



The Bristol Governor



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Focus for Action – centre spread

Planning the year ahead is the key to getting the most out of your Governing Body meetings. Our centre spread will set you on the right course for the year ahead.

Dear Governor Colleagues

To celebrate achieving Beacon Status for Healthy Schools, your school will be receiving 6 invitations to a very important event.

The celebrations will be at **Bristol Zoo** on the evening of **17 July, 5.30 - 8pm** with The Boogie Band in the gardens. From 6.00 - 6.30pm, we'll present awards to those schools who have achieved the Healthy Schools Standard this year. The remainder of the evening will be an informal celebration with the many partners who have also played a huge role in achieving Beacon Status. Everyone is welcome to bring a (healthy!) picnic. Let's hope for a glorious summer evening. I look forward to seeing many governors there!

Bristol has also achieved Beacon Council Status for tackling anti-social behaviour which is also great news and to the

credit of everyone involved – including governors and colleagues in schools.

Place planning is a major strategic focus this term.

In relation to secondary provision, we have been working for some months with the Schools Commissioner (Sir Bruce Liddington) to meet the exciting but extremely complex challenge of transforming all of Bristol's secondary school buildings, and reversing out-of-authority drift. In this context, we are undertaking a Parents' Survey to refresh our understanding of what parents are most concerned about when choosing secondary provision. The DfES will be working with us to design and carry out the survey in the coming weeks and the support of governors in this activity is likely to be crucial.

Don't miss this year's Annual Governors' Conference

It's taking place on **7 July 2007, 9.30am - 2.00pm**
at **Fairfield High School**.

The focus of this year's Conference is: **From improvement to transformation, rethinking governance**. Our keynote speaker is **Professor John West-Burnham**. John is Senior Research Adviser at the National College for School Leadership. This will be an interactive event with lots of opportunities for debate and discussion, plus the chance to meet other Bristol governors over coffee and a buffet lunch.

We always receive great feedback from governors on our popular Annual Conference and this promises to be another excellent event.

To make a booking, please either return the invitation enclosed with the last Newsletter or contact the Governor Development Service.



Consultation is also underway this term to establish the principles that will underpin the next phase of the Primary Review. The Bristol Governors' Forum will play a key role in this consultation.

Improving support for Special Educational Needs in schools is also a major current priority.

The collective challenge we face is that, despite having some considerable excellence across Bristol's special and mainstream settings, when compared to other authorities we are in an undeniably unhealthy state. We have one of the highest percentages of statements of SEN, high rates of exclusion, growing numbers of out-of-authority placements and tribunals, and soaring SEN transport costs and budgets. This all demonstrates that we're not fulfilling our collective duty to our most vulnerable children.

Significant work has been done, in partnership with schools, to develop Bristol's SEN and Behaviour Strategies and we are currently reviewing our SEN statementing practice.

If your school has been judged as outstanding or excellent for your SEN practice, and you would like your school to contribute to strategic change in SEN, please drop me an email or give me a ring.

April saw the start of new city-wide multi-agency working arrangements, building on the learning of last year's pathfinders.

The former four Social Services districts have now been reorganised into three areas, each with an Area Manager, and a new specialist service for children looked after has also been created to improve working arrangements with schools and other partners. A new role of Prevention Co-ordinator has also been established in each of the

three Areas to co-ordinate integrated support to the individual children and families who need it.

The strategic challenge over the coming months for everyone involved in children's services is to secure the systems and inter-agency ways of working that will cast a secure 'safety net' across the whole city through which no child will fall. This will require new relationships to be forged between the Prevention Co-ordinators, Children's Centres and Early Years settings, and Extended School Partnerships in each of the three areas of the City. Governors have a key role to play to ensure that schools are fully engaged in driving forward these exciting developments.

Of course, I am fully aware that tests and exams are your predominant focus at this time of year, and I very much appreciate how hard everyone is working to secure the best possible results. I wish you all every success and thank you for your energy and commitment.

I look forward to your feedback on the usefulness of this letter, and to working with you over the coming weeks.

Heather Tomlinson
Director of Children & Young People's Services



Apology

Please note that the list of institutions in the 14-19 South Partnership, set out in the centre spread of our Spring Newsletter, should have included St Brendan's Sixth Form College. Apologies to St Brendan's, who we know play a vital role in this Partnership, for the omission.

Safeguarding Children: Your Annual Report

In November 2006 all Chair of Governors were provided with information on child protection including a requirement for the governing body to return a short report outlining your school's child protection activities. This is a new requirement in line with DfES guidance. The purpose is to start to build a picture of school involvement in child protection processes so that the authority is better able to monitor effectiveness.

It is now getting towards the end of the school year and it is essential that the forms setting out the reports are completed and returned by the 18th June 2007. A proforma report can be found on the CYPS website. Visit www.bristol-cyps.org.uk/services/child-protect.html.

Thank you in anticipation. If you have any queries about this report please contact:

Kate Cole on 0117 922 3973 or email k.cole@bristol.gov.uk



New Appointments

Following recent interviews we are pleased to let you know of new appointments in the Children & Young People's Services Standards and Achievement and Transforming Learning Directorates.

Jackie Turner has been appointed to the permanent post of Strategy Leader: Secondary. Jackie has been acting up in this role since last September.

Michele Farmer took up the post of Strategy Leader: Learning Partnerships and Collaboration with effect from April 2007.

Ian Caskie currently Headteacher of Sea Mills Junior School, has been appointed to the new post of School Improvement Adviser: Leadership and Governance, to start in September (See below).

Rosalind Gwynn has been appointed to the role of Primary Strategy Consultant. Prior to interview, Rosalind was acting up in this role.

Duncan Heryett currently Headteacher of Gresham Village School, Norfolk has been appointed as School Improvement Officer (Primary) from September

At the start of this term we also welcomed **Carole McCormack** and **Richard Larter**, who have joined us as School Improvement Officers (Primary).

Building a strong staff team is essential to making the improvements we need to see in Bristol, and we are delighted that we now have all these colleagues on board with us.

Introducing Ian Caskie: Newly appointed School Improvement Adviser for Governance and Leadership.



I'm delighted to have been appointed to this new role. From September I will be working with governors and leadership teams to build upon the rapid improvements that are already taking place in our city's schools - from Early Years to post-16.

I have worked in Bristol schools for over 20 years - the last 15 in

senior leadership positions including 10 years in Headship, and I am also one of Bristol's appointed Consultant Leaders for the Primary sector. Before my career in Education, I worked as an Insurance Broker for 10 years in London and Bristol.

Away from life in school, living with two teenage daughters certainly keeps my wife and I busy. When I do find some spare time I enjoy long-distance walking, trying to hit a golf ball in the right direction, following cricket and football (I'm a long-suffering Tranmere Rovers supporter) and working as a volunteer on the SS Great Britain.

I'm really looking forward to this exciting new challenge and to meeting as many governors as possible over the coming months.

Audit Commission Annual Survey

All headteachers are being urged to complete this year's Audit Commission Annual Survey. It is available on-line, between 4 June and 13 July.

In our quest to win back community confidence in Bristol's education service, it's vital that we collectively recognise what is going well, as well as the challenges we face. Completing the Audit Commission Survey enables schools to do just that. Last year we only achieved a 50% return, so **please encourage your headteacher to complete the survey this year. Everyone who completes the survey will be entered into a prize draw!**

Reference copies of the survey have already been sent to headteachers to help them with this task.

The survey is on the Audit Commission website at:

www.audit-commission.gov.uk/schoolsurvey



Communicating with parents

In our last newsletter we set out guidance on governors responsibilities regarding production of the new School Profile.

We have received a number of enquiries about governors' statutory requirements regarding the totality of the content of governor communication with parents. These are set out below. We would stress that these are the minimum requirements; you are of course free to include other information in your communications, and engage with parents in other ways such as through consultation meetings and the school website etc.

Equality issues

There is a new requirement for governors to report to parents on equality issues. Guidance and a model report are being developed by the Equalities Team and will be circulated shortly.

School prospectus

Each year the governing body must publish a school prospectus for parents and prospective parents. Schools now have a good deal of freedom to decide what information they wish to provide to parents in their prospectuses. The only obligatory content in the prospectus is the information about the SEN and disability work of the school that was previously required in the Governors' Annual Report. **Prospectuses must include details of:**

- Arrangements for the admission of pupils with disabilities
- Steps to prevent disabled pupils being treated less favourably than other pupils
- Existing facilities to assist access to the school by pupils with disabilities

- The accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school by pupils with disabilities
- The implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year.

Any content in addition to this is for schools to decide upon.

The prospectus must be published during the school year immediately preceding the admissions school year, i.e. prospectuses published in 2006–7 will be for admissions in 2007–8. The prospectus must be published at least six weeks before the final date (in October) by which parents are asked to apply for admission to the school, or to express a preference for a place. Each Secondary school must also supply its local Connexions service with a copy.

School Profile

Governing bodies of maintained schools, except maintained nursery schools, are required to complete a School Profile every year from the academic year 2004–5 onwards. This is an online system with all the data for each school already provided.

The Profile and the school prospectus outline the minimum interaction that schools should have with parents. Schools are free to communicate and interact with parents above and beyond this requirement in any way they wish.

The School Profile has three elements:

- Performance data pre-populated by the DfES.
- 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?

Although Profiles include data from November each year, this will not be validated until early in the spring term, so schools may wish to wait until then before completing their Profiles. Schools may choose when in the year they prepare and publish their Profile, but must do so at least once in every school year, by 31 July.

More information and guidance can be found at:

www.teachernet.gov.uk/management/newrelationship/schoolprofile

The "Frequently Asked Questions" section is particularly useful.

Governors' Annual Report

All schools were previously required to provide an Annual Report to parents, which was discussed at the annual parents' meeting. However, since 1 September 2005 only maintained nursery schools have been required to produce the Annual Report. All other maintained schools are required to produce a School Profile (see above). The requirement to hold an annual parents' meeting has been abolished for all schools (including maintained nurseries).

The Annual Report should explain how the governing body has put its plans for the school, since the last report, into practice. The Report, which must be given to parents, must include:

- The names and status (parent, staff, foundation governor or otherwise) of the members of the governing body, the date when their term of office ends (except for ex officio governors), and the name and address of the chair and clerk (school address may be used).
- A financial statement giving a summary of the school budget, how the governing body spent the funds given in the past year, details of any gifts made to the school, and governors' travelling, accommodation and meal expenses in the period covered by the report.
- Information about school security.
- Details regarding arrangements for admitting disabled pupils to the school.
- Details of the steps the school has taken to prevent disabled pupils being treated less favourably than other pupils.
- Information about the facilities provided to help with access to the school for disabled pupils.

- The accessibility plan, covering future policies for increasing access by those with disabilities to the school.
- Information about the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year.
- Details of how teachers' professional development has improved the quality of teaching and learning.
- The number of pupils on roll.
- The schools to which the pupils transfer on leaving the nursery.

The governing body may want to include other information as well, such as details of the foundation stage curriculum, standards of behaviour and how to make complaints.

Home-school agreement

The governing body is required to have a written home school agreement in place explaining the school's aims and values and the respective responsibilities of the school and of the parents, and what the school expects of its pupils. Guidance on home school agreements can be found at: www.standards.dfes.gov.uk/parentalinvolvement/hsa/hsa_guidance

Pupils' educational records

Schools are required to keep a curricular record for every pupil and update it at least once a year. Legally, this responsibility lies with the governing body, but may be delegated to the headteacher. The curricular record means a formal record of a pupil's academic achievements, his or her other skills, and abilities and progress in school.

A pupil's educational record must be made available for their parent to see, free of charge, within 15 school days of receipt of the parent's written request. This includes the curricular record, but also other information about the pupil that may be kept by the school, such as details of behaviour and family background. Where a child has a statement of Special Educational Needs or a Personal Education Plan, these form part of the child's educational record. Schools must transfer a pupil's educational record when they change schools.

Full details of the requirement to maintain and disclose pupil records are set out in chapter 13 of the "Guide to the Law for School Governors"

Dealing with complaints

Governing bodies are required to have in place a procedure to deal with complaints relating to the school and to any community facilities or services that the school provides. The law also requires the procedure to be publicised. Guidance on writing and maintaining a complaints policy is available at:

http://www.bristol-cyps.org.uk/services/gds/pdf/complaints_against_schools.pdf

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



Healthy Schools Update



In addition to the good news that we have been awarded Beacon Status, there are lots more exciting developments to report this term. We are pleased to say that 70% of Bristol schools currently have Healthy School status and almost all the others are progressing towards this. According to the Regional Co-ordinator, these are possibly the best results in the country which is excellent news – well done everyone.

Future work with schools

For those schools that now have Healthy School status, we are planning a series of one-day updates on various aspects of PSHE, Healthy Eating, Physical Activity and Emotional Health & Wellbeing as well as a one-day Conference on Thursday 28 June 2007 at Gloucester Cricket Club (booking forms were sent to schools in May).

Schools currently working towards Healthy School status are being supported with Network Meetings on the same themes. These include a wonderful morning spent in Bordeaux Quay's Cookery School looking at preparing and cooking food in the classroom for those with cooking facilities as well as a wide range of ideas for those without.

Healthy Eating

Plans are being developed to engage with Bristol Restaurants and Hotels to support healthy eating initiatives in schools and with caterers including a Gifted and Talented programme, competitions, cookery classes and menu planning. Details to follow.

This includes a wide variety of tailored support from chefs at Bordeaux Quay on the Waterfront who can visit schools and/or host events for children, teachers, cooks, governors, parent/carers. Events are tailored to your budget. For further information, contact the Cookery School on 0117 904 6679.

A report just published by NHS Southwest states that 100,000 children in the southwest are currently obese and that this figure is expected to rise. The Healthy Schools Programme has already responded to this through an article on BBC Points West that described the wide range of physical activities that children are now enjoying in school as well as the really encouraging uptake of the healthy eating messages in schools through Healthy Tuckshops, Breakfast Clubs, Gardening Clubs, the free Fruit & Veg Scheme and many other such activities.

New website for Bristol Healthy Schools

Our new website has been launched reflecting much of our work and with other useful links: www.bristolhealthyschools.nhs.uk

If you would like any more information about the programme please contact: **Sarah Young, Healthy Schools Programme Manager** on 0117 900 2216 or email sarah.young@bristolnorth-pct.nhs.uk

Calling All Long Serving Governors...

At this year's Annual Governors' Conference we will be presenting awards to long serving governor colleagues. Any governor who has served continuously for 15 years or more in a Bristol school (or schools) and has not previously received an award can be nominated.

If this is you, or if you know of someone else who qualifies, please let us know by Friday 15 June.

Please contact Governor Development Service on 0117 903 1396 or email gds@bristol.gov.uk



ROLL OF HONOUR FOR THOSE GOVERNING BODIES SHOWING NO VACANCIES*

Air Balloon Hill Infant School	Henbury Secondary School	St. Patrick's Catholic Primary School
Air Balloon Hill Junior School	Henleaze Infant School	SS Peter & Paul Catholic Primary School
Ashton Park Secondary School	Holy Cross Catholic Primary School	Stoke Bishop C.E. V.C. Primary School
Ashton Vale Primary School	Ilminster Avenue Specialist Nursery School	Summerhill Junior School
Avonmouth C.E. V.C. Primary School	Luckwell Primary School	The Limes Nursery School
Begbrook Primary School	New Fosseway School	Victoria Park Community Infant School
Burnbush Primary School	Our Lady Of The Rosary Catholic Primary School	Waycroft Primary School
Chester Park Infant School	Sea Mills Junior School	West Town Lane Primary School
Christ Church C.E. V.C. Primary School	St. Anne's Junior School	Westbury-On-Trym C.E. V.C. Primary School
Cotham School	St. Anne's Park Primary School	Whitefield Fishponds Community School
Elmfield School For Deaf Children	St. Bede's Catholic College	
Hannah More Primary School	St. Bernard's Catholic Primary School	
Headley Park Primary School	St. Mary Redcliffe & Temple C.E V.A Secondary School	
Henbury Court Primary		

Congratulations to everyone involved and thank you in particular to:

- Headteachers (Parent and Staff governors) • Clifton Diocese Department for Schools and Diocese of Bristol Board of Education (Foundation Governors) • Councillors Jackie Norman, Lesley Alexander and Judith Price, Rob Farley and Andrew Barnes (LEA Governors)
- Governing Bodies (Community and Sponsor governors) and, of course,
- Clerks to Governors who ensure that GDS is notified of all appointments.

*As at 15 May 2007

Calling all clerks!

Feeling a bit isolated? Have you been wondering if there is anyone else out there facing the same challenges as you? Are you looking for a friendly group of colleagues with whom you can share and develop good practice?

Due to popular demand, the clerks' network will return in the autumn: bigger, better and most importantly, focused on supporting you in your crucial role. It's your network. Come along and input into deciding how the meetings run and determine the sort of support

you want. GDS will provide access to key officers, bring the information you request and, most importantly, organise the tea, coffee and biscuits!

So, mark the date in your diary and book your place! If you have a suggested topic you would like included for the first meeting, please do let us know. We look forward to seeing you all in October.

Also...as you know, there are times when circumstances outside your control can prevent you from

carrying out your clerking role. Fortunately these occasions are rare.

When the unexpected happens, it's always good to know that there are reliable and experienced peers willing and able to step into the breach.

If you are interested in joining our list of clerks who are occasionally asked to provide (paid) emergency clerking cover, please let us know.

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

Term dates for 2007/8 and 2008/09

Term and Holiday Dates 2007/08:

Term	Date
TERM 1	Mon 3 September to Fri 19 October 2007
TERM 2	Wed 31 October to Wed 19 December 2007
TERM 3	Thurs 3 January to Fri 15 February 2008
TERM 4	Mon 25 February to Fri 4 April 2008
TERM 5	Mon 21 April to Fri 23 May 2008
TERM 6	Mon 2 June to Fri 25 July 2008

Term dates for 2008/09 have now been set as follows:

Term	Date
TERM 1	Wed 3 September to Fri 24 October 2008
TERM 2	Wed 5 November to Fri 19 December 2008
TERM 3	Mon 5 January to Fri 13 February 2009
TERM 4	Mon 23 February to Fri 3 April 2009
TERM 5	Mon 20 April to Fri 22 May 2009
TERM 6	Mon 1 June to Fri 24 July 2009

As in previous years, these dates will be common with Bath & North East Somerset, North Somerset and South Gloucestershire local authority schools.

The school year is based on a calendar of 195 days. Five days are to be used for staff professional development which means that the schools will be open to receive pupils for the legal minimum of 190 days (380 sessions).

The dates are also available on the Children & Young People's Services website at: www.bristol-cyps.org.uk/schools/termandholidaydates

Travel Safe; Safety Advice for School Trips



Is your school involved in trips abroad?

Does your school participate in exchange trips staying with host families here or abroad?

Are pupils adequately prepared and do they know how best to protect themselves and stay safe?

Are parents informed and do they know how to help their child prepare for a trip abroad?

Do you want to help implement good practice policy procedures and guidance in your school?

Travel Safe can provide support and guidance through its range of books, training, workshops or seminars.

Travel Safe is just one of the many initiatives run by the charity Child-Safe. Child-Safe is a registered international children and young person's charity working with those involved in travel, sport, community groups and schools. Its aims are to provide practical advice, promote safety and the welfare of children and young

people involved in such activities. Travel Safe is about empowering young people, improving care and reducing opportunities for abuse in its widest sense. Through a series of books targeted to meet the need of parents, schools, organisers and most importantly young people themselves, we aim to promote good practice and provide support and information to ensure that every young person can enjoy the experience of travel, whilst staying safe.

For further information visit: www.child-safe.org.uk

or contact:

**Child-Safe International Ltd.,
Avon & Somerset Constabulary,
PO Box 37, Valley Road,
Portishead, Bristol**

Tel: (01275) 816596

Uniform guidance issued

The government has asked schools to keep uniform costs down. New guidance issued for consultation by the DfES states that schools need to limit the cost of uniforms, and ensure they are easily available. This is so that the price of the uniform doesn't deter poorer families from sending their children to a particular school.

The draft guidance encourages schools to have uniforms. "Uniforms can help to develop the right mindset among pupils, instilling pride and supporting positive behaviour and discipline," says Jim Knight, Minister for Schools. "Schools should consult parents and the wider community when setting uniform policy."

Among the recommendations included are: uniforms should be widely available at high street shops and other retail outlets; schools continue to have the power to set uniform policy and discipline pupils who do not comply, although schools should investigate reasons as to why a pupil is not wearing the correct uniform; and schools must act reasonably in accommodating religious requirements, providing they do not pose a threat to security, safety and learning, or compromise the well-being of the whole school community.

To find out more or take part in the consultation, visit www.dfes.gov.uk/consultations

All change!

At the beginning of September we will see the amalgamation of two schools, one school re-open as an Academy and three new federated governing bodies.

Thank you and farewell to all those governors who will be completing their terms of office in August and moving on to new ventures. Thank you also to those governors who have taken on the additional responsibility of serving on the temporary governing body of the new school at Knowle Park.

The changes are:

- **Speedwell Technology College** will close on 31 August and re-open as an Academy in September 2007, with John Cabot City Technology College as its educational sponsor.
- **Knowle Park Infant and Junior Schools** are amalgamating to become a Primary School.
- **Perry Court Infant and Junior Schools and Sefton Park Infant and Junior Schools** are proposing federations as are **Hartcliffe Engineering and Community College** and **Teyfant Community School**.

What's the difference?

Amalgamation: this is when two (or more) schools close and re-open as a single new school with a new governing body.

Federation: this is when two (or more) schools establish a formal partnership arrangement sharing a single governing body.

Promoting Community Cohesion

From September 2007 there will be a new duty on all maintained schools in England to promote community cohesion and Ofsted will be reporting on the contribution made by all schools.

Draft guidance has been produced for schools which defines what is meant by community cohesion and how this relates to the role of schools. It outlines the work that many schools are already doing.

Through the consultation on this draft guidance the DfES is seeking views from schools on the content and format of the guidance and what further support they require to implement the new duty.

These views will inform a final version of the guidance which is to be published in July 2007. This document will include case studies demonstrating a range of best practice and provide

support for schools in implementing the new duty ahead of the Ofsted inspections starting in September 2007.

To access the draft guidance and respond to the consultation follow the link below. **This consultation closes on 3 July 2007.**

www.dfes.gov.uk/consultations



New Early Years framework

The new **Early Years Foundation Stage (EYFS) framework** sets the standards for development, care and learning of children from birth to age five. It builds on, and will replace, the non-statutory Birth to Three Matters guidance, the Foundation Stage curriculum for three- and four-year-olds, and the national standards for under-eights' day-care and childminding. All registered early years providers and schools will be required to implement the EYFS from September 2008.

"The Early Years Foundation Stage will help practitioners plan stimulating, age appropriate activities based on what they know about the child's interests, in discussion with parents and other relevant professionals," says Beverley Hughes, Minister of State for Children.

The EYFS is also published as an online tool showing how the framework can be used in a way that is tailored to the needs of individual children in their care, and support the planning that will ensure every child benefits from it.

For more information visit: www.standards.dfes.gov.uk/eyfs



Why we want to be a Trust school

This article first appeared in the May Edition of the DfES's "Primary Teacher" Magazine.

A year ago, the concept of Trust schools was taking legal shape as Parliament finalised consideration of the legislation necessary for schools to change their status. Now, as the first group is on the brink of turning theory into practice, a powerful symbol of educational partnership is emerging in the Hartcliffe area of Bristol in the form of a £37 million learning campus bringing together a primary, secondary and special school. Teyfant Community Primary School is at the heart of this ambitious Building Schools for the Future project. It is now looking to Trust status as a means of taking collaboration even further, involving further and higher education institutions as external partners.



Improving educational aspirations in what is an area of significant deprivation and low progression is a key driver in the Trust bid, says headteacher Gus Grimshaw, who has been seconded to lead Teyfant's bid to form a Trust with local secondary school Hartcliffe Engineering Community College, the University of the West of England and City of Bristol College. Teyfant and Hartcliffe are already on the way to forming a federation, and the Trust plan is "the natural next step" to that development, says Gus. "We think a federation will offer more

opportunities for collaboration between secondary and primary. There will be economies of scale, the ability to appoint staff to work across Key Stages 2 and 3, and opportunities for greater pooling of resources."



Collaboration between the schools in Hartcliffe goes back some 10 years — the spirit and ethos is symbolised by the construction of the 70-acre combined school site, due to open by January 2009. The new campus will serve pupils aged three to 19, and Trust status will help extend educational opportunities to parents and the wider community as well, says Gus. "You're talking about a community that's not engaged with learning and still not taking the opportunities being offered."

Professor Ron Ritchie, Dean of the Faculty of Education at the University of the West of England, says the aims of the proposed Trust dovetail with the university's own mission to widen participation in further and higher education. Addressing the issue should "start with the primary level, and not just concentrate on those at a



secondary level," he says. "We would seek to have an enhanced relationship with the school in the context of initial teacher training, but we would also look forward to an enhanced relationship with regard to continuing professional development and an enhanced curriculum and opportunities to support young people."

Teyfant established a parents' council in the autumn — early on in the process of seeking Trust status — as a mechanism for consulting informally with parents. Formal consultation began in April on the move to becoming a federation, which is hoped to be in place for September. Meanwhile, Gus is leading the project of working with partners to put together a model for the proposed Trust. Formal consultation should take place in autumn, with the aim of the Trust to be in place from January 2008.



Chair of Governors, Caroline Jenkins, says; "The hardest thing was building trust between all those around the table and by taking a real leap of faith that this will work." She is determined that the results will be positive: "It has been a steep learning curve for all of us, but we are all determined that this will work for the sake of our children."

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Performance Management Policy – Headteacher Report

All Chairs will find enclosed Bristol's model Performance Management Policy, which we recommend that Governing Bodies adopt at their final meeting before the summer holiday break.

Details of alternative models are included in the letter to Chairs. However governing bodies should note that, should they decide against adopting the Bristol model policy, they will be responsible for further consultation as well as developing additional performance management policies for support staff. To help governing bodies monitor the operation and outcomes of performance management, the head teacher must provide the governing body with a written report annually (by 31 December). The report must not contain any information which would enable any individual to be identified.

The report will include:

- the operation of the performance management policy including the number of employees in each category by work group;
- the effectiveness of the school's performance management procedures;
- staff training and development needs.

Non-Discrimination

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and will require the following monitoring data to be included in the headteacher's report:

- Race
- Sex
- Disability
- Age
- Part-time contracts.

The headteacher will also report whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

To find out more about the new Performance Management Regulations, book a place on our training session on 4 July at the Southville Centre, 9.30am – 12 noon.

RAISE online: Governor Access

RAISE online is a tool that allows senior staff in schools and governors to access a rich source of data to inform self evaluation and school improvement planning.

Governors have been asking for guidance on the appropriate level of data that they should access, given the interactive nature of the RAISE online facility.

Currently, once accessed through a password, data can be explored at both contextual, school and pupil level. Therefore, we would advise governors do NOT access RAISE online interactively as individual pupil level data may be accessed unintentionally.

Instead, headteachers should draw on the rich variety of data available to present governors with the key outcomes so that appropriate questioning and discussion can take place. We are currently developing a guide to support heads in presenting the key data outcomes to governors, and support governors in asking appropriately challenging questions about the data they receive.

The question of governors being able to access the interactive element of the RAISE online package, without compromising individual pupil identity is currently under review nationally as part of possible planning improvements to the facility. We will keep you updated.

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

Governing Body Year Planner 2007/08

Below is an example of a plan that incorporates the major items of business that the governing body is likely to need to deal with next year. It is available electronically on the GDS website at www.bristol-cyps.org.uk and can be adapted to suit individual governing body requirements. Another example of an electronic year planner also appears on the DfES website and www.governornet.co.uk.

	Full Governing Body	Curriculum Committee	Staffing Committee	Premises & Finance Committee
EVERY MEETING	<ul style="list-style-type: none"> Headteacher's report Declarations of Pecuniary Interest Clerk's report, including progress on filling vacancies, forthcoming vacancies, correspondence Reports from governors following monitoring visits to school and training 	<ul style="list-style-type: none"> Declarations of Pecuniary Interest Receive presentations/ reports on curriculum developments/ initiatives 	<ul style="list-style-type: none"> Update on staffing arrangements Declarations of Pecuniary Interest Report on staff absence levels 	<ul style="list-style-type: none"> Consider expenditure requests in line with internal finance policy Declarations of Pecuniary Interest Report of progress towards achieving the Financial Management in Schools
TERM 1	<ul style="list-style-type: none"> Elect chair and vice chair Review effectiveness, and agree Scheme of Delegation (Decision Planner), Expenses Policy, Code of Conduct/ Protocol, Terms of Reference and membership of committees/ confirm arrangement for convening disciplines, pay appeal and other panels Appoint named governors (Child Protection, SEN, Children Looked After, Health and Safety) Review evidence in order to determine a corporate judgement on achievement and standards, personal development and wellbeing in preparation for School Self Evaluation Core visit Presentation of School Improvement/ Development Plan for 2007/08 and establishment of governors' monitoring procedures Receive report on judgements on leadership, management and governance following visit of SIP/SIO in Term 6, agree updates to the self-evaluation form and school profile and determine future priorities 	<ul style="list-style-type: none"> Analyse data and other evidence in order to inform evaluation on achievement and standards, personal development and wellbeing 	<ul style="list-style-type: none"> Confirm arrangements are in place for Performance Management of teaching and support staff Review personnel policies in line with rolling programme Confirmation of staffing arrangements 2007/08, including provision for PPA, Dedicated Headship Time and cover arrangements 	<ul style="list-style-type: none"> Budget monitoring Health & Safety monitoring, including outcome of fire drill
TERM 2	<ul style="list-style-type: none"> Agree statutory targets for 2009 Summary report from SEN governor and review of SEN policy Review behaviour/discipline policy (if not reviewed in 2006/07) 	<ul style="list-style-type: none"> Review target setting procedure and recommend targets for 2009 Review judgements on standards in light of RAISE Online data 	<ul style="list-style-type: none"> Review headteacher's performance (selected governors) Receive report on quality of teaching Review pay of teachers, leadership team and support staff 	<ul style="list-style-type: none"> Budget monitoring Review charging and remissions policy Review pay of teachers and support staff
TERM 3	<ul style="list-style-type: none"> Report by governor with responsibility for Children In Care/Looked After Children Review progress against priorities on School Development/ Improvement Plan Evaluate evidence and determine a corporate judgement on quality of provision, in preparation for School Self Evaluation core visit 	<ul style="list-style-type: none"> Review and agree curriculum plans and models for 2008/09 Receive report on predicted outcomes for cohorts, pupil groups and subjects for 2008 	<ul style="list-style-type: none"> Analyse and interrogate data and other evidence (teaching & learning) in order to inform evaluation of quality of provision Consider staffing models for 2008/09 	<ul style="list-style-type: none"> Review possible budget models in light of curriculum and staffing priorities Health & Safety monitoring Budget monitoring/ including outturn statement

Focus for Action

	Full Governing Body	Curriculum Committee	Staffing Committee	Premises & Finance Committee
...TERM 3 CONTINUED	<ul style="list-style-type: none"> Receive report on outcomes of visit of SIO/SIP on achievement and standards, personal development and well being in Term 2, update SEF and determine future priorities for development Prepare commentary on data in School Profile Approve staffing structure 2008/09 	<ul style="list-style-type: none"> Receive monitoring report on progress against curriculum targets in School Development / Improvement Plan Analyse and interrogate data and other evidence (curriculum and other activities) in order to inform evaluation of quality of provision 	<ul style="list-style-type: none"> Monitor progress against staffing priorities in School Development Improvement Plan Receive report on implementation of Performance Management policy and provision for Professional Development 	<ul style="list-style-type: none"> Monitor progress against premises priorities in School Improvement Plan, and determine future priorities
TERM 4	<ul style="list-style-type: none"> Agree updates and key priorities for development to the quality of provision section of the school self-evaluation form Review training/development needs and decide whether to subscribe to Governor Development Service 	<ul style="list-style-type: none"> Policy review, amendments and adoption, in line with rolling programme 	<ul style="list-style-type: none"> Review and recommend staffing structure 2008/09 Receive report on quality of teaching Review personnel policies in line with rolling programme 	<ul style="list-style-type: none"> Agree provisional budget model to be recommended to full governing body Health and Safety monitoring, including outcomes of fire drill practice
TERM 5	<ul style="list-style-type: none"> Evaluate evidence in order to determine a corporate judgement on leadership, management, including governance to input into the school self-evaluation meeting with SIO/SIP Review progress against SDP key outcomes and identify priorities for future school improvement planning, including consultation arrangements Report from the Health and Safety governor Review/monitor procedures for provision of information to parents and others including statutory content of school prospectus, publication scheme (Freedom of Information Act), progress on gender equality scheme and publication of complaints procedures Report judgement on the quality of provision following visit of SIO/SIP in Term 4, agree update to appropriate sections of the SEF and school profile and determine future actions Approve budget for 2008/09 	<ul style="list-style-type: none"> Policy review amendments and adoption Receive monitoring report on progress against curriculum targets in School Improvement/ Development Plan, and consider priorities for 2008/09 	<ul style="list-style-type: none"> Monitor progress on staffing appointments for 2008/09 Review of personnel policies, in line with rolling programme Produce statement on progress of implementation of gender equality scheme Receive monitoring report on progress against performance related targets in the School Development/ Improvement Plan and consider priorities for 2008/09 	<ul style="list-style-type: none"> Draft Health & Safety Report Health & Safety monitoring Review outturn statement and finalise draft budget 2008/09 for recommendation to FGB Draft statement(s) on implementation of duties under Disability Discrimination Act for inclusion in the School Prospectus Review charges to be made in connection with Freedom of Information publication scheme
TERM 6	<ul style="list-style-type: none"> Review effectiveness of governing body and propose/make any structural/procedural changes for 2008/09 Consider adjustments to draft School Improvement Plan in light of reports/responses received, and approve for implementation Set dates for the year with main agenda items and objectives for FGB and committees Receive report from Governor responsible for Child Protection Receive report from School Improvement Partner Update the School Profile, and approve for publication Appoint governors to carry out Performance Management of the Headteacher 	<ul style="list-style-type: none"> Review unvalidated data on KS1 assessments, Foundation Stage Profiles KS2 outcomes and KS3 Maths/ Science (if available) Review progress of pupil groups in non statutory assessments, including progress towards targets for 2009 Review expected outcomes for KS3(Eng), KS4 and 5 compared with 2008 targets Review curriculum development priorities for 2008/09 in light of outcomes 	<ul style="list-style-type: none"> Review of Personnel policies in line with rolling programme Receive report on quality of teaching Review Performance Management Policy Consider staffing adjustments for 2008/09 in the light of pupil needs, based on outcomes of statutory and other assessments 	<ul style="list-style-type: none"> Budget monitoring Review Pay Policy



Full Governing Body Meeting – Term 6 2006/07

Recommended Agendas

SHOULD HAVE	SHOULD HAVE (CONTINUED)
Declarations of Pecuniary Interest	Clerk's report Membership <ul style="list-style-type: none"> ■ Progress on filling vacancies ■ Update on forthcoming vacancies, and timescales for recruiting to these posts Correspondence <ul style="list-style-type: none"> ■ Specific to school ■ LA monthly bulletin/termly newsletter ■ DfES information Annual Calendar <ul style="list-style-type: none"> ■ Set dates for year with main agenda items for FGB and committees
Head's report preferably written (tabled in advance) – giving information, contextualisation and offering recommendations for action if appropriate and likely to include some of the following: <ul style="list-style-type: none"> ■ Standards achieved (may be presented by curriculum committee) ■ Pupils' attitudes, values and personal developments (including attendance, exclusion and other pupil data) ■ 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 ■ Guidance care and support for pupils (including racist incidents) ■ Partnership with parents, other schools and the community ■ Leadership, management and governance including budgetary position 	
Committee/governor reports Report from curriculum committee on: <ul style="list-style-type: none"> ■ Progress by pupil groups including towards 2009 targets, KS1 and KS2/3 statutory assessments (as available) Report from staffing committee on: <ul style="list-style-type: none"> ■ Adoption of revised Performance Management Policy Report from Finance/Premises committee on: <ul style="list-style-type: none"> ■ Priorities and possible implications for the year ahead (health, safety and welfare update) ■ Review of Pay Policy 	Minutes of last meeting: <ul style="list-style-type: none"> ■ Approval of minutes ■ Matters arising
	Apologies for absence
	COULD HAVE
School Improvement <ul style="list-style-type: none"> ■ Receive report from School Improvement Partner (for those schools with SIPs) ■ Approve key strategic developments for inclusion in School Improvement/Development Plan 	Governing body Standing Orders <ul style="list-style-type: none"> ■ Review Governing Body Working Practices for Efficiency, and consider any structural/procedural variations for the coming year.
Child Protection <ul style="list-style-type: none"> ■ Receive report from responsible governor and approve for submission to LA 	Annual Report to Parents (Maintained Nursery schools only) <ul style="list-style-type: none"> ■ Approve report for publication
School Profile <ul style="list-style-type: none"> ■ Update and approve for publication. 	Election of Chair/Vice Chair <ul style="list-style-type: none"> ■ Confirmation of governing body's agreed procedure for election of Chair/Vice Chair (if these posts are due for re-appointment)
Headteacher's Performance Management <ul style="list-style-type: none"> ■ Appoint governors for this task 	

Full Governing Body Meeting – Term 1 2007/08

SHOULD HAVE	SHOULD HAVE (CONTINUED)
<p>Declarations of Pecuniary Interest</p>	<p>Named governors – appointment and role of:</p> <ul style="list-style-type: none"> ■ Special Educational Needs Governor ■ Health & Safety Governor ■ Children Looked After/Children in Care Governor ■ Child Protection Governor
<p>Head's report preferably written (tabled 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"> ■ Standards achieved (may be presented by curriculum committee) ■ Pupils' attitudes, values and personal developments (including attendance, exclusion and other pupil data) ■ 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 ■ Guidance care and support for pupils (including racist incidents) ■ Partnership with parents, other schools and the community ■ Leadership, management and governance including budgetary position 	<p>Clerk's report</p> <p>Membership</p> <ul style="list-style-type: none"> ■ Progress on filling vacancies ■ Update on forthcoming vacancies, and timescales for recruiting to these posts <p>Correspondence</p> <ul style="list-style-type: none"> ■ Specific to school ■ LA monthly bulletin/termly newsletter ■ DfES information
<p>School Self Evaluation</p> <ul style="list-style-type: none"> ■ Receive report on judgements on (leadership, management and governance), following visit of SIP/SIO in Term 6, agree updates to SEF and determine future priorities ■ Review evidence in order to agree judgement on achievement and standards, personal development and well being, in preparation for SIO/SIP core visit (likely to be led by curriculum committee) 	<p>Minutes of last meeting:</p> <ul style="list-style-type: none"> ■ Approval of minutes ■ Matters arising
<p>School Improvement</p> <ul style="list-style-type: none"> ■ Receive presentation on School Improvement/ Development plan for 2007/08 and establish/confirm governors' monitoring procedures 	<p>Apologies for absence</p>
<p>Governing Body's Standing Orders (Ways of Working) Review arrangements in light of priorities for the year and evaluation of governing body effectiveness</p> <ul style="list-style-type: none"> ■ Do the terms of reference, and committee structure make the most use of our skills and time and ensure that we meet all our statutory functions? ■ Does the Scheme of Delegation (Decision Planner) allow us focus on our strategic role, delegating appropriately to the Headteacher, Committees and individual governors? ■ Does our Code of Conduct/Protocol and Governors' Expenses Policy set clear expectations of what is expected from a governor at our school, and support individuals in contributing effectively? 	<p style="text-align: center;">COULD HAVE</p>
	<p>Committee/governor reports</p> <p>Report from curriculum committee on:</p> <ul style="list-style-type: none"> ■ Policy update/adoption ■ Monitoring reports if appropriate <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>Election of Chair, Vice Chair (if those offices are held on an annual basis)</p>
	<p>Annual Calendar</p> <ul style="list-style-type: none"> ■ Set dates for year with main agenda items for FGB and committees if not already determined.



The Hunt for Hidden Treasure!

The quest to recruit more school governors continues!

Many thanks to headteachers who have been running elections for staff and parent governors.

As you will see from the table below, vacancy rates in these two groups have dropped significantly:

	1 April 2006 (% vacant)	1 April 2007 (% vacant)	Difference (%)
Staff	7.3	3.5	-3.8
Parent	19.0	12.7	-5.3

However, the job is not yet complete! There are still 87 parent governor seats vacant across the city, so if elections have been unfruitful, it is important that the governing body actively seeks out a suitable person to

appoint at the following meeting of the full governing body. Are there any school events coming up that governors can attend to 'sell' the idea of being a parent governor?

As a governing body, have you considered that there may be barriers preventing parents from volunteering? For example:

- Are parents unsure about what is involved in terms of time commitment for preparing and attending meetings?
- Do those who might consider putting themselves forward know that training is available?
- Are timings of meetings difficult?
- Is paying for child care an issue?

Is there anything the governing body can do to overcome these?

Could you approach colleagues (in your locality) who have successfully filled their parent governor seats for useful pointers?

Sharing the workload

If your governing body has 3 or more vacancies then your ability to meet all your statutory responsibilities may be compromised.

Do those governors in post have the time available to cover all the work of the governing body? Wouldn't 3 or 4 additional people help to spread the load?

Although the percentage of community governor seats vacant has fallen during the past 12 months, in the straight race between headteachers (who lead on the election of parent governors) and governing bodies (who appoint community governors) headteachers are out in front!

	1 April 2006 (% vacant)	1 April 2007 (% vacant)	Difference (%)
Parent	19.0	12.7	-5.3
Community	20.6	17.4	-3.2

So how does the governing body go about approaching people to volunteer?

It may be a good start to review the skills, expertise and experience of your current governors perhaps using the "skills audit" form – example available from GDS. Where are there 'gaps'? Once you have identified the sorts of skills you would like to join it's time to

get out there and find the right people. What contacts do your governors have? Work, community organisations, faith groups, social gatherings? Why not list them all at the next governing body meeting, and agree some key approaches to make?

Try to get a name of someone to contact in an organisation – and either arrange to meet to explain about what governors do or ask for a poster to be displayed. Invite likely people to visit the school, perhaps governors could host an 'open morning'.



However, while the personal approach is the most likely to succeed, the governing body needs to also ensure that it is diverse and that positive action is taken to encourage people from under-represented groups to come forward.

- Have you got an appropriate balance of men and women?
- What about the age profile of the governing body?
- Does your governing body actively encourage and seek out prospective governors from Black and Minority Ethnic backgrounds?

This may mean breaking out of your usual circle, but don't forget your pupils come from all 'walks of life' and so should your governing body!

For further resources, take a look at:

DfES School Governor Recruitment Toolkit: Help Children, Help Schools, Ref: LEA/0224/2002, available from DfES@prolog.uk.com

Our website:
www.bristol-cyps.org.uk/services/gds/pdf/recruitment-retention.pdf

And finally...

Don't forget that even if your governing body has no vacancies, there are others that do. If you rate your colleagues and friends, there's a good chance they could make effective governors. We can put prospective governors in touch with governing bodies where there are vacancies. Do contact us!

If your governing body is working well with the current governors in post and you have one or two long standing vacancies, 'downsizing' is an option to consider. It may be possible to remove those empty seats by reviewing the Instrument of Government (see article in Bristol Governor Newsletter, Spring 2007).

SIP Annual Report To The Governing Body

A reminder that the School Improvement Partner Annual Report should be an agenda item for the last full governing body meeting of this academic year.

The Report from your School Improvement Partner should:

- Be written in a format accessible to governors, ie jargon free, with acronyms explained
- Contain clear judgements both about the quality in each area and the progress that the school is making (or not).
- Make reference to key evidence. However, SIPs will have additional evidence to use if necessary at the meeting.
- Enable governors to be clear about what the school needs to do in each area to move from the present judgement towards the next level, either in processes or outcomes
- Identify a maximum of three key priorities which the school needs to address over the next year. These priorities should arise clearly from the report.

The Process

If possible the report should be circulated to all governors prior to the meeting.

There should be no surprises for the headteacher in the content of the report. However, there may be areas where the SIP and the head disagree, in which case these should be made clear to the governing body.

Employment handbook for staff in schools

The **Employment Handbook for Staff in Schools** is a reference document that provides information about employment matters to school employees, headteachers and governors.

It sets out statutory and contractual rights and entitlements, as well as the expectations and requirements of staff working in a school. Its topics include notice periods, employee benefits, flexible working requests and school code of conduct.

The Handbook contains a host of basic information supplemented through reference to model local authority policies and procedures and external websites. It is designed to be supplemented by the school's own procedures and documents and to form part of the induction for new employees.

The Handbook is available on the CYPs internet site under Services / HR Services / Guidance.





Frequently Asked Questions... and their answers!

Question 1:

We have received a request from a parent for information. What should we do?

Answer:

Requests for information will fall either under the **Data Protection Act** (broadly, requests for personal information), the **Environmental Information Regulations** (broadly, requests for non-personal information about the physical environment) or the **Freedom of Information Act** (all other information).

Those requests that fall under the Freedom of Information Act must be responded to **within 20 working days**. If the school does not hold the information, the enquirer must be informed that this is the case. The school is under no obligation to seek out the information, but should give the parent any advice available on where they might find the information.

If the information is held by the school, either this must be provided (a charge may be made), or the school may be able to apply an exemption. The parent must be informed within 20 working days (excluding school holidays) of any charges in relation to provision of the information, or whether an exemption applies.

If you receive a request for information, and would like some support and guidance in complying with the legislation, and particularly if you are intending to refuse a request, **please contact Rodger Fowler on 0117 9037600 or email rodger.fowler@bristol.gov.uk**

Question 2:

We are considering changing our school's name. How do we go about this?

Answer:

The procedure for changing a school's name has been changed under the new School Governance (Procedures) Regulations 2007. Any proposal to change the name of the school must be detailed as an item of business on an agenda for a full governing body meeting, in the usual way (issued 7 clear days in advance of the meeting). The chair of governors is not able to implement a shorter period of notification.

No decision to change the school name may be taken **unless every governor votes in favour**. Where a governor is unable to attend the meeting, (s)he may appoint another governor or associate member as proxy. The governor unable to attend must sign a statement of appointment of his/her proxy. **Please note that this is the only item of business on which proxy voting is either permitted or required.**

All schools have an Instrument of Government (IoG) and the name of the school is as is described in the IoG. If you change your school name, please contact the Governor Development Service so that it can be amended and reissued. It is also a good idea to inform the DfES of any name change so that information on www.edubase.gov.uk/EstablishmentFind.aspx is as up to date as possible.

Question 3:

Our chair of governors has just resigned, six months before the end of her term of office. What is the procedure for appointing a new chair?

Answer:

The process for electing a chair is **partly governed by regulations and partly up to the governing body to determine**. The regulations state that arrangements will need to be made to elect a new chair at the next meeting of the full governing body. The vice chair will act up in the meantime. The recommended procedure for appointing a new chair is:

- 1. Seeking nominations:** the governing body decides whether nominations must be made in advance or can be accepted at the meeting when the election is to be held.
- 2. Term of office:** the governing body decides on the chair's term of office. Regulations say that the minimum term of office is one year and the maximum period is four years.
- 3. Process:** the governing body decides on how the election procedure is to be conducted, i.e. by secret ballot or by a show of hands. The clerk to governors conducts the process.
- 4. Withdrawal:** it is a statutory requirement that the nominees must withdraw from the meeting while the vote takes place.
- 5. Congratulate your new chair, notify the Governor Development Service** of your new appointment and encourage him/her to book on our "Taking the Chair" training programme.

It is a good idea for the agreed process for electing your chair (and vice chair) to be reviewed annually, recorded and kept with your Code of Conduct, Committee Terms of Reference and Decision Planner/Scheme of Delegation as part of your Standing Orders.

Effective governing bodies will already be thinking ahead and developing plans for the future, so an unexpected resignation need not be a disaster: **how well prepared are you?**

**Don't forget:
failing to elect a chair
is not an option!**

Bristol Governors' Forum

Are you interested in helping to drive forward the new strategy of the Bristol Governors' Forum? Do you believe you can support schools and the Local Authority in raising attainment of Bristol children?

We are keen that every school in Bristol is represented at the Forum. Does your school have a named representative? A full agenda is issued to the Chair or nominated forum representative at each school approximately a week before each meeting.

Contact: Ana Tsoucalas, Meeting Clerk on 0117 903 1396 or email ana.tsoucalas@bristol.gov.uk

Dates for 2007/08	
TERM 6 (06/07)	05/07/07
The Create Centre, 7.15 – 9.15pm	
TERM 1	11/10/07
TERM 2	06/12/07
TERM 3	31/01/08
TERM 4	13/03/08
TERM 5	08/05/08
TERM 6	03/07/08
Venue: TBC	

Partnerships Making Every Child Matter.

Did you know that is has been suggested that school experience has only a 20% influence on the life of a child or young person, with 40% linked to family influences, and 40% to other factors?

So, while it is essential to make sure that this 20% is as positive and beneficial as possible for our children, we know that if we are to make a real difference to young people's life chances, we have to exert influence on the remaining 80%.

Extended school partnerships are a key driver in engaging the whole community in working to secure the outcomes of Every Child Matters. These are:

- STAY SAFE
- BE HEALTHY
- ACHIEVE ECONOMIC WELLBEING
- ENJOY AND ACHIEVE
- MAKE A POSITIVE CONTRIBUTION

We are offering governors two different platforms to explore these areas.

During the coming year we will be running a series of training events, focusing on these key ECM outcomes. The first, 'Stay Safe' takes place on **Wednesday, 12 September 2007 at the Create Centre between 9:30am and 12noon.**

We are also offering the opportunity to find out what is happening in your locality and engage more effectively in developing provision to meet the unique needs of the children and young people in your community. Join with other governors in your area on:

- **24 September 2007, 7–9.30pm** at BAWA, Filton
- **25 September 2007, 7–9.30pm** at Council House
- **26 September 2007, 7–9.30pm** at Withywood Community Centre

Please book places in the usual way!

Termly Briefings for Chairs and Headteachers

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 **with other governor colleagues** how these can be taken forward in your own setting.

Autumn Terms 1 & 2		
Monday 8 October 2007	7.00pm - 9.30pm	@ Council House
OR		
Tuesday 9 October 2007	9.30am - 12noon	@ BAWA, Southmead
Spring Terms 3 & 4		
Monday 21 January 2008	7.00pm - 9.30pm	Venue: TBC
OR		
Thursday 24 January 2008	9.30am - 12noon	Venue: TBC
Summer Term 5 & 6		
Wednesday 30 April 2008	7.00pm - 9.30pm	Venue: TBC
OR		
Friday 2 May 2008	9.30am - 12noon	Venue: TBC

In order to facilitate attendance for all chairs, 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.

Following changes to the format of the programme (as a result of feedback from chairs), the Spring sessions were very well attended, with over 70 schools represented. **If your chair was unable to attend, do check that another governor has been nominated to take their place.**

Governor Training Programme

A summary of the remaining training courses running in the Summer Terms is set out below, and full details of our Autumn programme are 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 booking form which can 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 £53 per governor for half-day/twilight or evening courses and £105 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 June - July 2007

Course Title	Level	This course will cover...	Venue	Date	Time
ESSENTIAL COURSES FOR CHAIRS OF GOVERNORS					
Taking the Chair: Module 2		The role of the Chair as leader, focusing on effective recruitment, induction and development of individual governors within the governing body.	Southville Centre Southville	Monday 18/6/07	7.00pm to 9.30pm
Taking the Chair: Module 3		This module focuses on establishing positive working relationships particularly the unique working relationship with your headteacher.	Southville Centre Southville	Monday 16/7/07	9.30am to 12 noon
ESSENTIAL COURSES FOR ALL GOVERNORS					
Roles and Responsibilities: Module 3		The role of the governing body in ensuring effective accountability to and from stakeholders. Essential for all governors.	Fonthill Centre Southmead	Wednesday 13/6/07	7.00pm to 9.30pm
Roles and Responsibilities: Module 4		The role of the governing body in setting the strategic direction of the school. Essential for all governors.	Fonthill Centre Southmead	Wednesday 27/6/07	7.00pm to 9.30pm
Roles and Responsibilities: Module 5		The role of the governing body in supporting and challenging the school. Essential for all governors.	Fonthill Centre Southmead	Wednesday 11/7/07	7.00pm to 9.30pm
Roles and Responsibilities: Module 3, 4, 5		The governors' role in ensuring accountability, strategic planning, and supporting and challenging school performance. Essential for all governors. Condensed all day course.	Council House College Green	Saturday 09/6/07	9.30am to 3.30pm
Promoting Attendance: Governors' Responsibilities		THIS COURSE HAS BEEN CANCELLED DUE TO LOW BOOKINGS.	Create Centre Cumberland Basin	Monday 04/6/07	9.30am to 12 noon
Promoting Positive Behaviour		Governors' role in promoting effective behaviour management.	Southville Centre Southville	Thursday 07/6/07	9.30am to 12 noon
RAISE online		Using data to help governing bodies understand the school's strengths and weaknesses and inform improvement planning.	Monks Park CLC Horfield	Tuesday 19/6/07	7.00pm to 9.30pm
Child Protection		An introduction to governors' responsibilities in safeguarding children and young people	Create Centre Cumberland Basin	Monday 02/7/07	7.00pm to 9.30pm
ESSENTIAL COURSES FOR GOVERNORS SERVING ON COMMITTEES					
Improving Staff Performance: a guide for governors		An introduction to the new Performance Management regulations and the relationship with other staff performance procedures	Southville Centre Southville	Wednesday 04/7/07	9.30am to 12 noon
Financial Management Standard		Governors' responsibilities in achieving the Financial Management Standard.	Create Centre Cumberland Basin	Tuesday 12/6/07	7.00pm to 9.30pm
SPECIALIST COURSES					
Governors' Conference		From Improvement to Transformation: rethinking governance - With Keynote Speaker - Professor John West-Burnham, Senior Research Advisor, National College of School Leadership.	Fairfield High School	Saturday 07/7/07	9.30am to 2.00pm



Training Programme September - December 2007

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.	BAWA Filton	Monday 08/10/07	9.30am to 12 noon
Director's Briefing for Chairs of Governors	N/A	As above	Council House College Green	Tuesday 09/10/07	7.00pm to 9.30pm
Taking the Chair: Module 1	2	Chairing governing body meetings effectively: New Chairs, Vice-Chairs and Chairs of Committees particularly welcome.	Create Centre Cumberland Basin	Monday 19/11/07	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.	Create Centre Cumberland Basin	Thursday 27/9/07	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.	Gatehouse Centre Hartcliffe	Thursday 18/10/07	7.00pm to 9.30pm
Roles and Responsibilities: Module 2	2	As above	Create Centre Cumberland Basin	Friday 09/11/07	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.	Southville Centre Southville	Tuesday 13/11/07	9.30am to 12 noon
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.	Create Centre Cumberland Basin	Thursday 22/11/07	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 24/11/07	9.30am to 3.30pm
Roles and Responsibilities: Module 4	3	The role of the governing body in setting the strategic direction of the school.	Southville Centre Southville	Tuesday 27/11/07	9.30am to 12 noon
Roles and Responsibilities: Module 5	3	The role of the governing body in supporting and challenging the school.	Southville Centre Southville	Tuesday 11/12/07	9.30am to 12 noon
ESSENTIAL COURSES FOR ALL GOVERNORS					
RAISE online	3	Using data to help governing bodies understand strengths and weaknesses and inform improvement planning.	Monks Park CLC	Thursday 15/11/07	9.30am to 12 noon
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, especially those identified for accreditation this year.	Fonthill Centre Southmead	Friday 14/9/07	9.30am to 12 noon

Course Title	Level	This course will cover...	Venue	Date	Time
ESSENTIAL COURSES FOR LINK GOVERNORS/GOVERNORS SERVING ON COMMITTEES (CONTINUED)					
Improving Staff Performance: a guide for governors	3	An introduction to the new Performance Management regulations and relationship with other staff performance procedures.	Fonthill Centre Southmead	Tuesday 18/9/07	7.00pm to 9.30pm
Child Protection: Developing the role of the responsible governor	2	An introduction to governors' responsibilities in ensuring effective safeguarding for children and young people.	Fonthill Centre Southmead	Tuesday 02/10/07	7.00pm to 9.30pm
Exclusions	3	The role of the governing body in reviewing pupil exclusion. Headteachers and clerks particularly welcome.	Fonthill Centre Southmead	Thursday 08/11/07	7.00pm to 9.30pm
Finance: Module 1	2	An introduction to governors' responsibilities in monitoring the school's finances.	Create Centre Cumberland Basin	Wednesday 28/11/07	7.00pm to 9.30pm
Special Educational Needs	2	An introduction to the role of the Special Educational Needs Governor.	Southville Centre Southville	Monday 03/12/07	7.00pm to 9.30pm
SPECIALIST COURSES					
Every Child Matters: Stay Safe	2	Stay Safe: How can we effectively safeguard and promote the welfare of children and young people?	Create Centre Cumberland Basin	Wednesday 12/9/07	9.30am to 12 noon
Establishing Governance in Children's Centres (Repeated see 06/11/07)	2	Developing the right model of governance for your early years setting. Clerks to governors also especially welcome. Repeated on 6 November.	Gatehouse Centre Hartcliffe	Thursday 20/9/07	9.30am to 12 noon
Extended School Partnerships: locality developments in North Bristol	2	Sharing good practice in developing locally co-ordinated services in North Bristol.	BAWA Filton	Monday 24/9/07	7.00pm to 9.30pm
Extended School Partnerships: locality developments in Central/East Bristol	2	Sharing good practice in developing locally co-ordinated services for children and young people in Central/East Bristol.	Council House College Green	Tuesday 25/9/07	7.00pm to 9.30pm
Extended School Partnerships: locality developments in South Bristol	2	Sharing good practice in developing locally co-ordinated services for children and young people in South Bristol.	Withywood Community Centre	Wednesday 26/9/07	7.00pm to 9.30pm
Staff Recruitment: Ensuring effective employment practice	2	Essential for those involved in recruitment to ensure compliance with employment law.	Fonthill Centre Southmead	Friday 12/10/07	9.30am to 12 noon
Raising the achievement of pupils from Black and Minority Ethnic backgrounds.	2	How can governors ensure that we close the gap between achievements of BME pupils and other groups.	Fonthill Centre Southmead	Tuesday 16/10/07	7.00pm to 9.30pm
Establishing Governance in Children's Centres (Repeated see 20/9/07)	2	Developing the right model of governance for your early years setting. Clerks to governors also especially welcome.	Fonthill Centre Southmead	Tuesday 06/11/07	7.00pm to 9.30pm
Secondary Curriculum Developments	2	Preparing for KS3 and 14-19 curriculum change: Transforming the learning of our young people.	Create Centre Cumberland Basin	Wednesday 21/11/07	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	Gatehouse Centre Hartcliffe	Friday 21/9/07	9.30am to 12 noon
Clerks' Network (Repeat see 11/10/07)	N/A	Sharing good practice, new initiatives and supporting training and development needs.	Southville Centre Southville	Monday 08/10/07	7.00pm to 9.30pm
Clerks' Network (Repeat see 08/10/07)	N/A	As above	Create Centre Cumberland Basin	Thursday 11/10/07	9.30am to 12 noon
National Training Programme for Clerks: Module 2	2	The role of the clerk to governors in supporting good governance.	Gatehouse Centre Hartcliffe	Friday 02/11/07	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
Jane Brookman
0117 927 7454

Clifton Diocese Department for Schools
Peter Bradshaw / David Byrne
0117 9025 593

Other sources of information

Department of Education and Skills
www.dfes.gov.uk/index

Governornet
www.governornet.co.uk

DfES Publications Centre
Prolog, PO Box 5050
Sherwood Park, Mansfield Road,
Nottingham NG15 0DS
Tel: 0845 602 2260
Fax: 0845 603 3360
email: dfes@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 08000 722 181 – 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
Tel: 0117 903 1396.

