointments for 2008/9 ■ Policy review, amendments and adoption, in line with rolling programme ■ Progress of implementation of gender equality scheme
<p>Report from H&S Governor:</p> <ul style="list-style-type: none"> ■ Receive annual report and determine future priorities for action 	<p>Report from premises committee on:</p> <ul style="list-style-type: none"> ■ Priorities and possible implications for the term (health, safety and welfare update) ■ Health and safety annual review
<p>Approve school prospectus</p> <ul style="list-style-type: none"> ■ To include statement on implementation of duties under the Disability Discrimination Act 	<p>Finance Committee</p> <ul style="list-style-type: none"> ■ Review charges in connection with Freedom of Information Publication Scheme
	<p>Report from governors:</p> <ul style="list-style-type: none"> ■ Outcomes of visits to school, and implications for governance ■ Outcomes of training and implications for governance ■ Identification of training opportunities
	<p>Annual Report to Parents (nursery schools only)</p> <ul style="list-style-type: none"> ■ Receive, revise, adopt the Annual Report to Parents



Making the difference: 2008

Governors play a key role as the 'critical friend' in supporting and challenging schools to improve, and in ensuring that every school has a clear strategy for continuing improvement. We can learn from our most effective schools what really makes the difference. The task facing us in 2008 is to ensure that each and every school has in place these key elements of an effective strategy for improvement, and that through the work of everyone in the school, this strategy is translated into good progress in the learning and achievement of every pupil.

How can all governors know what effective practice looks like? We know what makes a difference (see Heather Tomlinson's letter on the front page). It's right here in Bristol schools.

Taking each of the identified features of a successful school in turn, this is what Ofsted has said about our schools:

Strong leadership focused on learning

“The school's 'can do' philosophy and very clear sense of purpose mean that change and innovation are welcomed. Excellent use is made of all resources and finances. The school's administration is first class... (The headteacher's) very high expectations, vision for the school and ambition for its pupils are reflected in every facet of its work. He ensures that everyone has the opportunity, self-confidence and support to make a positive contribution to the management of the school, and is very good at getting the best out of his colleagues. Extremely well informed governors make an outstanding contribution in providing support and acting as critical friends.”

Bristol Primary school

High expectations-Rigorous tracking of pupil progress – Rapid intervention if a pupil is struggling

“There is a rising trend of attainment throughout the school and pupils are making better progress, particularly in the younger age groups. Boys do less well than girls, particularly in writing, but the school is taking

appropriate action to tackle this and the gap is beginning to narrow. Pupils with learning difficulties are well supported and make good progress. A number of pupils join the school during the year, some with very little English and very little previous school experience. The school has very effective programmes to support the achievement of these pupils and they make good progress. Attainment and progress are closely monitored. The school sets challenging targets which a high proportion of pupils meet or exceed. Good additional support provides 'catch up' opportunities for those in danger of slipping behind.”

Bristol Primary school

Teaching that is tailored to the individual learner's need

“Within three weeks of arrival, staff have carefully assessed each child's level of understanding in relation to the six areas of learning in the Foundation Stage. This information, which builds on discussion from home visits and observations in the nursery, is then discussed again with parents to ensure that it gives a rounded picture of the child. Children's progress is then closely monitored throughout the year by regular observations. Key developments are recorded. Each child leaves with a detailed summary of their progress from their starting points. These brief clear summaries demonstrate how exceptionally well children achieve in their time in the nursery, many from low starting points.”

Bristol Nursery school

High quality teaching, based on secure subject knowledge

“There are good, well-established routines and consistent behaviour management. Working relationships and mutual respect between teachers and pupils are excellent. As a result there is an outstanding ethos for learning which helps pupils make excellent progress. Highly developed questioning skills challenge pupils' thinking and contribute to their outstanding progress. A strength of teaching throughout the school is that staff reflect on their practice and strive to improve.”

Bristol Secondary school

“Without exception, teaching is lively and of a high quality. The adults work as an impressive team to re-enforce the pupils' learning targets and communicate with them enthusiastically using a range of techniques. This ensures the pupils achieve and all are delighted when they do. Praise is used assiduously to reward progress and is rightfully earned.”

Bristol Special school

Strong performance management linked to pupil progress

“Rigorous and sophisticated monitoring and evaluation of pupils' performance are well established. Thorough systems for tracking pupils' progress against challenging individual targets enable any underachievement to be identified and tackled. The regular programme of reviews of subjects and other aspects of the school's work contributes successfully to the well developed understanding of its performance. Performance management is acting as an effective lever to drive up standards and all leaders,



including the governing body, share the drive for improvement. The impact of this improving provision can be seen in the rising standards and the pupils' outstanding achievement and personal development."

Bristol Secondary school

A curriculum which is accessible, engaging and stimulating

“The curriculum promotes positive attitudes to learning and meets pupils' needs extremely well. It reflects clearly the aims of the school, enhancing pupils' personal development, promoting their enjoyment of education and extending their knowledge of the wider world. Pupils experience an innovative curriculum with strong cross-curricular links that are underpinned by opportunities for the development of key skills, particularly in literacy and numeracy.

Planning throughout the school is thorough. It takes full account of the needs of pupils with learning difficulties and/or disabilities.

There is also good support for pupils whose first language is not English. The use of information and communication technology to support learning is good. All pupils in Years 1 to 6 enjoy learning Spanish, German and French. The curriculum is enriched by a wide range of opportunities additional to lessons which include residential visits, visitors and special days focused on particular subjects. The many after-school activities are well attended and much enjoyed."

Bristol Primary school

Governors who both support and challenge the school's role in enabling all pupils to make good progress

“Governors take an active interest in the nursery, each having a specialist area on which they report. Although some are relatively new, there is a sensible governors' development plan in place. Experienced governors hold the nursery to account through well organised committees and they challenge as well as support the headteacher. All issues raised at the last inspection have been successfully dealt with."

Bristol Primary school

“The governing body is efficiently organised and discharges its responsibilities well. Its composition reflects the ethnic diversity of the school community and it is in a strong position to challenge the school in order to raise standards further."

Bristol Secondary school

It's great to know that there are schools in Bristol doing so well. So how can governors work for excellence in every school?

Pupil Progress

The strand running through each of these examples of excellence in Bristol schools is rigorous focus on the progress of pupils.

Governors should be asking:

- What are our Expected Outcomes at the end of each Key Stage this year? How do these compare with our targets? If there is a shortfall, what is being done to address this?
- When are pupil progress meetings held with staff? How are outcomes used to improve teaching and learning? Are governors informed of the outcomes of these progress meetings?
- How are pupils engaged in assessing their own work? What is the impact of this?

- What else do we need to do to secure accelerated improvement this year? How can governors help?

Quality of teaching and learning

The visits in Terms 3 and 4 by School improvement Partners will be focusing on the quality of provision, including teaching and learning and curriculum. The role of the SIP is to validate the school's own self-evaluation and to support the school in identifying its improvement needs.

Governors should be asking:

- How good is the quality of teaching in our school? How does the Senior Leadership Team know? What is being done to make it even better?

Are weaknesses being constructively addressed? Is teachers' performance management effectively linked to the progress of pupils?

- How well does our curriculum and other activities meet the range of needs and interests of learners? What is being done to improve/enhance our pupil's learning experiences?

We have excellent schools in all areas of the city that are already making the difference. If they can, we all can, and the role of governors in focusing steadfastly on the progress of pupils is fundamental to achieving excellence for all!



Making Great (and Good!) Progress at Key Stage 2

DCSF officials visited schools with outstanding rates of progression in Key Stage 2, to find out what lies at the heart of such spectacular improvements for children.

Twenty schools were visited (including Waycroft Primary in Stockwood). They were chosen because over the last three years, more than 90% of their pupils who were at national expectations (Level 2) in Key Stage 1 progressed to national expectations (Level 4) at Key Stage 2. The schools visited all shared common characteristics in each of these areas, and a strong picture emerged of what leads to success in securing progression. The outcome of these visits was the production of an excellent clear and succinct booklet called 'Making Great Progress'.

The School Improvement Team have arranged for a copy of the document to be sent to each Bristol Primary and Junior school as part of the pack for this term's School Improvement Partner core visit. Further copies are available from DCSF Publications.

The DCSF has also produced a range of materials based on the findings of the Department's School Standards Advisers who conducted interviews with hundreds of teachers and pupils in nearly 100 schools.

The 'Making Good Progress' pack contains a copy of 'Keeping up – Pupils who fall behind in Key Stage 2' which is a report into

improving progression of children who are at the risk of not converting a level 2 in English and mathematics at Key Stage 1 into a level 4 at the end of Key Stage 2.

Also contained is 'Getting there – Able pupils who lose momentum in English and mathematics in Key Stage 2' which is a report into how to improve the progression of children who are at risk of not converting a level 3 in English and mathematics at Key Stage 1 into a level 5 at the end of Key Stage 2.

Contact Prolog;
0845 602 2260 or go to
<http://publications.teachernet.gov.uk>

Any complaints?

All governing bodies should have established procedures for dealing with complaints relating to the school or the provision of facilities or services, except where there are alternative procedures (as for exclusions or staff grievances). Details should be included in the school prospectus and made available to parents.

There should be well defined stages which clarify who is involved, what will happen and how long it will take. Terms of reference must be agreed by the whole governing body. These should cover:

- The procedures for hearing complaints
- How governor panels will be chosen
- The right of panels to recommend appropriate actions to be taken to resolve

complaints and improve schools systems

- Realistic time limits for actions within each stage of the complaint.

Taking informal concerns seriously will reduce the numbers that develop into formal complaints. Effective procedures will identify areas of agreement and clarify any misunderstandings. Any investigation should not be carried out by the person complained about. At each stage it will help to acknowledge where a complaint is valid in whole or part. In addition it may be appropriate to:

- Offer an explanation and/or apologise
- Admit that the situation could have been handled differently
- Give an assurance that the event will not recur

- Give an explanation of the steps taken to ensure this
- Give an undertaking to review school policies/practices.

The aim should be to resolve the complaint and achieve reconciliation between the school and the complainant. Realistically, however, it may only be possible to establish the facts and make recommendations which satisfy the complainant that the complaint has been taken seriously.

More guidance on dealing with complaints, including the LA recommended model policy can be found on the CYPs intranet, under "C" for complaints in the A-Z index.

Please contact the Governor Development Service on 0117 903 1396 for advice at an early stage.





New Governors Needed?

Don't wait for vacancies to arise on your governing body before tackling the recruitment of new governors.

- Do you know whose term of office is coming to an end? When does your term of office end? Ask your clerk!
- Where are the gaps? What skills are needed by the governing body?
- How representative is the governing body of your school and the wider community with respect to ethnicity, age, gender, disability etc...?
- Where might recruitment campaigns need to be directed?

Plan ahead and engage with parents and carers and develop community and business links.

- Raise the profile of your governing body: publicise your work, how have the governors contributed to improvements in your school? Have a regular slot in the school newsletter.
- Attend parents' evenings and school events and talk to people in a friendly and informal way about the difference the governing body is making for the pupil – their children. Be prepared to listen to parents' experiences and for questions, too!
- Approach and build relationships with local companies and community groups. Find out who the Customer Relations Manager, or Chair of the group is, then phone or write to them by name and ask to meet with them, rather than just turning up at an inconvenient time....
- If someone shows some interest, or would like to find out more, invite them into school (arrange with your headteacher!) for a visit, or to observe a governors meeting. Explain what is going on! Exchange contact details so

you can keep in touch. Follow-up with a 'phone call a few days later.

- If your governing body does not have a vacancy just yet, you could appoint someone as an Associate Member, so they can start to get involved, and do not lose their initial interest. Associate Members can attend training courses, so can learn the roles and responsibilities in readiness for appointment as a governor.

- Be enthusiastic about the benefits of being part of the 'governing body' team, but be honest about the commitment needed to be an effective governor.

Finally, when talking about becoming a school governor be enthusiastic... It's not "just 6 meetings a year", but it is interesting, worthwhile and rewarding.

Contact: Louise Bale
0117 903 1396
louise.bale@bristol.gov.uk

Why not use an advert like this in your local community to seek applicants for community or LA governor vacancies at your school?

Key member of management board required High profile business, turnover £1m +

You will be responsible for:

- Determining the strategic direction of the business
- Establishing the business development plan and monitoring progress
 - Deciding on budget distribution and staffing structure
 - Appointing key staff
- Establishing personnel policies, including staff discipline, remuneration and performance-related reward
- Ensuring compliance with regulations and code of conduct
 - Planning the implementation of new legislation and Head Office policies
- Approving the business prospectus, reporting to stakeholders.

Substitute the word business with school and this is the role of governing body!

You can benefit from the significant personal development opportunities that becoming a school governor can offer and from the support and training you will receive.

All you need is an interest in local education, a desire to contribute to your community and around five or six hours of spare time each month.

Discover your own potential and help our children and young people achieve theirs



ROLL OF HONOUR FOR THOSE GOVERNING BODIES SHOWING NO VACANCIES*

Air Balloon Hill Junior School
 Avonmouth C.E. V.C. Primary School
 Bristol Gateway School
 Cabot Primary School
 Chester Park Infant School
 Christ Church C.E. V.C. Primary School
 Claremont School
 Colston's Primary School
 Elmlea Infant School
 Henbury Secondary School
 Henleaze Infant School
 Highridge Infant School
 Holy Cross Catholic Primary School
 Ilminster Avenue Specialist
 Nursery School
 Knowle Park Primary School
 Little Hayes Nursery School
 New Fosseway Special School

Oldbury Court Primary
 Our Lady of the Rosary Catholic
 Primary School
 Shirehampton Primary School
 Southville Primary School
 St. Bernadette Catholic
 Primary School
 St. Bernard's Catholic Primary School
 St. Joseph's Catholic Primary School
 St. Mary Redcliffe & Temple C.E. V. A.
 Secondary School
 St. Mary Redcliffe C.E V.C.
 Primary School
 St. Patrick's Catholic Primary School
 St. Werburghs Primary School
 Summerhill Infant School
 Wansdyke Primary School
 West Town Lane Primary School

*As at 8 February 2008

Well done to all the schools listed above, and our apologies to Henbury Secondary School, who we mistakenly left off the Roll of Honour in our last Newsletter.

Improving Behaviour & Attendance: Guidance on Exclusion

A reminder that this new exclusions guidance document is available for schools. The free booklet was produced by the DCSF in September 2007 and includes information about the new statutory requirements affecting children, young people, their parents, schools and local authorities.

The guidance is available to download or order online from <http://publications.teachernet.gov.uk>, reference DCSF-00611-2007

The impact of an exclusion on all involved, most notably the young person themselves, is immense, and consequently we (along with the DCSF) consider training compulsory for governors and clerks who may be involved in the process. Headteachers are also particularly welcomed, so please book a place. Reducing exclusions (and improving pupils' behaviour) is a CYPs priority.

The next sessions are running on **Monday 17 March 2008, 9.30am-12noon at the Withywood Centre and Wednesday 2 July 2008, 7-9.30pm at the Create Centre.**

Have you completed your School Profile?

Governing bodies are reminded that all maintained schools, except maintained nursery schools, are required to complete a School Profile every year. This is an online system with all the data for each school already provided.

The School Profile has three elements:

- performance data pre-populated by the DCSF
- a summary of the latest Ofsted report
- narrative sections written by the school.

The narrative sections for the school to complete include the following headings:

- What have been our successes this year?
- What are we trying to improve?
- How have our results changed over time?

- How are we making sure that every child gets teaching to meet their individual needs?
- How do we make sure our pupils are healthy, safe and well supported?
- What have we done in response to Ofsted?
- How are we working with parents and the community?

Governing bodies may choose when in the year they prepare and publish their Profile, but must ensure it is produced at least once in every school year.

Guidance on completing the School Profile can be found at: <http://www.teachernet.gov.uk/management/newrelationship/schoolprofile>.

The "Frequently Asked Questions" section is particularly useful.





Headteacher Recruitment Toolkit

Appointing a new headteacher to your school is probably the most important task that your governing body will ever undertake. In order for the appointment to go smoothly you need a planned, organised and determined approach to the task, with a constant focus on the needs of the children and young people in your school.

A toolkit has been produced to help governors achieve a successful outcome. It sets out the headteacher recruitment process in clear steps. It contains examples of resources that you can adapt to apply to the specific needs of your school for each step including sample advertisements, job description, person specification, interview day programmes, reference requests, and many more.

The toolkit should be read in conjunction with the national guidance on headteacher

recruitment from the National College for School Leadership (NCSL), 'Recruiting headteachers and senior leaders, seven steps to success', which can be found by following the link below.

Your School Improvement Officer, supported by other advisers, will give you the professional help you need to achieve a successful appointment and be your main point of contact once you find you will have a vacancy, and will provide you with hard copies of the toolkit. An electronic PDF version is also available from the Governor Development Service.

You may also wish to consider your recruitment training needs. The toolkit contains a list of all the training resources available.

http://www.ncsl.org.uk/tomorrow_sleaderstoday/recruitingleaders/

Contact: Your School Improvement Officer

Chairs... have you checked your email?

All chairs of governors now have a dedicated email account, provided free of charge by Bristol City Council. The accounts are only used to send personally relevant and/or urgent information to chairs of governors. We are keen for as many chairs as possible to use these accounts so that they become a reliable method of communication. If you have not used your account yet please contact the Governor Development Service for details of how to access it.

Contact: Governor Development Service
0117 9031396
gds@bristol.gov.uk



Tellus Survey

The Tellus survey is a large scale annual survey undertaken by OfSTED. It covers some 1300 children and young people nationally and gives them the opportunity to tell inspectors and others what it is like for them to live in their local area and how satisfied they are with the places they go to for help, advice and fun.

OfSTED decides which schools will be invited to take part in the survey but it is then left to the school to select the classes that will participate. In a primary school it will be one class in year 6. In a secondary school it could be up to three classes in years 8 and 10. The classes are likely to be form groups, tutor groups or subject areas where there are no sets or bands.

The survey questionnaire is completed on-line and the results fed direct back to OfSTED. It takes about 30 minutes to complete and the information provided is treated as confidential. Survey results are analysed by OfSTED and fed back to the local Children & Young People's Service during the Annual Performance Assessment process, usually in September. The school receives a report on all the views of children and young people from the local area, which they can then compare with the views of children and young people in England as a whole.

Bristol's Children and Young People's Service places great importance on the survey. The feedback received provides an invaluable insight into local needs and this information is used to help shape and mould the development and delivery of future services. All selected schools are actively encouraged to participate in the survey in order to ensure that the results are meaningful and robust.

For further information contact:
Rodger Fowler
0117 903 7600
rodger.fowler@bristol.gov.uk



Clerking Matters...

Clerks pull together

There have now been two successful meetings of the re-launched Clerks' Network.

The group is developing to give clerks an opportunity to keep up to date as well as providing a forum for raising issues with the local authority. It is also a great opportunity to share good practice and meet with other clerks.

The main issue raised so far has been the need to develop the working relationship between the chair and the clerk so that the clerk can be fully engaged in supporting their governing body. Items discussed at Clerks Network on 6 February also included;

- **Criminal Records Bureau** disclosure checks for governors – the CRB team agreed to review the process for carrying out checks for governors, taking into account clerks views about delays incurred at present. The CRB team also agreed to provide clerks with regular reports listing those governors holding a current CRB disclosure certificate. Look out for more on this issue in future Bulletins.
- **Governor induction** – DCSF model induction policy for new governors was discussed and some amendments were suggested by clerks to be incorporated into a “Bristol” version of the document.
- **Role of the clerk and the chair** – expectations of clerks of their chairs, and chairs of their clerks were considered and a draft section was agreed summarising these views for publication in the forth-coming chairs handbook.

All present felt that we need to take every opportunity we can to raise the profile and status of clerks in the city. To start this process we are introducing this “Clerking Matters...” page in The Bristol Governor newsletter to highlight clerking related issues, encouraging many more schools to introduce performance management reviews for clerks (in line with the Bristol policy) and planning further developments to the Clerks Network sessions to give clerks a stronger voice in influencing and supporting effective governance.

Agenda items suggested for next time included:

- A fresh look at the standard clerks' job description and recommended hours
- Managing school policies
- Minute taking – sharing good practice
- Strategies for encouraging more clerks to attend the Network.

Look out for the agenda for the next network session which will take place on Tuesday 6 May 2008, 9.30am-12noon Southville Centre. Contact the Governor Development Service to book a place.

Any Other Business?

Should this be permanently deleted from your agendas? A number of governing bodies no longer have 'AOB' on their agendas in order to avoid significant items being raised at the end of a long meeting, without governors having the chance to consider them in advance. However, it is important that governors have the opportunity to raise issues for consideration.

Our recommendation is: Make the last item on your agenda – 'Items for the next agenda?'

After Matters Arising include – Matters of Urgency.

Matters of urgency should only include items which have arisen since the circulation of the agenda; it is for the governing body to decide whether to include the item:

- On the current agenda
- On the next agenda
- On a committee agenda
- Delegated to an individual governor or headteacher
- Take no action (not a matter for the governing body).

Urgent items should be raised with the chair in advance of the meeting (typically at least 48 hours before).

Clerks? Have you been included in your school's Performance Management Cycle?

As a member of staff, clerks are entitled to go through the school's performance management process. Effective performance management and continuous professional development are a core entitlement for all staff. We recommend that your meetings take place with your chair of governors, supported by your headteacher. Full details of the process are set out in your schools' Performance Management Policy.

Training Opportunities for Clerks

Have you attended our three part training programme for clerks? It is strongly recommended that all clerks attend this essential training. The three modules are;

- The role of the clerk to governors in supporting good governance
- The role of the clerk to governors in managing meetings
- Role of the clerk as advisor to governing body.

See the Summer Programme for details of the next sessions. Clerks are also very welcome to attend any of the other sessions in the Governor Development Service programme that they consider appropriate. Contact us to book in the normal way (see page 20).

Be Healthy!

Have you spotted this new training session? It looks at the governors' role under the Every Child Matters agenda to effectively promote healthy lifestyles in children and young people. Contact Governor Development Service in the usual way to book a place (see page 20).

Tuesday 13 May 2008 at Fonthill Centre, Southmead, 7.00pm-9.30pm.

Children's Workforce Training

The Children's Workforce section offer a very wide range of training which is open to everyone working in the children's workforce in Bristol, not just School and CYPS staff. Governors are very welcome to take up these training opportunities if appropriate. These sessions are not covered by your school's subscription to the Governor Development Service training programme and therefore a small charge for school staff (inc governors) of £30 for half day or £60 for full day courses will be made.

'General' courses which may be of interest to governors are listed below. Full details of each course and booking information are available on the Children's Workforce Development website below.

Working with fathers	Tuesday 22 April (half day)
Dealing with complaints	Friday 9 May
Meeting religious and cultural needs	Friday 16 May
Making meetings work	Wednesday 21 May
Managing stress	Monday 2 June
Gender equality	Tuesday 3 June
Assertiveness	Friday 6 June
Basic child protection awareness	Tuesday 10 June (half day)
Managing aggressive behaviour	Friday 20 June
Facilitating groups	Friday 20 June
Total Respect Participation	Thursday 3, Friday 4 and Thursday 24 July (two and a half days)
Promoting education for Children in Care	Tuesday 8 July
Sexualities	Monday 14 July (half day)

Contact: Children's Workforce Development Team, Bristol 600 Training Section, 0117 353 2504, cypsworkforcedev@bristol.gov.uk
For course details go to; www.bristol-cyps.org.uk/services/cwd

Safer Recruitment Training

A reminder that Safer Recruitment training for schools is available on-line from the National College of School Leadership. Every headteacher has been sent a password to access the training. The training is intended for headteachers and chairs of governors. It takes about four to five hours to complete on-line.

As an alternative the HR team have two accredited trainers who will deliver the training courses where you will be given a certificate on successful completion. Details and costs of the courses are available from your HR Advisor.

Additionally there is a short (un-certificated) version of the training which can be accessed by anyone which you may want to recommend to other interested members of school.

Support for all Safer Recruitment matters is available from the CRB team (CRB checks and re-checks), your school's HR Adviser (general queries), and CYPS Health and Safety (Risk assessments).

http://www.ncsl.org.uk/managing_your_school/safer-recruitment

**Contact: Schools HR Team
 0117 903 7834
schools.hr@bristol.gov.uk**



BME Governors' Support Network

The BME Governors' Support Network has been set up as part of the Bristol Governors Forum to provide support and a discussion forum. All black and minority ethnic governors are welcome to attend these lively and informative meetings. Dates for the rest of the year are set out below:

Thursday 24 April 2008. Wednesday 11 June 2008

Both 6.45pm at the Council House

Please let us know if you would like to attend future meetings, or be kept informed about the Network.

For more information and minutes of previous meetings please follow the link to the website: www.bristol-cyps.org.uk/services/eit/BMEgovs-support-network.html

Bristol Governors' Forum

The Bristol Governors' Forum meets each term and offers a great opportunity to debate the key issues affecting Bristol schools, give feedback directly to LA Officers, and help shape the future of education in our city, and support each other.

For more information and minutes of previous meetings please follow the link to the website: <http://www.bristol-cyps.org.uk/services/gds/forum.html>

Meeting Dates 2007/08

Thursday 13 March 2008

Thursday 8 May 2008

Thursday 3 July 2008

All meetings will take place at the Create Centre, at 7.15pm

A copy of the newly agreed strategic plan for the forum is also on the website.

Contact: Ana Tsoucalas, Clerk to Bristol Governors' Forum 0117 903 1254 ana.tsoucalas@bristol.gov.uk

Briefings for Chairs

Support for effective governance is a key priority within the Local Authority's improvement strategy. These termly briefings offer the opportunity to hear about key issues from lead officers and for chairs and headteachers to discuss how these can be taken forward in your own setting. Headteachers are also welcome to attend.

Summer Terms 5 & 6

Wednesday 30 April 2008	7.00pm - 9.30pm	Fairfield High School Horfield
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OR

Friday 2 May 2008	9.30am - 12noon	Withywood Community Centre
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These briefings are independent of the Governor Development Service subscription package. Vice chairs are encouraged to represent their governing body should the chair be unable to attend a particular session.

Contact the Governor Development Service to book a place.

Governor Training Programme

A summary of the remaining training courses taking place in the Spring Terms is set out opposite, with full details of our Summer programme listed on the following pages. If you need advice on which course to choose, please contact us.

Making a booking:

To reserve a place on any of our training courses please complete and return the enclosed booking form which can also be found at: www.bristol-cyps.org.uk/services/gds/pdf/training-applic.pdf



There is no charge for centrally based training for governors from subscribing schools.

Non-subscribing schools are charged £55 per governor for half-day/twilight or evening courses and £110 per person for full day courses.

Cancellation Policy:

If, for any reason, you are unable to attend a training session you have booked please let the Governor Development Service know as soon as possible so that your place can be cancelled (at no charge).

Non-attendance without prior notice will mean your school incurs a £30 charge. Non-attendance will be recorded by the course register, so please make sure you sign the register at all courses you attend.



Remaining Training Programme Spring 2008

Course Title	Level	This course will cover...	Venue	Date	Time
ESSENTIAL COURSES FOR CHAIRS/VICE-CHAIRS OF GOVERNORS					
Taking the Chair: Module 1	2	The role of the chair as leader, focusing on effective recruitment, induction and development of individual governors within the governing body.	Create Centre Cumberland Basin	Monday 03/3/08	7.00pm to 9.30pm
ESSENTIAL COURSES FOR NEW GOVERNORS					
Roles and Responsibilities: Module 4	3	An overview of governors' key duties and areas of responsibility. Essential training for those who have already attended Module 1 above, or new governors with some experience of the education system.	Gatehouse Centre Hartcliffe	Thursday 06/3/08	7.00pm to 9.30pm
Roles and Responsibilities: Module 5	3	The role of the governing body in ensuring accountability. Governors who are familiar with the school context, and comfortable participating in a meeting context, may wish to start at this point.	Gatehouse Centre Hartcliffe	Thursday 27/3/07	7.00pm to 9.30pm
Roles and Responsibilities: Module 3, 4, 5	3	Understanding the specific role of the parent governor, including issues of parental engagement, confidentiality and conflict of interest.	Council House College Green	Saturday 29/3/08	9.30am to 3.30pm
ESSENTIAL COURSES FOR ALL GOVERNORS					
Exclusions	3	The role of the governing body in reviewing pupil exclusion. Headteachers and Clerks particularly welcome.	Withywood Community Centre	Monday 17/3/08	9.30am to 12 noon
Finance: Module 2	2	Ensuring appropriate financial control: equipping governors to monitor effectively.	Fonthill Centre Southmead	Tuesday 04/3/08	7.00pm to 9.30pm
The Role of Health, Safety and Well-Being Governor	2	An introduction to the roles & responsibilities of the link governor for health, safety & well-being in school.	Fonthill Centre Southmead	Thursday 03/4/08	7.00pm to 9.30pm
SPECIALIST COURSES					
The Role of the Children Looked After Governor: Module 2	3	A chance to reflect on how the white paper Care Matters: Time for Change will impact on your role as governor, this will include an action plan to help improve outcomes for the children.	Gatehouse Centre Hartcliffe	Wednesday 19/3/08	9.30am to 12 noon
ESSENTIAL TRAINING FOR CLERKS TO GOVERNORS					
National Training Programme for Clerks: Module 3	3	The role of the clerk as advisor to governing body.	Southville Centre Southville	Friday 14/3/08	9.30am to 12 noon



Training Programme Summer 2008

Course Title	Level	This course will cover...	Venue	Date	Time
ESSENTIAL COURSES FOR CHAIRS/VICE-CHAIRS OF GOVERNORS					
Director's Briefing for Chairs of Governors	N/A	Strategic briefing, discussion and networking. Essential for all chairs. Vice-chairs and headteachers also particularly welcome.	Fairfield High School Horfield	Wednesday 30/4/08	7.00pm to 9.30pm
Director's Briefing for Chairs of Governors	N/A	Strategic briefing, discussion and networking. Essential for all chairs. Vice-chairs and headteachers also particularly welcome.	Withywood Community Centre	Friday 02/5/08	9.30am to 12 noon
Taking the Chair: Module 1	2	Chairing governing body meetings effectively: New Chairs, Vice-Chairs and Chairs of Committees particularly welcome.	Fonthill Centre Southmead	Thursday 05/6/08	9.30am to 12 noon
Taking the Chair: Module 3	3	This module focuses on establishing positive working relationships particularly the unique working relationship with your headteacher.	Create Centre Cumberland Basin	Monday 14/7/08	7.00pm to 9.30pm
ESSENTIAL COURSES FOR NEW GOVERNORS					
Roles and Responsibilities: Module 1	1	An introduction to how schools are organised and the constitution of the governing body, particularly designed for new governors who have had little recent experience of the education system.	Withywood Community Centre	Wednesday 07/5/08	9.30am to 12 noon
Roles and Responsibilities: Module 2	2	An overview of governors' key duties and areas of responsibility. Essential training for those who have already attended Module 1 above, or new governors with some experience of the education system.	Withywood Community Centre	Monday 19/5/08	9.30am to 12 noon
Roles and Responsibilities: Module 3	3	The role of the governing body in ensuring accountability. Governors who are familiar with the school context, and comfortable participating in a meeting context, may wish to start at this point.	Fonthill Centre Southmead	Monday 02/6/08	9.30am to 12 noon
Roles and Responsibilities: Module 4	3	The role of the governing body in setting the strategic direction of the school.	Fonthill Centre Southmead	Monday 16/6/08	9.30am to 12 noon
Roles and Responsibilities: Module 5	3	The role of the governing body as critical friend.	Fonthill Centre Southmead	Monday 07/7/08	9.30am to 12 noon
Roles and Responsibilities: Modules 3,4,5	3	The governors' role in ensuring accountability, strategic planning, and supporting and challenging school performance. This course has been condensed and governors should expect an intensive session.	Withywood Community Centre	Saturday 21/6/08	9.30am to 3.30pm
The Role of the Parent Governor	1	Understanding the specific role of the parent governor, including issues of parental engagement, confidentiality and conflict of interest.	Fonthill Centre Southmead	Thursday 15/5/08	7.00pm to 9.30pm

Training, Forums and Conferences

Course Title	Level	This course will cover...	Venue	Date	Time
ESSENTIAL COURSES FOR LINK GOVERNORS/GOVERNORS SERVING ON COMMITTEES					
Financial Management Standard	3	Governors' responsibilities in achieving the Financial Management Standard. Compulsory for all schools (except Nurseries), especially those identified for accreditation this year.	Southville Centre Southville	Wednesday 21/5/08	9.30am to 12 noon
Exclusions	3	The role of the governing body in reviewing pupil exclusion. Headteachers and Clerks particularly welcome. It is essential that all schools have suitably trained governors.	Create Centre Cumberland Basin	Wednesday 02/7/08	7.00pm to 9.30pm
SPECIALIST COURSES					
NEW COURSE Every Child Matters: Be Healthy	2	How can we effectively promote healthy lifestyles in children and young people?	Fonthill Centre Southmead	Tuesday 13/5/08	7.00pm to 9.30pm
Ofsted Inspection	2	Understanding the inspection framework and what it means for governors.	Withywood Community Centre	Thursday 26/6/08	9.30am to 12 noon
School Self Evaluation: developing effective practice	2	How governors can ensure that the self evaluation processes are rooted in evidence and lead to school improvement.	Create Centre Cumberland Basin	Tuesday 29/4/08	9.30am to 12 noon
Improving staff performances: a guide for school governors	3	An introduction to the performance management regulations and relationship with other staff performance procedures.	Create Centre Cumberland Basin	Tuesday 03/6/08	9.30am to 12 noon
REPEAT COURSE Improving staff performances: a guide for school governors	3	An introduction to the performance management regulations and relationship with other staff performance procedures.	Fonthill Centre Southmead	Thursday 10/7/08	7.00pm to 9.30pm
NEW COURSE Promoting Attendance: governors' responsibilities	2	Identifying the barriers to good attendance and the effects of poor attendance on pupil achievements. How governors can promote good attendance from pupils and be aware of the support available to schools.	Council House College Green	Wednesday 09/7/08	7.00pm to 9.30pm
ESSENTIAL TRAINING FOR CLERKS TO GOVERNORS					
National Training Programme for Clerks: Module 1	1	The role of the clerk to governors in managing meetings.	Council House College Green	Tuesday 22/4/08	7.00pm to 9.30pm
National Training Programme for Clerks: Module 2	2	Role of the clerk to governors in supporting good governance.	Council House College Green	Tuesday 17/6/08	7.00pm to 9.30pm
Clerks' Network	N/A	Sharing good practice, new initiatives and supporting training and development needs.	Southville Centre Southville	Tuesday 06/5/08	9.30am to 12 noon



Useful addresses and websites

Local Contacts and Helplines

Bristol Governor Development Service
0117 903 1396
GDS@bristol.gov.uk

Bristol Children & Young People's Services website
www.bristol-cyps.org.uk

From the home page, go to **Governor Development Service** under 'G' in the A-Z index

Children & Young Peoples Services Directory of Services
www.bristol-cyps.org.uk
Using A-Z index go to 'D' for Directory

Diocese of Bristol Board of Education
0117 927 7454

Clifton Diocese Department for Schools
0117 902 5593

Other sources of information

Department for Children, Schools and Families.
www.dfes.gov.uk/index

Governornet
www.governornet.co.uk

DCSF Publications Centre
Prolog, PO Box 5050
Sherwood Park, Mansfield Road,
Nottingham NG15 0DS
Tel: 0845 602 2260
Fax: 0845 603 3360
email: dcsf@prolog.uk.com

Office for Standards in Education (OFSTED)
www.ofsted.gov.uk
Publications Centre
0700 263 7833
Free publications email:
freepublications@ofsted.gov.uk
Priced publications from
Stationery Office

Governorline – Free support for school governors
You can contact Governorline on 0800 072 2181 – 9am to 10pm Monday to Friday (excluding public holidays) 11am to 4pm at weekends
www.governorline.info

National Governors' Association (NGA)
2nd Floor SBQ1, 29 Smallbrook, Queensway, Birmingham B5 4HG
Tel: 0121 643 5787
email: governorhq@nga.org.uk
www.nga.org.uk

Governor organisations
ISCG (Information for School and College Governors) at Avondale Park School, Sirdar Road, London W11 4EE
Tel: 0207 229 0200
Fax: 0207 229 0651
email: iscg@governors.fsnet.co.uk
www.governors.fsnet.co.uk

School Policies
For a source of example School Policies in use in other schools see www.school_policy.co.uk

Every Child Matters
Leading cross-government site for all partners, from local leaders to practitioners.
www.ecm.gov.uk

Times Educational Supplement
www.tes.co.uk/governors – articles from current TES; "Ask the Expert" for queries on governance; and TES's governors Information Network

Govern your School
www.governyourschool.co.uk – information and guidance from fellow governors. Free membership and newsletter

Thank You

Thank you to all those who have contributed articles for this edition of the BRISTOL GOVERNOR.

If you would like to respond to any of the items or submit an article to be considered for the next edition, or you require this document in a different format, please contact:

Governor Development Service,
Bristol Education Centre, Sheridan Road, Horfield, Bristol BS7 0PU
0117 903 1396.



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