

Monthly Governor Bulletin

ESSENTIAL READING FOR CHAIRS, HEADS AND CLERKS

In May 2008 Bulletin...No. 52

DIRECTOR'S ITEMS *(items and appendices on PINK paper)*

Item	Title	Attention
1.	Message from the Director	All Governors

ACTION ITEMS *(items and appendices on PINK paper)*

Item	Title	Action by date	Attention
2.	Wanted! One Primary Governor to represent Bristol Schools on the Bristol Schools' Forum	Check with Ana	All Primary School Governors
3.	Health & Safety: CYPS Manual Handling Policy - Pupils	ASAP	Health and Safety Governor

CONSULTATION ITEMS *(items and appendices on GREEN paper)*

Item	Title	Action by date	Attention
4.	School Surveys - Your chance to participate	Various	Chair of Governors
5.	Consultation on strategy for 14 - 19 qualifications	23 June 2008	Secondary governors

INFORMATION & GUIDANCE ITEMS

(items and appendices on YELLOW paper)

Item	Title	Attention
6.	Essential agenda items Terms 5 and 6	Chair, Head, Clerk
7.	Healthy weight, healthy lives: Guidance for local areas	Chair
8.	Addressing homophobia within Personal, Social and Health Education	Chair and Chair of Curriculum committee
9.	National Year of Reading	Chair of Curriculum
10.	Publication of guidance on study leave	Chair of Curriculum (Secondary)
11.	Staff wellbeing is key to school success	Chair of Staffing
12.	Voluntary Service Overseas (VSO) pensions funding	Chair of Staffing/Head
13.	Value for Money (VfM) consultancy advice support	Chair of Finance
14.	Children in Care: Care Matters implementation plan	Children in Care Governors

TRAINING AND CONFERENCE ITEMS

(items and appendices on BLUE paper)

Item	Title	Attention
15.	Deputy/Assistant Headteachers' Conference	Chair and Headteacher
16.	Bristol Governors' Forum	All Governors
17.	Black and Minority Ethnic Governors' Support Network	All BME Governors
18.	Healthy Schools Training	Clerk/Training Governor

19.	Area Based Meetings for Headteachers and Governors	Chairs of Governors
20.	Central Training Programme	All Governors/Clerks

NB. Please could clerks ensure that those governors mentioned as the target audience, for example finance committee members, health and safety governor, receive a copy of that item.

Governor Development Service
Bristol Education Centre, Sheridan Road, Horfield, Bristol, BS7 0PU
Tel: 0117 903 1396 Email: gds@bristol.gov.uk
THIS DOCUMENT IS AVAILABLE ON LINE AT:
Website: <http://www.bristol-cyps.org.uk/services/gds/gds.html>

NEED TO ACCESS SOMETHING ON THE CYPS INTRANET?

Wherever possible, we ensure that CYPS documents etc. referred to in this Bulletin are available on the CYPS *internet* site. However, occasionally this is not appropriate and documents are only available on the *intranet* site. Any governor or clerk can obtain access to the intranet via your headteacher.

Your headteacher will need to e-mail peter.wangermann@bristol.gov.uk to request a log-in and password for you, giving your full name and your e-mail address.

DIRECTOR'S ITEMS

1. MESSAGE FROM THE DIRECTOR

Dear Governor Colleagues

I hope you have had a relaxing Easter break.

Firstly, I am delighted to welcome Jan Ormondroyd to Bristol as Chief Executive, Bristol City Council.

Jan made contact with schools on her first day, 25 March, with the following message:

“Easter is generally seen as a turning point in the year with spring bringing new growth and opportunities after a long hard winter. I am therefore delighted to be joining you at this auspicious time when it feels that Bristol is at a turning point. We have challenges ahead to put Bristol on both the national and regional map and to let others see what we can genuinely achieve. But equally importantly we have to deliver improved outcomes for the people of Bristol, through vastly improved partnership working with other key organisations throughout the city as well as local communities themselves.

I have been encouraged by some of the people I have met to date and their enthusiasm and commitment to make a real difference. I hope to meet with many more of you in the coming months. I am sure there will be challenges and opportunities for everyone and I look forward to working with you to deliver a Council that will be seen as the best in the business.

Best wishes, Jan Ormondroyd, Chief Executive”

I know that Jan sees governors and school leaders as particularly crucial partners in taking Bristol City Council forward, and that she will be seeking opportunities to meet and work with colleagues in the weeks and months ahead.

Secondly, this term marks a significant change in the authority's strategic support for Heads, Chairs and Clerks. The meetings which have been known as 'Director's Briefings' have now become 'Agenda Briefings'. These new-style meetings will focus on the 'essential' elements of each term's governing body agendas, to ensure that all governing bodies have the support they need to meet their statutory responsibilities. These changes have been developed in partnership with the Governors' Forum and were explained in the March Bulletin. I trust that these new arrangements will provide a much improved service.

I look forward to working with you all over the coming term.

Yours sincerely,



Heather Tomlinson
Director of Children & Young People's Services

ACTION ITEMS

Attn: All Primary School Governors

2. Wanted!

One Primary Governor to represent Bristol Schools on the Bristol Schools' Forum

The Schools Forum is a statutory body comprised mainly of headteachers and governors. It usually meets six times a year and is independent of Bristol City Council but supported by it. Its role is to consider proposals drawn up by the Local Authority to allocate the Dedicated Schools Grant received by Bristol from the DfES (approximately £180m). Currently this is principally through the use of the "School funding formula". Any changes to this "formula" plus any additional specific funding proposed by the LA must be approved by the Schools Forum.

In addition the forum keeps itself abreast of how the remainder of the education budget is allocated. This helps the Forum to make fully informed decisions, taking the wider picture into consideration. This includes the financial implications of various recent national and local education initiatives.

A vacancy for a Primary Governor has arisen. Please draw this vacancy to the attention of all of your eligible governors. The prospective members :-

- Must be willing to take part in ongoing training / induction
- Ideally will have some experience in finance in some way (e.g at work, Chair of Finance Committee etc)
- Must have an interest in how all Bristol schools are funded, not just their own!
- Be able to commit to regularly attend meetings (6pm at the Council House) currently scheduled for 20 May and 8 July

If you or any of your governor colleagues are interested, please in the first instance contact the Governor Development Service giving details of experience and why you are interested. The names of those governors interested in taking up this position will be put to the Bristol Governors' Forum for consideration, who are responsible for making the appointment. The term of office will run until 31 August 2011.

If you have any questions, or would like to know more, please contact Ana Tsoucalas.

The closing date for nominations is 16 May 2008

**Contact: Ana Tsoucalas, Governor Development Service, Tel: 9031396,
ana.tsoucalas@bristol.gov.uk**

Attn: Health and Safety Governor

3. Health & Safety; CYPS Manual Handling Policy - Pupils

A new CYPS Manual Handling Policy has been added to the Health & Safety intranet site following very helpful work from Claremont Special School and other colleagues.

Due to competing priorities, it has not been possible to consult across CYPS on content, which the Health, Safety and Well-being Team recognise is essential to ensure it is a comprehensive CYPS document applicable to all appropriate services. However, pending that work, which will take place later in the year, schools are asked to implement the policy as soon as possible.

Please arrange for this policy to be proposed for adoption at your next meeting.

**Contact: Bill Crocker, Health & Safety Officer, Tel: 9224021,
bill.crocker@bristol.gov.uk**

CONSULTATION ITEMS

Attn: Chair of Governors

4. SCHOOL SURVEYS – YOUR CHANCE TO PARTICIPATE

Two important surveys are currently underway in Bristol schools and a third will be taking place during Term 6. Although participation in all three is voluntary they provide invaluable feedback to the local authority's Children and Young People's Service and we would welcome the support of governors in encouraging their schools to take part.

The first is the **OfSTED TellUs3 survey**. This is conducted annually in pre-selected schools and provides essential information on the views of children and young people on a wide range of lifestyle issues. The survey is closely aligned to the Every Child Matters outcomes and the results are used by OfSTED to help inform their judgement of the authority as part of the Annual Performance Assessment (APA) process. The authority uses the feedback received from OfSTED to help shape and inform the delivery of future services. 14 schools are currently participating in the survey. If your school was one of those invited to take part but has not yet signed up, it is not too late to do so. **Schools have until the 12 June to complete the survey.**

The second is the **Every Child Matters Survey**. This is a local survey and specifically focuses on health related behaviour. All children in years 4, 6, 8 and 10 have been invited to complete the questionnaire. Participating schools will receive a report that can be used as part of the OfSTED self-evaluation process. The survey is being managed by the Schools Health Education Unit on behalf of Bristol NHS Primary Care Trust and the results will be shared with the Council. This is a particularly important survey as it will establish a robust set of baseline data against which the effectiveness of health education and promotion programmes in Bristol schools can be measured in the future. **Completed questionnaires have to be returned by the end of May.**

The third survey is the annual **Audit Commission Survey of Schools**. This survey is directed at all schools in the local authority area and covers a very wide range of questions related to the services provided by the Children and Young People's Service. This is a really good opportunity for Headteachers and Governors to make their views and opinions known but in order to give the results real value we need as many schools as possible to participate. Last year less than 50% of schools responded to the invitation and so we are looking for your help this year to raise the participation rate significantly. **The survey will run from 4 June to 16 July and details will be sent out to schools shortly.**

Participation in surveys is always time consuming and we are well aware of the demands placed on schools. However, we hope that you will agree that these three surveys represents a real opportunity to contribute to the future delivery of services to children and young people in Bristol and will give them your full support.

Please encourage your school to participate.

Contact: Rodger Fowler, Strategic Development Manager, Tel: 9037600
rodger.fowler@bristol.gov.uk

5. Consultation on strategy for 14-19 qualifications

This consultation seeks views on proposals for how the DCSF should move to achieve the vision set out in the 14-19 Education and Skills White Paper, of a qualifications system in which every young person can prepare themselves through education and training to make a success of their life. It proposes simplifying the system, with a new process to bring the best of existing qualifications into the four national routes- (Diplomas, GCSEs and A levels, Apprenticeships, and the Foundation Learning Tier) while building towards a more streamlined offer.

Visit the 'Consultations' area of the DCSF website to respond or for more information

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

The closing date for responses is Monday 23 June 2008

INFORMATION AND GUIDANCE ITEMS

Attn: Chair, Head, Clerk

6. Essential agenda items Terms 5 and 6

As part of the move from Director's Briefings to Agenda Setting Briefings (see Director's Item this Bulletin and Item 21 March Bulletin) we are promoting the essential items that should be included on all Governing Body agendas. The "headline" items are summarised at appendix 3 (this document was circulated in preparation for the Agenda setting Briefings on 30 April and 2 May). Please note that more detailed agendas will continue to be published in the Bristol Governor newsletter.

Please can Chairs and Clerks ensure these items are included on your Term 5 and 6 agendas. They are specifically intended to support school improvement planning and ensure your governing body fulfils its statutory functions.

**Contact: Ian Caskie, School Improvement Adviser: Governance & Leadership,
Tel: 3773246 ian.caskie@bristol.gov.uk**

Attn: Chair of Governors

7. Healthy weight, healthy lives: Guidance for local areas

This guidance follows on from the publication of the Government's obesity strategy, "Healthy weight, healthy lives: A cross-government strategy for England." It sets out how LAs, primary care trusts, schools and others can make a real difference in helping everyone achieve and maintain a healthy weight.

Schools have a key role in encouraging healthy eating and physical activity in ways that will also help children reach their full educational potential. Visit the Department of Health website to view the guidance:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_083613

**Contact: Sharon Sexton, Transforming School Meals Co-ordinator, Tel: 9222158
Sharon.sexton@bristol.gov.uk**

Attn: Chair and Chair of Curriculum Committee

8. Addressing homophobia within Personal, Social and Health Education

There has been coverage in the media in recent weeks of concerns voiced by some Muslim parents at two Bristol primary schools about how the schools are addressing **homophobia within Personal, Social and Health Education**.

A number of meetings with parents and community representatives have been held at the schools. Both schools had previously consulted parents about this subject, but despite this, some parents strongly opposed the approach being taken. In order to create a forum for reaching agreement on a curriculum that is acceptable to all and to move the debate away from the school settings, the Council's Equalities and Community Cohesion Team is co-ordinating a city-wide forum, with support from the Institute of Community Cohesion.

The Council has not endorsed the banning of any curriculum materials but recognises that there needs to be informed dialogue which resolves this matter within the national framework of equalities legislation which unequivocally opposes homophobic bullying.

All media matters regarding this issue are being handled by the Council's Press Office.

**Contact: Anne James or Gillian Douglas, Equalities and Community Cohesion Team,
Tel: 922 4446 anne.james@bristol.gov.uk, gillian.douglas@bristol.gov.uk**

Attn: Chair of Curriculum Committee

9. National Year of Reading

The National Year of Reading is a campaign to highlight the enjoyment of reading and its benefits, especially to reluctant readers.

The year began in January with three months' planning; public-facing activity will run from April to December.

Schools are vital to the Year and letters are being sent to every Head of English or Literacy Coordinator to raise awareness. Packs with posters and other materials will be sent to these members of staff in time for April. The hope is that, if you have one, your librarian will also be involved in planning.

Have you asked your headteacher how your school is participating?

Visit the National Year of Reading website for more information

<http://www.yearofreading.org.uk>

Attn: Chair of (Secondary Schools) Curriculum Committee

10. Publication of guidance on study leave

Study leave may be a very positive experience for some students but it is also lost time for many. Successful preparation for examinations needs to be a deliberate and carefully planned experience. For many students, study leave can be wholly inappropriate and they are best working in school with their teachers and peers up until their last examination.

There is no one solution but, as the majority of schools have found, the vital first step is developing school-based options, rather than study leave at home, which is legally always regarded as unsupervised and likely to be unstructured.

When revision and exam-preparation sessions are carefully planned and delivered, schools find little difficulty in eliminating the need for home study and such school-based sessions soon become the norm. The SSAT has published this revised guidance on study leave, which sets out some ideas for how schools might quickly and effectively work with their Year 11 pupils, as well as how they might approach longer-term strategies.

Visit the Specialist Schools and Academies Trust website

<http://www.specialistschools.org.uk/>

Attn: Chair of Staffing Committee

11. Staff wellbeing is key to school success

As part of our initiative to promote school wellbeing, this further information from Worklife Support is made available to governors to assist in your support for 'Signing up' and moving positively forward. In the first UK study of its kind, average levels of teacher wellbeing within

schools has been found to be linked to pupil performance as assessed by SATs and value-added measures.

It is widely assumed that employees' feelings at work - expressed through satisfaction, stress and attitudes towards their jobs - are related to employees' performance. While hard evidence for such links is weaker and less common than most people seem to believe, there is no doubt that there are relationships between how people feel and how they behave, and that these relationships are likely to have implications for performance.

Although most research has tended to focus on individual wellbeing and performance indicators, research conducted on a group or collective level (i.e. on the level of teams, work units and organisations) reveals stronger links between wellbeing and performance. In other words, work units that on average have higher levels of wellbeing tend to also have higher levels of work unit performance.

Methodology

Three dimensions of both positive and negative aspects of wellbeing were measured during the course of the research: feeling valued and cared for; feeling overloaded; and job stimulation and enjoyment. For each school, the average levels of these three aspects of wellbeing were calculated across two consecutive administrations of the Organisational Self-Review Measure (OSRM) survey.

Data was collected from 24,100 staff, in 246 primary schools and 182 secondary schools. For primary schools, OSRM data was available for 2003, 2004 and 2005 and for secondary schools, from 2001 to 2005 inclusive.

From primary schools, the performance data collected were Statutory Assessment Tests (SATs), averaged across the three core subjects, and the school value-added measure. For secondary schools, the performance data collected were the percentage of pupils achieving level 5 or above at each Key Stage as well as the school value added measure.

The data for primary and secondary schools were analysed separately. This analysis set out to explore relationships between school-level teacher wellbeing on the one hand and school-level pupil performance on the other.

Key findings

When scores on the OSRM indices of wellbeing in primary schools are aggregated, and the average wellbeing of staff in each school is then examined in relation to the SATs results for that school, a statistically significant positive association between staff wellbeing and SATs results is apparent in 2004 (the year in which most primary school OSRM data was collected). As an indication of the strength of this relationship, in 2004 the average wellbeing of teaching staff accounted for 8% of the variance in SATs results.

The increase in job stimulation and enjoyment between the two administrations of the OSRM has a small but statistically significant positive association with the measure of "value-added".

After controlling for the effects of relevant variables (for example, percentage of pupils absent or with Special Educational Needs), there is still a significant relation between the indices of teacher wellbeing and SATs in 2004 and 2005, and also a significant relation with the "value-added" measure.

For secondary schools, after controlling for the effects of relevant variables (for example, percentage of pupils absent or with Special Educational Needs), there is a significant and positive association between the wellbeing variables and the following measures of school performance: Key Stage 4 results - percentage achieving level 2 (5+ grades A to C) and the value-added measure based on progress between Key Stage 2 and Key Stage 4.

What does this mean?

Taken as a whole, these findings suggest that there are links between how teachers within a school on average feel about their work and the performance of pupils in that school. These

links were found even after controlling for other factors that are known to have an influence on pupil performance. This is, to the best of our knowledge, the first study to demonstrate this relationship in a UK context.

Conclusions and implications

The major implication of these findings is that if we want to improve school performance, we also need to start paying attention to teacher wellbeing. How teachers feel on an everyday basis is likely to affect their performance and so, in turn, the performance of the pupils they teach. This may happen in several ways. For example, happier, motivated teachers may make pupils feel happier, motivated and more confident. Happier teachers may also be able to concentrate better on the job of teaching, and experience more motivation to help pupils in need of special attention.

At the same time, because this study cannot clearly establish cause and effect, it may also be the case that improving school performance has positive impacts on teacher wellbeing.

What seems most likely that there is a two-way relationship between teacher wellbeing and pupil performance. Just as increases in teacher wellbeing can lead to improvements in the performance of pupils, so increases in pupil performance may lead to increased wellbeing in teachers. If so, both virtuous circles and downward spirals are possible. In the former, improvements in teacher wellbeing may lead to improved pupil performance, which in turn leads to improved teacher wellbeing, and so on. In the latter, a reduction in teacher wellbeing at a school might lead to poorer pupil results, leading to a further drop in teacher wellbeing, and so on.

For more information:

Contact: Bill Crocker, Health & Safety Officer, Tel: 9224021

bill.crocker@bristol.gov.uk

Attn: Chair of Staffing Committee/Headteacher

12. Voluntary Service Overseas (VSO) pensions funding

Under a new three-year pilot scheme, from April any public servant (teacher, civil servant, LA employee) who undertakes an overseas volunteer assignment of 7 to 24 months with VSO or one of four other similar organisations will be eligible to have their pension contributions made up from a central Government fund on their return to UK public service. The individual employee and employer do not have to contribute.

The scheme will boost recruitment of volunteers but will also improve staff retention, development and global understanding in schools and throughout UK public services.

Visit the VSO website for more information

<http://www.vso.org.uk/publicpensions>

Attn: Chair of Finance Committee

13. Value for Money (VfM) consultancy advice support

If you are finding it difficult to look at VfM alongside all the other issues you face, then the new VfM consultancy advice programme could be just what your school needs. It can help schools explore and identify opportunities to improve VfM and to effect the changes that will deliver it.

From 7 April 2008, all schools are entitled to one day of free advice on VfM. The advice will be independent, confidential and tailored to your school's specific needs. It will help you to understand how VfM can be achieved and to place it within the context of your overall objective to improve outcomes. It will also provide access to support and information to help you to consider VfM issues in strategic planning and to be innovative in enabling learning.

Visit the new Value For Money website to book your day of free advice
<http://schools.tribalavail.co.uk/vfm/>

Attn: Children in Care Governors

14. Children in care:Care Matters implementation plan

On 26 March, the Government published the **Care Matters implementation plan**: 'Care Matters: Time to deliver for children in care'.

The plan sets out how the Government and its partners will support local improvement to deliver the goals set out in the White Paper, 'Care Matters: Time for Change.'

This launch marks the start of what will need to be a sustained and joint effort from partners to really drive improvement in outcomes for children in care. The plan can be downloaded from www.everychildmatters.gov.uk/socialcare/childrenin_care or ordered in hard copy from DCSF publications on 0845 60 222 60, quoting reference 00279-2008DOM-EN.

A briefing on the new plan has been arranged by the Education of Children Looked After Service (ECLAS). Please see the flyer at appendix 1 for details.

Please note that Children Looked After Governors will now be known as Children in Care Governors in line with the change in DCSF terminology. A copy of the latest ECLAS newsletter is attached at appendix 2.

Contact: Jackie Scarman, Office Administrator, Tel: 3773051
jackie.scarman@bristol.gov.uk

EDUCATION OF CHILDREN LOOKED AFTER SERVICE

CARE MATTERS - TIME TO DELIVER FOR CHILDREN IN CARE

A BRIEFING ON THE KEY EDUCATION POINTS OF THE NEW CHILDREN AND YOUNG PERSON'S BILL

The Children and Young Persons' Bill is currently going through both Houses of Parliament. The final Act will mean significant changes to the ways we all work with Children in Care.

This briefing is intended for Heads, Designated Teachers, Governors, Social Care managers and practitioners, Reviewing Officers, Strategy Leaders and School Improvement Partners.

The presentation will focus on the key education elements of the Bill and the likely impact on schools. There will be an opportunity to discuss how we can better work in a multi-agency way to deliver improved outcomes for children in care.

All sessions are 4.30 - 6pm

Wednesday 7th May

Bristol Brunel Academy, Speedwell Road, Speedwell BS15 1NU

Wednesday 21st May

Portway School, Penpole Lane, Shirehampton, BS11 OEB

Tea and coffee will be provided and it would be helpful if you could either email **Jackie Scarman** jackie.scarman@bristol.gov.uk or return the attached slip to ECLAS either through the internal post or to 1b Amercombe Walk, Stockwood, BS14 8AN indicating which session you will be attending.

.....
Care Matters White Paper Briefing

Name

I will be attending the session on

at

EDUCATION OF CHILDREN LOOKED AFTER SERVICE

NEWSLETTER 3

APRIL 2008

HERE COME THE SATs

This is just a reminder to all recipients of the newsletter who are not based in schools that SATs will be with us in May. Key Stage 3 (pupils in year 9) tests are the first week 6th - 9th May and Key Stage 2 (pupils in year 6) are the following week 12th - 16th. If you would like to discuss issues for any year 9 or year 6 young people please phone ECLAS.

CHILDREN AND YOUNG PERSONS BILL

The Implementation Plan for Care Matters: Time to Deliver for Children in Care is now available

<http://www.everychildmatters.gov.uk/socialcare/childrenincare/>

A reminder that there are three briefings on the educational implications of Care Matters

23rd April St Mary Redcliffe & Temple school

7th May Bristol Brunel Academy

21st May Portway School

All 4.30 - 6.00pm please groupwise Jackie Scarman if you would like to attend one of these sessions.

TRAINING FEEDBACK

Social Workers

15 people attended the training Supporting and promoting education for children in care. The course was well evaluated by all participants. Comments included: "Very informative and enjoyable training"

"Great day- really thought provoking and wealth of knowledge of facilitator"

Foundation Stage Practitioners

14 foundation stage practitioners representing a range of settings, Children's Centres, schools, nurseries, Portage and Inclusion Service attended the Course 'How can we support our youngest Children who are in care?'

Comments included

"Excellent link between practice & the underpinning theory"

"A deeper insight into how a child in care's emotional development is affected"

School Governors

8 Designated Governors for Children in Care attended follow up training. All governors went away with an Action Plan to discuss with their governing bodies. Comments included:

"The best training I have ever attended"

Designated Teachers

Supporting and promoting education for children in care - unfortunately this was cancelled due to poor take up

MORE ART SUCCESS

Some of the children in care and care leavers art work shown at the Bournemouth Conference has also been on show at the Foundling Museum in central London. A number of the pieces have been sold!

Our annual exhibition of ECLAS GCSE art will be at Bower Ashton Friday 13th June 6 - 9 pm more details next time.

FROM TARZAN TO SHAKESPEARE

Our Learning Mentors have been busy lately. We have had a trip to Dean Field study centre for a team building and high walk activity for 6 young people. This involved climbing up various ropes and trees, and finally making the 'leap of faith' onto a trapeze before sliding down a trip wire.

"Best comment "Wheee"

"Didn't quite have time for the leap of faith" (Learning Mentors!)

Six young people in Key stage 3 were taken to see the much acclaimed production of *Much Ado about Nothing* at the National Theatre in London. Some views expressed were

"I thought it was really funny"

"It was a bit difficult to understand at first but I got it in the end"

"It was a long play but it kept me interested. The theatre was amazing"

In the Easter holidays Craig and Angela will be taking young people in Key Stages 3 and 4 to visits at UWE, Bath Spa and Bristol Universities as part of the widening participation programme. 18 young people also had an evening out bowling with 6 student ambassadors. We are very grateful for the welcome children in care receive on these visits and events and for the support we receive from the three universities.

LETTERBOX CLUB EVALUATION

We have undertaken the final evaluation of the Letterbox club. Of the 40 children in the project 20 improved their standard reading score with an average range of improvement of 5 points. There are a number of reasons why half the pupils did not show a measurable improvement including one child who was already at the top of the scale. Placement and school moves can have an impact and

just how the child felt on the day of the assessment. In numeracy, all but 3 improved their performance. Some outcomes cannot be measured in point's scores ... Foster carers said

"She enjoys reading more now"

"My daughter got great pleasure out of her Letterbox Club parcels. She would wait looking forward to the next one being delivered and would really like to carry on receiving more"

"it was like her own special parcel with her treasures in it"

ADAPTING THE CURRICULUM

Our Achievement coordinator met with the Science Consultant for the authority to look at areas of secondary science curriculum that might present difficulties for children in care. We looked at areas such as genetics, inheritance and variation. Some of the exercises could be difficult (talk about what you have inherited from your mum) for children in care, adopted children and those who have lost contact with parents. It was not difficult to re-word or find alternative activities. This was a useful exercise and we look forward to working with colleagues in other subject areas in the same way.

KEEPING UP WITH THE JONES'

We lost a Jones when Annette left to become SEN Manager but we are pleased to say we have gained another. Chloe Jones (no relation) recently joined us as our admin assistant and will usually be the first voice you hear when you phone us. She is a very welcome addition to our admin team.

For more information about anything in this newsletter please contact Pauline Cole at ECLAS 37 73056 pauline.cole@bristol.gov.uk

Governing Body Essentials Terms 5&6 2007/08

Full Governing Body Meeting: EVERY TERM

- Headteacher's report, addressing each area of the SEF, including progress within each year group towards end of year targets, progress towards securing the Extended Provision core offer as well as numbers on roll, attendance, exclusions and equalities reporting
- Reports from committees (including budget monitoring)
- Reports from named governors (eg SEN, Literacy, Numeracy, Children in Care etc)
- Reports from governors following monitoring visits to school and training
- Clerk's report, including progress on filling vacancies, forthcoming vacancies, correspondence and review of governor training needs
- Declarations of Pecuniary Interest

Full Governing Body Essential Items: TERM 5

- Report on judgements of the quality of provision following visit of SIP in Term 4 - agree update to appropriate sections of the SEF and determine future actions
- Review/update information to parents and others including prospectus (if not already updated this year), publication scheme (Freedom of Information Act), complaints procedures and discipline/behaviour (including anti-bullying) policy
- Ensure required Equalities and Inclusion Policies are in place (*see www.bristol-cyps.org.uk/services/eit/inclusion_policies.html for details*)
- Ratify budget for new financial year

Possible Items For Appropriate Committees: TERM 5

- Report on progress against targets in School Development Plan, and consider priorities for next academic year
- Evaluate evidence in order to determine a corporate judgement on leadership and management, inc governance to input into the next SIP core visit
- Report on impact of intervention programmes on pupils' learning
- Progress on staffing arrangements for next academic year
- Draft Annual Health & Safety Report for Full Governing Body
- Finalise budget for next financial year for recommendation to Full Governing Body

Full Governing Body Essential Items: TERM 6

- Review effectiveness of governor meetings and committee structure ready for Term 1
- Agree new School Development Plan
- Receive Annual Report from School Improvement Partner
- Review arrangements for Headteacher's Dedicated Headship Time
- Set dates for the following year's Full Governing Body and committee meetings
- Receive report from Governor responsible for Child Protection
- Receive annual report on equalities monitoring, including number of incidents and action taken
- Appoint governors to carry out Performance Management of the Headteacher for the following Autumn
- Update the School Profile, and approve for publication (if not already published this academic year) (*See guidance on Teachernet –go to: www.teachernet.gov.uk/management/newrelationship/schoolprofile/*)
- Approve Annual Report to Parents (*Nursery Schools only*)

Possible Items For Appropriate Committees: TERM 6

- Review un-validated data on Foundation Stage Profiles, KS1 assessments, KS2 outcomes and KS3 Maths/Science (if available)
- Review expected outcomes for KS3 (Eng), KS4 and 5 compared with targets
- Review progress of pupil groups in non statutory assessments, including progress towards targets

TRAINING AND CONFERENCE ITEMS

Attn: Chairs and Headteachers

15. Deputy/Assistant Headteachers' Conference

This year's Deputy and Assistant Headteachers' Conference will take place on Friday 6 June. Full details are given at appendix 1.

Please encourage your deputy and assistant headteachers to attend and benefit from this development opportunity.

**Contact: Courses and Conferences Office, Tel: 9030498,
bec.courses@bristol.gov.uk**

Attn: All Governors

16. Bristol Governors' Forum

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

Meeting Dates 2008

Thursday 8 May 2008

Thursday 3 July 2008

Meetings start at 7.15pm and take place at the Create Centre.

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>

**Contact: Ana Tsoucalas, Clerk to the Forum, Tel: 9031254
ana.tsoucalas@bristol.gov.uk**

Attn: All Governors

17. Black and Minority Ethnic Governors' Support Network

The BME Governors' Support Network has been set up to provide support and a discussion forum. All black and minority ethnic governors are welcome to attend these lively and informative meetings. The remaining date for this year is:

Wednesday 11 June 2008

Meetings all take place at 6.45pm at the Council House.

Please could clerks ensure these dates are passed on to BME governors on your governing body and ask them to let us know if they would like to attend, or be kept informed about the Network.

**Contact: Louise Bale, GDS Co-ordinator, Tel: 9031396
louise.bale@bristol.gov.uk**

18. Healthy Schools Training

See attached flyers

19. Area Based Meetings for Headteachers and Governors

As detailed on page 2 of the spring issue of The Bristol Governor, Chairs (or another governor) are invited to the Area meetings scheduled to take place in June. These are as follows:

North – Monday 16 June

East/Central – Monday 23 June

South: Monday 30 June

All meetings 9 am -12 noon with coffee and networking from 8.30am. Further details (including venues) will be confirmed shortly.

20. Central Training Programme

Please note that all courses in the Governor Development Service Training Programme are open to governors, clerks, headteachers and associate members. If a particular course is not targeted specifically at you, but you are interested in the topic, please do book a place in the usual way. All Welcome!

Full details of our Training Programme are set out in each edition of the Bristol Governor Newsletter distributed to all governors. The newsletter can also be found on-line at www.bristol-cyps.org.uk/services/gds. By way of a reminder, the schedule is repeated at the back of this Bulletin.

Contact us to book a place on any course. 9031396 or GDS@bristol.gov.uk

Have you spotted these key training sessions?

Every Child Matters: Be Healthy	Fonthill Centre Southmead Tuesday 13 May 7.00 to 9.30p.m.
Roles & Responsibilities Module 1	Withywood Community Centre Withywood Wednesday 7 May 9.30 - 12noon
Roles & Responsibilities Module 2	Withywood Community Centre Withywood Monday 19 May 9.30 - 12noon
Taking the Chair Module 1	Fonthill Centre Thursday 5 June 9.30 - 12noon



Statutory School Food Standards Twilight Training

Wednesday 21st May 2008 4.15pm – 5.45pm
Wednesday 18th June 2008 4.15pm – 5.45pm

The Council House, College Green, Bristol

The new School Food Standards were announced by the DfES on 19th May 2006. These standards combine the recommendations of the School Meal Review Panel (SMRP) and the School Food Trust (SFT). The Standards for 'food other than lunch' became statutory from September 2007. I am pleased to offer further twilight training sessions on these standards.

Target audience:

Head Teachers, deputy heads, teachers, PSHE co-ordinators, governors, Healthy Schools co-ordinators, PE Staff, extended schools managers.

Aim:

To help schools understand the new statutory standards for school meals and food other than lunch, how they apply to their school, and will make a difference to their school food provision throughout the school day.

Facilitators: Sharon Sexton, Transforming School Meals Co-ordinator/Dietitian
Lucy Crystal, Senior Health Promotion Specialist (Food in Schools)

This course is **free** of charge, but places are limited so early booking is advised.

Please note that due to the popularity of these courses there is now a £30.00 cancellation fee for non-attendees

Please fax, email or post application form to:

Sharon Sexton, Transforming School Meals Co-ordinator, e-mail sharon.sexton@bristol.gov.uk or
Jane Tiley, Transforming School Meals Administrator, e-mail: jane.tiley@bristol.gov.uk
Fax: 0117 903 7775



School Food Standards Twilight Training

I would like **1 or 2** (please circle) place/s on the following training course:

- Wednesday 21st May 2008 4.15pm – 5.45pm The Council House, College Green, Bristol
 Wednesday 18th June 2008 4.15pm – 5.45pm The Council House, College Green, Bristol

Name: Job Title:

School/Base: Budget Cost code:.....

Address:

Tel: Email:

Please state if you have any special requirements (eg: large print handout, hearing loop)



Whole School Approach to Food and Nutrition

Wednesday 11th June, 2008
9.30am – 3pm

The Council House, College Green, Bristol

Target audience: School Management Team, Governors, PSHE and Healthy School Coordinators, school teachers and school nurses.

Aim: This whole-day course will revise and update nutritional knowledge, make links with the eatwell plate food guide in relation to children's diets, identify key areas of nutritional concern, signpost to useful resources and discuss and share ideas for curriculum linked activities.

Facilitators: Sharon Sexton, Dietitian and Transforming School Meals Co-ordinator
Lucy Crystal, Senior Health Promotion Specialist (Food in schools)

This course is **free** of charge, but places are limited so early booking is advised.

Please note that due to the popularity of these courses there is now a £30.00 cancellation fee for non-attendees.

1 day supply cover is available for Bristol City Council Schools only
Lunch and beverages will be provided

Please fax, email or post application form to:

Sharon Sexton, Transforming School Meals Co-ordinator, e-mail

sharon.sexton@bristol.gov.uk or Jane Tiley, Transforming School Meals Administrator, e-mail:

jane.tiley@bristol.gov.uk

Fax: 0117 903 7775

Room 355, The Council House, College Green, Bristol, BS99 7EB



Date of Training: Budget Cost code.....

Name: Job Title:

School/Base:

Address:

Tel: Email:

Please state if you have any special requirements (eg: large print handout, hearing loop)

Governor and Clerk Training Programme from April 2008 to July 2008	Level	This course will cover....	Venue	Day	Date	Time
<i>Essential courses for Chairs/Vice-Chairs of Governors</i>						
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	Wednesday	30 April 2008	7.00-9.30pm
Director's Briefing for Chairs of Governors	N/A	Strategic briefing, discussion and networking. Considered essential for all Chairs. Vice-Chairs and Headteachers also particularly welcome.	Withywood Community Centre	Friday	2 May 2008	9.30 - 12noon
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	5 June 2008	9.30-12noon
Taking the Chair: Module 3	2	This module focuses on establishing positive working relationships particularly the unique working relationship with your headteacher	Create Centre Cumberland Basin	Monday	14 July 2008	7.00-9.30pm
<i>Essential courses for New Governors</i>						
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	7 May 2008	9.30-12noon
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 May 2008	9.30-12noon

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	2 June 2008	9.30-12noon
Roles and Responsibilities: Module 4	3	The role of the governing body in leading the strategic direction of the school.	Fonthill Centre Southmead	Monday	16 June 2008	9.30-12noon
Roles and Responsibilities: Module 5	3	The role of the governing body in supporting and challenging the school.	Fonthill Centre southmead	Monday	7 July 2008	9.30-12noon
Roles and Responsibilities: Modules 3,4,5	3	The governors' role in ensuring accountability, leading 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 June 2008	9.30-3.30pm
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 May 2008	7.00-9.30pm
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	Wednesday	21 May 2008	9.30am-12noon
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	2 July 2008	7.00-9.30pm
Specialist courses						
Every Child Matters : Be Healthy	2	How can we effectively promote healthy lifestyles in children and young people?	Fonthill Centre Southmead	Tuesday	13 May 2008	7.00-9.30pm

Ofsted Inspection	2	Ofsted: Understanding the inspection framework and what it means for governors	Withywood Community Centre	Thursday	26 June 2008	9.30-12noon
Improving staff performance: 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	3 June 2008	9.30am-12noon
Improving staff performance: 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 July 2008	7.00-9.30pm
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 support available to schools.	Council House College Green	Wednesday	9 July 2008	7.00-9.30pm
<i>Essential training for clerks to governors</i>						
National Training Programme for Clerks:Module 2	2	The role of the clerk to governors in supporting good governance	Council House College Green	Tuesday	17 June 2008	7.00-9.30pm
Clerks' Network	N/A	Sharing good practice, new initiatives and supporting training and development needs.	Southville Centre	Wednesday	11 June 2008	9.30am-12noon