

# Monthly Governor Bulletin

ESSENTIAL READING FOR CHAIRS, HEADS AND CLERKS

## In January's Bulletin...No. Bulletin No. 57

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

Item	Title	Attention
	Message from the Director	All Governors

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

Item	Title	Action by date	Attention
1.	Schools Pre-employment Health Screening	ASAP	Head, Chair of Staffing
2.	Governors needed for Admissions Forum	30 January 2009	Parent Governors
3.	Governors needed for Bristol Schools' Forum	23 January 2009	Secondary, Infant and Special School Governors

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

Item	Title	Action by date	Attention
4.	Admission Arrangements 2010/11	27 February 2009	Chair, Head
5.	Consultation on Term and Holiday Dates	13 February 2009	Chair, Head
6.	School Report Card: Consultation document	3 March 2009	Chair, Head
7.	National Standards for School Leadership: Consultation	3 March 2009	Chair, Head

### INFORMATION & GUIDANCE ITEMS

#### *(items and appendices on YELLOW paper)*

Item	Title	Attention
8.	RAISEonline Access for Governors	Chair of Curriculum Committee, Head
9.	New Date for SIP Annual Reports	Chair, Head
10.	School Admissions Seminar	Chair, Chair of Admissions Panel, Head
11.	SEAL – do we know how we're doing	Chair, Chair of Pupil Committee, Head
12.	Reminder: the role of governors in relation to disability equality legislation	Chair of Governors
13.	Healthy Schools Update	Chair of Governors
14.	New Diplomas: an update	All Secondary Governors
15.	Health and Safety Reminder	Chair of Health & Safety Committee
16.	Governors' Engagement with Schools Self Evaluation	Chair, Head

Cont/

## TRAINING AND CONFERENCE ITEMS

(items and appendices on BLUE paper)

Item	Title	Attention
17.	Agenda Briefings and Agenda Essentials	Chair, Head, Clerk
18.	Black and Minority Ethnic Governors' Network	BME Governors
19.	Bristol Governors Forum	All Governors
20.	Governors Training	All Governors
21.	Safer recruitment Training	Chair of Staffing Committee
22.	Healthy Schools Training	All Governors

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.

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

Please see separate message (enclosed and by email to chairs and clerks, by email to headteachers)

### **ACTION ITEMS**

*Attn: Head, Chair of Staffing*

#### **1. Schools Pre-employment Health Screening**

The Occupational Health Department have introduced a new process for pre-employment screening from January 2009.

A new shorter-format, pre-employment form will be introduced, which will enable managers to undertake the initial screening of successful candidates for fitness for work.

The aim of this new process is to:

- Reduce the turnaround time for recruiting new staff and
- Reduce the cost to managers of Occupational Health screening.

The new pre-employment form asks for 'yes / no' answers to medical questions and therefore does not require the manager to discuss confidential medical information with the candidate.

The new pre-employment form will be available from the BCC Recruitment Service. Information is also available on the Occupational Health & Counselling intranet site.

The candidate should be requested to bring the pre-employment form, in a sealed envelope, to the interview with other requested information e.g. their passport, and should hand this to the recruiting manager at the time of interview.

Following interview the recruiting manager will screen the forms of the **successful candidate(s) only** and will destroy the envelopes and forms of the unsuccessful candidates.

If there are **NO** answers to all questions the candidate does not have to be screened by Occupational Health.

Should the job role contain either a safety critical\* or exposure\*\* element, then the successful candidate **must** be referred to Occupational Health for baseline screening pre-employment.

If the answer is **YES** to any questions and /or to either or both of the safety critical or exposure question, then the candidate **must** be referred to Occupational Health Appendix.

The recruiting manager must ensure that each employee has fitness certification from Occupational Health prior to them commencing in post.

#### **Summary of manager's role in Pre-employment screening:**

**Step 1** - Review the successful candidate(s) pre-employment form after interviewing and destroy the forms of unsuccessful candidates.

**Step 2** - If the candidate has answered 'yes' to any questions or if there is a safety/ exposure component, refer to OH.

**Step 3** - If the candidate answered 'no' to any questions and there is no safety/exposure component to the job, send the completed pre-employment form to Personnel Administration (Lynne Marsh /Katie Hafernik) for processing.

### **Summary of the OH role in Pre-employment screening:**

Occupational Health will only have a role in the recruitment process if the successful candidate requires health screening, as above.

Once a pre-employment referral form is received in Occupational Health it will be assessed and either a telephone or a face to face assessment will be undertaken. 'Fit form' notification will be sent out to the recruiting manager and the Recruitment Service / HR, as required.

Some pre-employment medicals may take sometime if further information is required from a GP or Specialist.

### **Note**

- The manager must provide details of the confidential email address to which Occupational Health will be able to send fit notification.
- Academies may have their own recruitment process and Occupational Health would be happy to discuss their requirements, further.

**Please ensure that this new process is introduced for all new appointments with immediate effect. Full documentation including pro-formas has been circulated to headteachers through the on-line Schools Bulletin.**

There will be a period of changeover and Occupational Health will, of course, process all Pre-Employment Questionnaires until end January 2009, from when only the new forms will be accepted.

**Contact: Gail Portingale, Tel: 0117 9037633 email [gail.portingale@bristol.gov.uk](mailto:gail.portingale@bristol.gov.uk)**

**Attn: Parent Governors**

## **2. Admissions Forum**

The Bristol Admissions Forum is seeking two to three new Parent Governor Representatives.

With all the changes taking place in our dynamic city, including the Primary Review, the development of the Academy programme, demographic movement, and the increasing popularity of Bristol secondary schools, the Admissions Forum is gaining influence and momentum.

The Forum has a wide range of responsibilities, including –

- Considering existing and proposed admission arrangements to assess how well they serve the interests of local families.
- Considering how admissions processes might be improved
- Reviewing the comprehensiveness and accessibility of guidance for parents

- Reviewing arrangements for dealing with a range of difficult issues, including how to ensure that potentially vulnerable children are effectively provided for in admission arrangements.

The Forum meets three times per year, at the Council House, at 5.00pm, with refreshments available from 4.45pm.

For more details about the Forum, including the membership list and minutes of meetings, follow the link below –

<http://intranet.bristol-cyps.org.uk/schools/admissions/forum.html>

If you are interested in joining the Forum, please contact the Clerk, Ana Tsoucalas, with a brief supporting statement by 30 January 2009. Nominations will be considered by the Bristol Governors' Forum.

**Contact: Ana Tsoucalas, Tel: 0117 9031254, email: [ana.tsoucalas@bristol.gov.uk](mailto:ana.tsoucalas@bristol.gov.uk)**

**Attn: Secondary, Infant and Special School Governors**

### **3. Wanted!**

**One Secondary, one Infant and one Special school 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. From April 2006 its role has significantly changed, and is now 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 it to make fully informed decisions, taking the wider picture into consideration. This includes the financial implications of various recent national and local education initiatives.

Vacancies for a Secondary, Infant and Special school Governor have 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
- Will Ideally have some experience in finance (eg 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 in a central location currently scheduled for 27 January, 17 March, 2 June and 7 July)

If you or any of your governor colleagues are interested, please 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 23 January 2009**

**Contact: Ana Tsoucalas, Tel: 0117 903 1396, email: [ana.tsoucalas@bristol.gov.uk](mailto:ana.tsoucalas@bristol.gov.uk)**



## CONSULTATION ITEMS

*Attn: Chair, Head*

### 4. Admission Arrangements 2010/11

Consultation has commenced on admission arrangements for the 2010/11 school year (2009/10 for in-year admissions). Consultation closes on 27 February 2009.

The proposed arrangements are available by following the link at <http://www.bristol-cyps.org.uk/schools/admissions/index.html>

Please also see item 10 regarding the School Admission Seminar taking place on 10 February.

If you require a hard copy of the proposed arrangements please contact;

**Contact: Ian Bell, Tel: 0117 9224565, email: [ian.bell@bristol.gov.uk](mailto:ian.bell@bristol.gov.uk)**

*Attn: Chair, Head*

### 5. Consultation on School Term and Holiday Dates for 2010/11

As is usual there have been discussions between Local Authorities in the South West Region to try to enable, as far as possible, common proposed dates. Bristol and our neighbouring LAs have a preferred model on which we are consulting.

The preferred model is based on 195 days, starting on 1 September (as proposed when school term and holiday dates were consulted on for 2009/2010) and with a week October break. Schools would be responsible for identifying five days for in service training within the proposed 195 days.

We would welcome your comments on the proposed dates.

It is intended to submit a post consultation report to the Directorate of Children and Young People's Services in February/March. The dates will then be published.

The deadline for consultation responses is **Friday, 13 February 2009**.

The proposed dates can be viewed at

[http://www.bristol-cyps.org.uk/schools/term\\_dates.html](http://www.bristol-cyps.org.uk/schools/term_dates.html)

**Contact: Ian Bell, Tel: 0117 9224565, email: [ian.bell@bristol.gov.uk](mailto:ian.bell@bristol.gov.uk)**

*Attn: Chair, Head*

### 6. School Report Card: Consultation document

On 14 October 2008, the Secretary of State announced his intention to improve how schools' performance is reported to parents, communities and other stakeholders, providing clear and comprehensive information in a new School Report Card.

We understand that the Report Card will be in place of the current requirement for schools to publish a School Profile. It will provide a clearer, more balanced and comprehensive account of each school's performance and will complement rather than compete with Ofsted inspection reports and form the core of the process by which Ofsted selects schools for inspection.

This consultation document stresses the need for clarity within the accountability of schools – about what is expected of them, how they will be held to account, and by whom – so that parents, government and schools themselves are clear about how well schools are performing.

Visit [www.dcsf.gov.uk/consultations](http://www.dcsf.gov.uk/consultations) for full details of the proposed Report Cards and to respond to the consultation (deadline 3 March 2009).

**Attn: Chair, Head**

## **7. National Standards for School Leadership; Consultation**

The National College for School Leadership (NCSL) are currently consulting on national standards for school leadership:

### **About the national standards**

The proposed national standards for school leadership are intended to be generic and applicable to all school leaders, irrespective of phase, context and type of school. The standards aim to provide a framework to enable leaders to know what they are expected to do and are intended to support schools so they can continue to improve their effectiveness and outcomes for all pupils.

It is proposed that the standards should apply to all school leaders with designated leadership responsibilities. The scope, scale and extent to which these standards apply to individual school leaders will vary and depend on the person's role and responsibilities.

### **Consultation**

NCSL would like to receive feedback from members of the school workforce (leaders and aspiring leaders), governors, local and diocesan authority personnel and others working with school leaders on the proposed standards.

***The deadline for responses is 3 March 2009. Visit NCSL's website for consultation details.***

***<http://www.ncsl.org.uk/publications-national-standards-consultation/>***

## **INFORMATION AND GUIDANCE ITEMS**

*Attn: Chair of Curriculum Committee, Head*

### **8. RAISEonline Access for Governors**

RAISEonline school governor access is now available.

Schools may now provide access for governors to download the RAISEonline full Report. The development of this new user type allows the school's RAISEonline administrator to provide any school governor who requests it access to the school's current RAISEonline Full Report and those archived from previous years. These accounts do not provide access to the interactive part of the system, and do not allow the user to see named pupil data.

As the school data in the RAISEonline Full Report has proved to be a helpful source of information for governors, the development of this new type of account aims to provide access without the need for a school to supply printed copies whenever the Full Report is updated.

Governor accounts are set up by the school's RAISEonline administrator in the same way as other school accounts by clicking Administration and then Add user. At this stage 'school governor' is selected from the dropdown Select user role menu. When setting up RAISEonline accounts, schools should remember that the terms and conditions of use require that all accounts should apply to one user. Shared accounts for the joint use of all governors should therefore be avoided.

As previously, governors whose role requires it may be given RAISEonline access as a 'school' user type at the discretion of the headteacher.

The first release for 2008 Key Stage 1 data in RAISEonline was made in October and 2008 unvalidated data for Key Stage 4 was released in late November. We are currently expecting 2008 validated data for Key Stage 4 to be released in February 2009.

You will be well aware of the problems in delivering this year's national curriculum test results and the subsequent delay in determination of review applications. As a result, Key Stage 2 and Key Stage 3 unvalidated data in RAISEonline are not yet available.

Further information on likely release dates for these key stages will be posted on the RAISEonline website once there is more information on the source data.

**Go to; [www.raiseonline.org](http://www.raiseonline.org) If you require further information on governor accounts, please email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)**

### **9. New Date for SIP Annual Reports**

*Attn: Chair, Head*

In future, the SIP Annual Report to Governors for primary phase schools will be issued at the end of Term 4 (instead of the Spring core visit note) rather than in the Summer as it was in 2008.

The advantages of this are:

- it will relate to current targets/performance data rather than coming post-SATs

- it will tie in with the School Improvement Planning cycle (usually undertaken early Summer)

A letter giving more details of this change will be sent to headteachers and chairs of governors shortly.

The secondary timetable will not be changing. A full review of the strategy for secondary schools is taking place and any changes that come from that will be implemented for 09/10 academic year.

**Contact: Ian Caskie, Adviser: Governance and Leadership Tel: 0117 9031396, email: [ian.caskie@bristol.gov.uk](mailto:ian.caskie@bristol.gov.uk)**

**Attn: Chair, Chair of Admissions Panel, Head**

## **10. School Admissions Seminar**

Children's Services Scrutiny Commission will be holding a seminar on school admissions on 10 February 2009. The subject of the Seminar is 'How can we deliver fairer access?'

**See attached poster (appendix 1) for details. For further information and to book a place by 31 January 2009, contact: Ian Scott, Scrutiny Officer, Tel: 0117 9222770, Email: [ian.scott@bristol.gov.uk](mailto:ian.scott@bristol.gov.uk)**

**Attn: Chair, Chair of Pupil Committee, Head**

## **11. SEAL - do we know how we're doing?**



Social and Emotional Aspects for Learning has now been around for 4 years in primary schools and 18 months in secondary schools. So what is happening in Bristol schools?

Primary SEAL area provides a framework for explicitly promoting social and emotional skills, with built-in progression for each year group within a school. The resource is designed to facilitate a systematic and spiral approach to learning. It should provide structured support to the creativity and initiative of schools who use the materials.

Secondary SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. Most of the Secondary SEAL materials reflect the learning from the schools and local authorities involved in the Secondary SEAL pilot, and the particular approaches they have found successful.

Expectations from DCSF are that by now 90% of primary schools and 45 % are actively involved in promoting social and emotional aspects of learning. In many primary schools there is some excellent practice taking place and secondary schools are not far behind. The LA is supporting schools in embedding SEAL practices through a variety of means.

We have established Lead Practice Schools for SEAL in every locality area in the City. These schools are:

North 1 – St. Bede’s RC College  
North 2 – Brentry Primary School  
North 3 – St. George CEVC Primary School  
EC1 – St. Werburgh’s Primary School  
EC2 – Begbrook Primary School  
EC 3 The City Academy  
South 1 - Bedminster Down School  
South 2 – School of Christ the King  
South 3 – St Anne’s Junior School  
South 4 - The Bridge Learning Campus (Primary and Secondary)

Iminster Avenue Specialist Nursery and Kingsweston Special School @Portway are also Lead Practice settings.

These schools have access to consultancy support and will partake in network meetings by sharing best practice and offering guidance to schools in their locality.

As a local authority we run a series of training events and offer support to schools wishing to undertake SEAL audits.

From September 2009 OFSTED will look at the schools’ roles in promoting pupil well-being and adopting good SEAL approaches will help any school in making sure they can evidence SEAL in their SEFs.

SEAL should not be regarded as ‘yet another initiative’. It is an approach to how we teach and it will not go away.

Governors would be will advised to look at policy development in the light of SEAL. The following web links will give some ideas on how to develop policies which are SEAL friendly:

[http://nationalstrategies.standards.dcsf.gov.uk/node/153632?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/153632?uc=force_uj)

[http://nationalstrategies.standards.dcsf.gov.uk/node/66040?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/66040?uc=force_uj)

***For any further information or support on developing SEAL please contact:  
Esther Pickup-Keller , Tel: 0117 3773239, email: esther.pickup-keller@bristol.gov.uk***

***Attn: Chair of Governors***

## **12. Reminder: the role of governors in relation to disability equality legislation**

The DCSF have issued the following reminder regarding the role of governors in relation to disability equality legislation:

Governors and governing bodies should be on hand to provide support and advice in helping to develop, sign off and implement their school’s disability equality scheme and to provide challenge to the senior management team if the school is not complying with their duties.

Governors who are unaware of the duties placed on schools in relation to disability discrimination can find a summary of responsibilities below and also links to further information.

### **Schools’ duties under disability discrimination-Part 4 of the Disability Discrimination Act 1995**

This was significantly amended by the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005.

Part 4 of the 1995 Act now requires that schools and local authorities must not treat disabled students less favourably without justification and must make reasonable adjustments to ensure that they are not disadvantaged compared to their peers.

Schools and local authorities must also plan strategically to increase access to school buildings and the curriculum over time. The Special Educational Needs and Disability Act 2001 requires schools to produce an accessibility plan detailing how they will do this.

## **The Disability Equality Duty**

The Disability Equality Duty places on all schools a general duty, when carrying out their functions to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as subsequently amended)
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Disability Equality Duty includes an important duty to have regard to the need to eliminate harassment of disabled people that is related to their disability. Schools therefore need to tackle the bullying of children with SEN and disabilities as part of complying with this part of the Disability Equality Duty. The Department has published guidance entitled *Bullying Involving Children with Special Educational Needs and Disabilities: Safe to Learn- Embedding anti-bullying work in schools*. The publication is available to order or download on TeacherNet's Online Publications website. Alternatively, call 0845 6022260 and quote reference number DCSF-00372-2008 to order a copy.

In addition to the general duty, schools also have a specific duty requiring them to demonstrate how they are meeting the general duty. Effectively, the general duty informs schools of what they have to do; the specific duty sets out how schools have to do it and what they need to record as evidence of what they have done.

The main requirements of the specific duty are to:

- prepare and publish a disability equality scheme
- involve disabled people in the development of the scheme
- implement the scheme
- report on progress annually and amend where necessary.

It is important to note the key difference between accessibility plans and disability equality scheme – they are not the same thing. Schools should have separate plans for how they are going to (a) increase access to the school and to the curriculum over time and (b) demonstrate how they are meeting their Disability Equality Duty. Further information is available in the *Disability Discrimination Act and SEN duties* document linked in the Attachments section below.

## **Guidance**

The resource tool *Implementing the Disability Discrimination Act in schools and early years settings* was produced by the Department in conjunction with third sector organisations. The

pack contains interactive guidance and case studies that aid schools' compliance with disability discrimination legislation. Copies of the guidance can be ordered or downloaded from TeacherNet's Online Publications website. Alternatively, call 0845 6022260 and quote reference number 0160-2006DOC-EN to order a copy. This resource can only be ordered by schools and voluntary organisations and you can do this online. Extracts from the guidance can be viewed on TeacherNet.

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

**Contact: Su Coombes, Equalities Manager, Tel: 0117 3533308 email: [susan.coombes@bristol.gov.uk](mailto:susan.coombes@bristol.gov.uk)**

**Attn: Chair of Governors**

### **13. Healthy Schools Update**

#### **Staff changes**

Sarah Young, the former Healthy Schools Programme Manager, has just moved on to pastures new. However, she has not gone far away and she will still be working with the Bristol Programme in her new role as Regional Healthy Schools Coordinator.

During her time as Programme Manager, the Bristol Healthy Schools Programme has gone from strength to strength culminating in the programme being awarded Beacon Status in 2006.

The new Programme Manager will be starting in March 2009 and we look forward to introducing them in the next Governors Newsletter.

Sarah Willett, Projects Manager, has left to go on Maternity Leave. We have been glad to welcome Kaye Grant to the Team to carry on her work.

**If you have any queries about the Healthy Schools Programme, please contact the Team on 0117 900 2478 or email: [hpadmin@bristolpct.nhs.uk](mailto:hpadmin@bristolpct.nhs.uk).**

#### **Healthy Schools Plus**

Bristol Healthy Schools Plus was launched in October 2008 and is part of a pilot being developed across the Southwest on behalf of the national programme.

All schools with Healthy School status and over 15% Free School Meal Entitlement are eligible to apply and the Team is currently reviewing the proposals.

All schools doing Healthy Schools Plus are using local data and information from the Every Child Matters Survey (2008), Healthy Schools Health Data Packs and other sources to identify areas they would like to develop. This allows them to tailor the work to the needs of their own school.

Schools doing Healthy Schools Plus are also expected to undertake activities that help promote healthier weight and help prevent teenage pregnancies as these are two of the most significant health problems facing Bristol at the moment.

We will be working with the first Cohort of schools until Term 4 in 2010 and will also be recruiting another Cohort in September 2009. Watch this space!

#### **Forthcoming Training Dates**

Drug Education for Key Stages 1 & 2	29 January 2009
Drug Education for Key Stages 3 & 4	5 February 2009

Contraception Update	12 February 2009
PSHE for Key Stages 3 & 4	10 March 2009
Whole School Approach to Food & Nutrition	3 March and 10 June 2009
An Introduction to Massage in Schools	20 May 2009

**For further information about applying for a place contact 0117 900 2478 or email: [hpadmin@bristolpct.nhs.uk](mailto:hpadmin@bristolpct.nhs.uk).**

**Attn: All Secondary Governors**

**14. New Diplomas: an update.**

***A New Year Diploma “Thought For The Day” for Headteachers And Chairs of Governors from Marius Frank-Diploma Champion***

I hope you have had a restful break, and are ready for the New Year onslaught. I choose my words carefully, because I really have not witnessed such a period of driven change since the imposition of the National Curriculum back in the eighties!

And the pace is not slackening; GCE, GCSE and Key Stage 3 curriculum revision, Foundation Learning Tier initiatives and requirements to embed functional skills and PLTS (personal learning and thinking skills) throughout the 11-19 Curriculum, not to mention the introduction of Diplomas. Let’s also throw into the mix the rebuilding of your school. Having lived through this, I know from bitter experience the management and leadership time this requires.

Given the immensity of this change agenda, you may be thinking seriously about placing some of these things on the virtual “back-burner”, especially if you are feeling confident about your current overall school Ofsted rating, your achievement and performance profile and the health of your curriculum. You may be tempted, for example, to be giving the introduction of Diplomas a wide berth until absolutely necessary.

However, I wanted to share with you some information I was privileged to receive through my work with ASDAN, the educational charity, where some colleagues are working with DCSF officials on future changes to the way schools are judged (in particular, the expert group on assessment). As you may be aware, a school “record card” is being considered as a way of presenting critical data on school effectiveness. Having seen a mock-up of one of these cards, I was surprised to see “Partnership Working” as one of the key criteria, with a clear grading attached to it.

It does reinforce the view that the government is going to continue to use inspection outcomes as one of its key drivers to speed up the pace of change. Ofsted used to be a kind of retrospective endorsement of how a school is doing. You will now also be judged on what you plan to do!

**Marius Frank**  
**Headteacher Diploma Champion for Bristol**  
**Headteacher Bedminster Down School**  
**Tel 0117 3532800 or email [marius.frank@bristol.gov.uk](mailto:marius.frank@bristol.gov.uk)**

**Attn: Chair of Health & Safety Committee**

**15. Health and Safety Reminder**

Has your school signed up for the Wellbeing Programme and/ or is it one of the few remaining that has yet to submit the Fire Risk Assessment?

**For support with these issues and to avoid any increasingly directive action, please contact Dave Griffiths on 0117 90 24564 or email [David.Griffiths@bristol.gov.uk](mailto:David.Griffiths@bristol.gov.uk)**

**16. Governors' Engagement with schools self evaluation**

In order that governing bodies can effectively fulfil the 'support and challenge' aspect of their role, it is necessary for them to have a thorough understanding of the school's strengths and weaknesses.

Do you know what your school does well?

Do you know what your school's improvement priorities are?

Do you know what is being done to address these priorities and what impact these actions are having?

To what extent are you involved in monitoring and evaluation activities in the school which are designed to gather evidence to provide answers to these questions?

***A guidance document is attached at appendix 2 to help governing bodies develop and refining effective monitoring and evaluation activities.***

**Contact: Ian Caskie, Adviser: Governance and Leadership Tel: 0117 9031396, email: [ian.caskie@bristol.gov.uk](mailto:ian.caskie@bristol.gov.uk)**



Children, Families, Schools



# School Admissions

**How Can We Deliver  
Fairer Access?**

**Bristol City Council  
Children's Services Scrutiny Commission will be  
holding a seminar on school admissions on**

**10 February 2009**

4.30-7.30pm

The Council House, College Green  
Bristol BS1-5TR  
(Refreshments will be provided)

## Guest Speakers

**Gil Sweetenham, Deputy Director of Children's Services in Brighton**  
**David James - UWE**  
**Marius Frank – Bristol Headteacher**  
**John Coldron – Sheffield Hallam University**  
**Bristol City Council – Children and Young People's Services**

***For further details and to book a place by 31<sup>st</sup> January 2009***  
***Contact: Ian Scott, Scrutiny Officer, Bristol City Council***  
***Room UG15, The Council House, College Green, Bristol BS1-5TR***  
***Email: [ian.scott@bristol.gov.uk](mailto:ian.scott@bristol.gov.uk) - Tel 0117 9222770***

## **GOVERNORS' ENGAGEMENT WITH SCHOOL SELF-EVALUATION**

**In order that governing bodies can effectively fulfil the 'support and challenge' aspect of their role, it is necessary for them to have a thorough understanding of the school's strengths and weaknesses.**

**Do you know what your school does well?**

**Do you know what your school's improvement priorities are?**

**Do you know what is being done to address these priorities and what impact these actions are having?**

**To what extent are you involved in monitoring and evaluation activities in the school which are designed to gather evidence to provide answers to these questions?**

**Too often governors are entirely reliant upon receiving this information from Senior Leaders, usually via the Headteacher's Report to each full governors' meeting. However, increasing numbers of governing bodies are now developing and refining effective monitoring and evaluation activities as an essential feature of their ways of working, often through strategically configured committees.**

**These monitoring and evaluation activities include:**

- **Distributing questionnaires to key stakeholders and analysing outcomes**
- **Focused discussions with key staff and pupils on areas of learning**
- **Full engagement with pupil outcomes data and pupil progress tracking**
- **Directed observations of aspects of school life – eg behaviour**
- **Looking at pupils' work with Subject Leaders/Heads of Department**
- **Conduct 'learning walks' with a specific focus**
- **Policy reviews which include an evaluation of impact**

**By being proactively engaged in this way, governors:**

- **become more involved in the day to day life of the school**
- **have a deeper understanding of how well the school is doing**
- **increase their knowledge of the school's successes and challenges**
- **contribute to school improvement planning and SEF (Self-Evaluation Form reviews)**
- **are effective partners in strategic leadership**
- **are able to provide more effective support to staff and pupils**
- **have greater confidence in providing appropriate, well-informed challenge to senior leaders**
- **find their role more fulfilling!**

**The focus and format of these activities will be for individual schools to decide. However, key features of best practice include:**

- **discussions with staff as the very first step to agree purpose and protocols, so that mutual trust and respect are established, and to clarify the key differences between the evaluation roles of senior leaders and governors (eg it is never appropriate for governors to be judging the quality of teaching, however some activities will provide evidence which contributes towards judgements on the quality of learning).**
- **regular engagement by governors in the analysis of pupil attainment and progress data (RaiseOnline, FFT, internal tracking) so that interventions and resources can be strategically targeted**
- **an annual programme of monitoring and evaluation activities (including by governors) has been formulated which feeds into the school improvement cycle (SIP core visits), SEF reviews and improvement planning – see example below.**
- **opportunities are taken to include evaluation of the five 'Every Child Matters' outcomes**
- **governors are involved in the careful analysis of the outcomes from all monitoring and evaluation activities, and these are regularly reported to all governors and staff and used to inform strategy/actions**
- **monitoring and evaluation activities seek the views of all relevant stakeholders (including pupils, staff, parents/carers, governors, external partners)**
- **in advance of each governor monitoring/evaluation visit, the focus and format is agreed with senior leaders and clearly communicated to all staff**
- **a template for the governor visit report has been agreed with senior leaders and copied to all staff – see example below**

Here is an example of an annual programme for governors. **The termly allocation of the SEF sections reflects the current pattern of School Improvement Partner (SIP) core visits in Primary schools. Other settings will need to adjust these to tie in with their own cycle of SIP visits.**

<b>TERM</b>	<b>SEF SECTION</b>	<b>Date of Committee meeting to agree focus/format</b>	<b>Date(s) of visit(s)</b>	<b>Names of governors</b>	<b>Date of Committee meeting to collate/analyse outcomes</b>	<b>Date of full GB meeting to share outcomes and agree resultant actions (including SEF and Improvement Plan reviews)</b>
Term 1	Standards & Achievement					
Term 2	Personal Development & Well-Being					
Term 3	The Quality of Provision (Teaching and Learning, Curriculum, Care, Guidance and Support for Learners)					
Term 4	Views of Learners, Parents/ Carers and Other Stakeholders					
Term 5	Leadership & Management (including Governance) and Overall Effectiveness					
Term 6	Characteristics of the School					

An example of a template for the governor visit report:

<b>GOVERNOR</b>	<b>DATE OF VISIT</b>
<b>SEF SECTION</b>	<b>FOCUS OF VISIT</b>
<b>Key questions to seek answers to:</b>	
<b>TIMETABLE: (When? What? With who? How?) (<i>agreed in advance with staff</i>)</b>	
<b>Any areas requiring further enquiry:</b>	
<b>Further comments:</b>	
<b>Signed:</b>	<b>Date:</b>

At each Core Visit, the School Improvement Partner will evaluate the quality of self-evaluation processes which have underpinned the school's judgements within the SEF. The basis for this evaluation is the Quality Standards outlined on the following page. You will note the specific expectations with regard to governor involvement to achieve a judgement of 'Outstanding'. What is the current grade for your school?

If you would like support in developing this aspect of your governing body's role, then please contact Governor Development Service. School based sessions can be arranged to meet your specific requirements.

Telephone: 0117 9031396

e-mail: [gds@bristol.gov.uk](mailto:gds@bristol.gov.uk)

*I'd like to acknowledge the excellent work undertaken by Juliet Huddart and her fellow governors at Shirehampton Primary School. The processes and paperwork they have developed to enhance their monitoring and evaluation role have significantly informed this guidance document.*

Ian Caskie

Adviser: Governance and Leadership

December 2008



## QUALITY STANDARDS FOR SELF-EVALUATION – September 2005

These quality standards are based on 5 strands: the quality of procedures; links between evaluation & planning; the involvement of stakeholders in improvement planning & the review of performance; the quality of evidence to support judgements; & the impact of evaluation on standards, quality & school improvement.

	<b>GRADE 1: OUTSTANDING</b>	<b>GRADE 2: GOOD</b>	<b>GRADE 3: SATISFACTORY</b>	<b>GRADE 4: INADEQUATE</b>
<b>Quality of Procedures</b>	Self-evaluation drives improvement: decisions taken by staff & governors are based on careful evaluation of current strengths & weaknesses & options for improvement and this can be evidenced.	All weaknesses are accurately identified & tackled energetically.	The school has a detailed, accurate understanding of its strengths & weaknesses. Evaluation is frank, rigorous and accurate.	Evaluation is ineffective; in a number of key areas in the worst cases, procedures are unclear & unreliable, while in others the procedures are fulfilled but to little effect. Procedures for Monitoring and Evaluation are unsystematic
<b>Links between evaluation &amp; planning</b>	The SEF & SIP are two halves of a single document: planning is based on evaluation & all plans include the means of evaluation.	SIP priorities are clearly based on addressing the weaknesses & disseminating the strengths identified in the SEF.	Major weaknesses are addressed in the SIP but the school does not always challenge some long-running areas of relative weakness.	Planning is not linked clearly to the outcomes of evaluation or planned actions lack focus and clarity. Actions are not likely to lead to improvements it is not clear how planned actions will be evaluated.
<b>Involvement of stakeholders</b>	A culture of improvement based on evaluation pervades the school. All Staff & governors routinely review performance & use evaluation data to make decisions. Benchmarking within & with other schools is routinely used to challenge performance	Continuous review of performance is part of school routines & the roles & responsibilities of staff. Leaders (incl. governors) understand the strengths & weaknesses of their areas of responsibility & contribute to the SEF	Responsibility for evaluation is too focused on the head and SMT. There is a structure to evaluate the performance of teams (subjects, years, sections) & feed the results into the school SEF. Staff know the contents of the SEF. Clear procedures exist for involvement of governors.	Staff and governors are unaware of the school's performance in relation to other schools. Neither are they aware of the strengths & weaknesses of the performance of their area of responsibility.
<b>Quality of evidence</b>	The quality of evidence is thorough and comprehensive and is very well organised.	The quality of evidence is detailed, relevant, relates directly to the judgments made, and is well organised	The quality of evidence to support judgments is broadly adequate in the majority of Key areas including Standards & Attainment, Pupils Personal Well-Being, Quality of Provision and Leadership & Management.	The quality of evidence is not sufficiently robust to support the judgments made by the school.
<b>Impact of evaluation on standards</b>	Challenging targets for the achievement of all individual pupils & for school improvement are set and met. Teaching & learning are consistently good or better; the curriculum meet the needs of all pupils.	SSE leads to high standards/good value added & high-quality provision for the majority of learners. In the weaker areas there is evidence of rapid improvement. Pupils make good progress; value-added is good and/or improving Teaching & learning are consistently good.	Evaluation leads to actions which secure improved outcomes for pupils. Quality improves steadily but inconsistencies remain. Where targets are not met appropriate interventions are put into place to address weaknesses	SSE has little impact on continuous improvement. The school is coasting or, at worst, declining. High-attaining schools still show only modest or low value added. There is unchallenged under-achievement in subjects, phases or among some groups of pupils.

## **TRAINING AND CONFERENCE ITEMS**

*Attn: Chair, Head, Clerk*

### **17. Agenda Briefings and Agenda Essentials**

For each term, we now promote the essential items that should be included on all Governing Body agendas through circulation of Agenda Essentials documents and Agenda Briefings held three times a year.

**The Agenda Essentials for Term 3 and 4 and associated briefing papers were circulated to all Chairs, Clerks and Headteachers in December (by e-mail to Chairs, Clerks and Heads, and post to Chairs).**

Please can Chairs and Clerks ensure these items are included on your forthcoming agendas. They are specifically intended to support school improvement planning and ensure your governing body fulfils its statutory functions. More detailed recommended agendas will continue to be published in the Bristol Governor newsletter

**The Agenda Briefing dates for the rest of the year are;**

**21 January 2009**

**6 May 2009**

**6-8pm, at the Pavilion, Harbourside.**

**Contact: Ian Caskie, School Improvement Adviser: Governance & Leadership,  
Tel: 0117 3773246 email: [ian.caskie@bristol.gov.uk](mailto:ian.caskie@bristol.gov.uk)**

*Attn: BME Governors*

### **18. Black and Minority Ethnic Governors' Network**

- Are you interested in supporting and sharing ideas with other BME governors?
- Can you help raise the profile of BME issues?
- Would you like the opportunity to challenge the Local Authority about its strategies for education?

The Network meetings are open to all BME governors. Meetings take place 6 times per year. The remaining meeting dates for 2008/09 are listed below –

**26 January 2009, 9 March 2009**

**11 May 2009, 22 June 2009**

All meetings are held in the Council House, at 6.45pm for 7.00pm start. If you would like to be added to the mailing list, please contact the Clerk with your email address.

**Contact: Ana Tsoucalas, Tel, 0117 9031254, email: [ana.tsoucalas@bristol.gov.uk](mailto:ana.tsoucalas@bristol.gov.uk)**

*Attn: All Governors*

### **19. Bristol Governors Forum**

Would you benefit from sharing best practice ideas with other governors? Are you interested in helping to drive forward the 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. The dates for 2008/09 are:

**Thursday 5 February 2009**

**Thursday 12 March 2009**

**Thursday 14 May 2009**

**Thursday 2 July 2009**

All meetings are held at 7.15pm. The venues will be confirmed on the agenda.

You can visit the Bristol Governors' Forum website on;

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

**Contact: Ana Tsoucalas, Tel 0117 9031254, email: [ana.tsoucalas@bristol.gov.uk](mailto:ana.tsoucalas@bristol.gov.uk)**

**Attn: All Governors**

**20. Governors Training: Are your governors keeping up to date?**

**Is your governing body making full use of our training programme? We believe we really do offer something to suit everyone; experienced governors, those new to the role and those with 'specialist' interests.** Full details of our remaining spring training programme are set out at the back of this bulletin and are also available on our website at <http://www.bristol-cyps.org.uk/services/gds/gds.html>.

If you are not sure who has been on which course, we can provide a training report for your governing body on request. If you wish to discuss the possibility of arranging school based training for your governors please contact us.

**Contact: Governor Development Service, Tel 0117 9031396 email: [GDS@bristol.gov.uk](mailto:GDS@bristol.gov.uk)**

**Attn: Chair of Staffing Committee**

**21. Safer Recruitment (Certificated)**

Safer Recruitment Courses are being run Thursday 22 January and Tuesday 24 February at the Engineers' House. The cost is £120 per delegate. These courses provide an alternative to the on-line training provided by the National College for School Leadership. We strongly recommend that all headteachers and at least one governor from each school undertake this training if they have not already done so.

Course places are limited and will be allocated on a first come first served basis.

A booking form was included in the December Governor Bulletin.

**Contact: James Griffey Tel: 0117 922 2861 email: [james.griffey@bristol.gov.uk](mailto:james.griffey@bristol.gov.uk)**

**Attn: All Governors**

**22. Healthy Schools Training**

Please find attached at **Appendix 1** flyer for Healthy schools Training in February and March.

**Contact; Sharon Sexton Tel: 0117 9222158, email: [Sharon.sexton@bristol.gov.uk](mailto:Sharon.sexton@bristol.gov.uk)**



### Statutory School Food Standards Twilight Training

Tuesday 24<sup>th</sup> February, 2009 4.30pm – 5.30pm  
Monday 30<sup>th</sup> March, 2009 4.30pm – 5.30pm  
The Council House, College Green, Bristol

The new School Food Standards were announced by the DfES on 19<sup>th</sup> 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.

**Facilitator:** Sharon Sexton, Transforming School Meals Co-ordinator/Dietitian

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](mailto:sharon.sexton@bristol.gov.uk) or

Jane Tiley, Transforming School Meals Administrator, e-mail:

[jane.tiley@bristol.gov.uk](mailto:jane.tiley@bristol.gov.uk)

Fax: 0117 903 7775



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**- - School Food Standards Twilight Training**

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

Tuesday 24<sup>th</sup> February, 2009 4.30pm – 5.30pm The Council House, College Green, Bristol

Monday 30<sup>th</sup> March, 2009 4.30pm – 5.30pm 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)

<b>Governor Training Programme from January to April 2009</b>	<b>Level</b>	<b>This course will cover....</b>	<b>Venue</b>	<b>Day</b>	<b>Date</b>	<b>Time</b>
<b>Essential courses for Chairs/Vice-Chairs of Governors</b>						
Agenda Briefings for Governors	N/A	Strategic briefing and input from LA officers on national and local priorities which inform forthcoming governing body agendas. This is essential for Chairs but please note that all governors are welcome particularly Vice-Chairs.	Pavilion, Harbourside	Wednesday	21 January 2009	6.00-8.00pm
<b>Essential courses for New Governors</b>						
Getting Started: Introduction for New Governors	1	An overview of governors' key duties and areas of responsibility including how schools are organised. This is essential training for new governors	Withywood Community Centre	Wednesday	21 January 2009	9.30am-12 noon
*** Repeat Course***** Getting Started: Introduction for New Governors	1	An overview of governors' key duties and areas of responsibility including how schools are organised. This is essential training for new governors	Create Centre, Cumberland Basin	Wednesday	25 February 2009	7-9.30pm
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.	Withywood Community Centre	Tuesday	10 February 2009	7-9.30pm
Roles & Responsibilities: Accountability	2	The role of the governing body in ensuring accountability. Looking at how schools fulfil their legal requirements and looking at ways governing bodies report to their stakeholders. Governors who are familiar with the school context, and comfortable participating in a meeting context, may wish to start at this point.	Create Centre, Cumberland Basin	Thursday	5 February 2009	9.30am-12 noon
Roles & Responsibilities: Strategic Direction	2	The role of the governing body in setting the strategic direction of the school. Looking at School Development Planning, target setting and successful characteristics of an effective school.	Create Centre, Cumberland Basin	Thursday	5 March 2009	9.30am-12 noon
Roles & Responsibilities: Support and Challenge (Critical Friend)	2	The role of the governing body in being a critical friend. Looking at the role of monitoring & evaluation in supporting and challenging school performance.	Create Centre, Cumberland Basin	Thursday	26 March 2009	9.30am-12 noon

Roles & Responsibilities: Condensed all day session	2	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. Lunch provided.	Council House, College Green	Saturday	14 March 2009	9.30am-3.30pm
<b>Essential courses for all governors</b>						
Pupil Data: Governors' role in understanding and using a variety of pupil level data to inform school improvement planning	3	This session will introduce governors to a wide range of data sources and will explore ways in which this can inform governors' understanding of their school's strengths and weaknesses, and how they can challenge and support senior leaders in the acceleration of pupil progress.	Pavilion, Harbourside	Monday	2 February 2008	7-9.30pm
<b>Essential courses for link governors/governors serving on committees</b>						
Children in Care: An introduction to the role of the responsible governor	2	An introduction to the role of the governor with responsibility for children in care.	Withywood Community Centre	Monday	19 January 2008	7-9.30pm
Children in Care: Writing the annual report		There is a new duty on all schools to report on provision for children in care. This course will give you the tools and guidance to ensure this important task informs provision for this vulnerable group.	Fonthill, Southmead	Tuesday	3 March 2008	9.30am-12noon
Children in Care: Writing the annual report ***Repeat course***		As above	Pavilion, Harbourside	Wednesday	1 April 2008	7-9.30pm
Exclusions	3	The role of the governing body in reviewing pupil exclusion. Headteachers and Clerks (as well as governors) particularly welcome.	Pavilion, Harbourside	Tuesday	10 March 2009	7-9.30pm
School Finance	2	An introduction to school finance for members of the Finance Committee and an opportunity for more experienced governors to increase their knowledge and understanding of budget setting and financial monitoring.	Council House, College Green	Tuesday	17 March 2008	9.30am -12 noon
<b>Specialist courses</b>						
Succession Planning: Finding, developing and keeping great head teachers today	3	This session will help you identify the key resources and simple steps you need to take to plan for your leadership needs of tomorrow.	Pavilion, Harbourside	Monday	23 March 2009	7-9.30pm

Roles and Responsibilities: A refresher course for governors in post more than 2 years	2	if you either didn't attend training as a new governor, or would like a refresher, then this is the course for you. Covering the key aspects of the introductory training, but all packaged into one morning and exclusively for governors in post more than 2 years.	Create Centre, Cumberland Basin	Thursday	12 February 2009	9.30am-12noon
<b><i>Essential training for clerks</i></b>						
National Training Programme for Clerks: Module 2	2	The role of the clerk to governors in supporting good governance.	Create Centre, Cumberland Basin	Wednesday	18 March 2009	9.30am-12 noon
Clerks' Network	N/A	Sharing good practice, new initiatives and supporting training and development needs.	Pavilion, Harbourside	Tuesday	27 January 2009	7-9.30pm