

Termly Governor Bulletin **ESSENTIAL READING FOR CHAIRS, HEADS AND CLERKS**

In your Term 6 2009 Bulletin...No. 60

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

Item	Title	Action by date	Attention
1.	New Ofsted Framework and New SEF	ASAP/Dec 2009	Head, Chair
2.	Statutory Report on Safeguarding	22 June 2009	Head, Child Protection Governor
3.	Audit Commission Survey of Schools	15 July 2009	Head, Chair
4.	Somali Governors	ASAP	Chair, Clerk

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

Item	Title	Action by date	Attention
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NONE

INFORMATION & GUIDANCE ITEMS

(*items and appendices on YELLOW paper*)

Item	Title	Attention
5.	Review of Out of School Provision	Head, Chair
6.	LEA Governor Appointments	Chair, Head, Clerk
7.	The importance of tackling homophobia in our schools	Chair, Head
8.	Alcohol and Raffles	Chair, Head
9.	Independent Review of PSHE	Chair of Curriculum Committee, Head
10.	Behaviour Improvement Team Update	Chair, Head
11.	Learning Improvement Team Update	Chair of Curriculum Committee, Head
12.	Ethnic Minority Achievement Team Update	Chair of Curriculum Committee, Head

TRAINING AND CONFERENCE ITEMS

(*items and appendices on BLUE paper*)

Item	Title	Attention
13.	Agenda Briefings and Agenda Essentials	Chair, Vice Chair, Head, Clerk
14.	Bristol Governors' Forum	All Governors
15.	Regional ICT Conference	All Governors
16.	FGM Awareness Training	Child Protection Governor, Head
17.	Governors Training	All Governors, Clerk

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 schools.it.servicedesk@bristol.gov.uk to request a log-in and password for you, giving your full name and your e-mail address.

ACTION ITEMS

Attn: Heads, Chairs

1. New Ofsted Inspection Framework and New SEF

There are going to be major changes to the Ofsted framework and inspection system from September 2009. During Term 6 there will be some briefing sessions arranged for headteachers so that they can become familiar with these changes and what they mean for your school. Headteachers are urged to attend, even if you have recently had an inspection.

The following summary information was been emailed to headteachers in Term 5:

- Ofsted is developing a new SEF (Part A, the record of self-evaluation) to accompany the new inspection framework. It is briefer and encourages less repetition.
- Parts B,C and D (the pay and ratios bit) will be transferred automatically by Ofsted to the new SEF and made available to schools in mid-July.
- Because Part A differs, Ofsted will not transfer it.
- On 6th July, Ofsted will **freeze the current SEF** Part A and archive it as a read-only PDF file
- In inspections in terms 1 and 2 of next academic year, inspectors will receive both old and new SEFs.
- Heads are asked not to work on the new SEF until the final version is issued in mid-July, and there is no expectation that heads will have the new SEF ready, or will even have begun it, by September.

Although the detail of the layout changes, and there are some new emphases, the spirit and purpose of the SEF don't - a coherent record of the findings from the school self-evaluation programme, heavy on evaluating the impact of L&M on provision and of provision on to outcomes, and thus the basis of the priorities of the improvement plan.

Advice to headteachers and governing bodies is as follows:

- Make sure you tweak the old SEF to ensure that it picks up any significant changes, such as through the Bristol summer term leadership and management SIP visit, before it freezes on 6 July, especially if you are expecting an inspection late this academic year or early next.
- When the new SEF comes on line, early next academic year, you will need to update Parts B - D with 2009/2010 data.
- The first entry into the new SEF Part A should undoubtedly be the standards section, to update with the 2009 test data - but look carefully at the new definitions of achievement, attainment, learning, progress in the new framework paperwork which will be available in late June.

- Reading between the lines of the "Information about a new SEF: questions and answers" publication from Ofsted, there is an assumption that inspections from Jan 2010 onwards will be based on the new SEF. Ofsted cannot insist on this because the SEF is non-statutory. Whereas you could move from the old to the new at the pace that suits you - over a year, following the Bristol SIP-visit cycle - I think it may be wiser, with the help of your SIP/SIO, to move a bit quicker than that because of the new "highlights" in the SEF/inspection framework - the greater emphasis on safeguarding, EO and diversity, governance, community cohesion and capacity to improve, most of which are to be found in the current sections 6 and 7, may suggest a quicker pace. Similarly, the new approach to outcomes and achievement may suggest the need for a re-think. It is suggested that it would be good practice to have a new-style SEF compiled by Christmas 2009. A new primary guidance/model SEF aligned to the new requirements is being produced this summer.

**Contact: Jeanne Simpson, Senior Primary School Improvement Officer,
Tel: 0117 9224764, Email: jeanne.simpson@bristol.gov.uk**

Attn: Heads, Child Protection Governors

2. Statutory Report on Safeguarding Reminder

Headteachers and chairs of governors are reminded of the statutory requirement for all governing bodies to be provided with an Annual Report to the Governing Body on Safeguarding Children. A copy of the report must be forwarded to Kate Cole, Child Protection Advisor for Schools by 22 June 2009.

A template report, which includes an explanation of its purpose, is attached at **appendix 1**.

Contact: Kate Cole, Tel: Email: [k.cole\(child_protection\)@bristol.gov.uk](mailto:k.cole(child_protection)@bristol.gov.uk)

Attn: Chair, Head

3. Audit Commission Survey of Schools

Schools should by now have received notification from the Audit Commission that the 2009 Survey of Schools is now open. The Survey runs to the 15 July and this year includes a number of local as well as the standard core questions. A good participation rate is essential if the results of the Survey are to be meaningful and to help the LA develop its services to schools in the future. Governors are asked to encourage their schools to take part in the Survey if they have not already done so.

Contact: Rodger Fowler, Tel: 0117 90 37600 Email: Rodger.fowler@bristol.gov.uk

Attn: Chair, Clerk

4. Somali Governors

We have been asked by a school in Central Bristol to enquire whether there might be any Somali governors in the city who would be willing to provide support to two newly appointed Somali governors at another school. If you think any of your governors maybe willing to help out in this way please contact the Governor Development Service for more details.

Contact: Governor Development Service, Tel: 0117 9031396, Email: GDS@bristol.gov.uk

Annual Report to Governing Body on Safeguarding Children

This document serves two purposes:

1. To provide a report to the Governing Body on Safeguarding practice that enables the Governing Body to monitor compliance with the requirements of 'Safeguarding Children in Education', DfES/0027/2004¹ and to identify areas for improvement. (*Chapter 15, Guide to Law for Governors, Jan 2005*)
Governing bodies are accountable for ensuring their establishment has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any LA guidance, and locally agreed inter-agency procedures)

2. To be forwarded to the Safeguarding team of the LA so that Safeguarding practices in schools can be monitored and areas for support identified.
('Safeguarding Children in Education', DfES/0027/2004 – 24.6 LAs shouldmonitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate polices and procedures, and the training of staff, including the senior person with designated responsibility for child protection. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them”

Name of School:

Annual Report from the Governing Body on Safeguarding Children - Date:

This report is for the period to

N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.

Name of person completing form:

Name of Designated Child Protection Lead:

Name of Nominated CP lead Governor :

Number of pupils subject to a Child Protection Plan (previously know as the cp register):

Number of Children in Care:

(This number refers to the total number of children, in this school year, that are in the care of the local authority).

Number of allegations made against staff:

Number of referrals made to social care:

(A referral is made to children’s social care duty teams. This means that information is put on their database for further action. This is **not** about the number of times advice has been sought).

Please put the number of referrals made under each of the following categories:

Physical	
Sexual	
Emotional	
Neglect	

No. referrals where female genital mutilation (fgm) is suspected:

Child Protection Planning Meeting (previously known as cp case conference):

No. CP planning meetings (case conferences)	No. attended	No. reports submitted

Summary of Safeguarding Training

Designated senior persons must undertake training consistent with Bristol Safeguarding Children's Board (BSCB) guidelines:

Training must be updated every two years.

Teaching and other staff should have training updated every 3 years.

Staff	Date of last training	Training Provider
Designated officer(s)		
Head teacher		
Teaching staff		
Non -teaching staff		
Nominated Governor		

Please indicate any training that cp leads or staff have received on female genital mutilation:

Names of those who have undertaken training in safe recruitment:

Additional training undertaken by Designated Senior Person (e.g. Local BSCB courses):

Policies and other documents relating to safeguarding

Policies and/or procedures for Safeguarding	Date in place	Next review date
Child Protection		
Management of allegations against staff		
Recruitment and selection		
Safeguarding statement in school prospectus		

Please return this form by 22nd June 2009 to Kate Cole – Child Protection Advisor for Schools, rm U35 Council House, College Green or via email to [k.cole\(childprotection\)@bristol.gov.uk](mailto:k.cole(childprotection)@bristol.gov.uk)

Thank you

CONSULTATION ITEMS

Attn:

No consultation items this issue

INFORMATION AND GUIDANCE ITEMS

Attn: Head, Chair

5. Review of Out of School Provision

From 1st June 2009 the Head of St. Matthias Pupil Referral Unit, Val Neel, has been appointed, on a secondment basis, to review out of school provision and the organisation of pupil referral units within Bristol. The outcomes from the review will include recommendations on the future use of this provision, management structures and the role of area partnerships in the referral process.

An initial draft report will be presented at the end of Term 2.

**Contact: Val Neel, Tel: 0117 9031253 Email val.neel@bristol.gov.uk
John Ward, Tel: 0117 9224765 Email john.ward@bristol.gov.uk**

Attn: Chair, Head, Clerk

6. Governor Appointments: Last LEA panel of the school year

Chairs, headteachers and clerks are reminded that the panel responsible for appointing LEA governors will meet for the last time this school year on 10 July. If you wish to make a nomination for an LEA vacancy on your governing body you will need to submit an application to Louise Bale by 25 June. Copies of the application pack for potential new LEA governors available to download from the GDS website.

Contact: Louise Bale, Tel: 0117 9031396 Email Louise.bale@bristol.gov.uk

Attn: Chair, Head

7. The importance of tackling homophobia in our schools

Since the introduction of anti-homophobic guidance to Bristol schools in September 2007, data illustrates that schools are under-reporting homophobic incidents.

To address this, the Corporate Equalities team at Bristol City Council are now working with Children and Young People's Services to put into place support to assist teachers in tackling this agenda. Anti-homophobia and homophobic bullying work in schools needs to be driven by the school leadership team.

To ensure that anti-homophobia work is successful, a combination of different approaches delivered simultaneously, is required:

- training for staff to enable them to recognise, prevent and deal with homophobic bullying
- the continuous and consistent challenging of homophobic language
- providing accurate information about LGB issues across the whole curriculum
- ensuring the curriculum celebrates difference, promotes equality and inclusion, is relevant and addresses issues of homophobia and LGB equality
- embedding the challenging of homophobia and homophobic bullying within the school's ethos - complementing the wide range of equality, inclusion and anti-bullying work already taking place in schools around race, gender and disability
- ensuring that the schools welcome diversity and that they are places where children, young people and staff feel safe.

To this end Bristol City Council will be working with Stonewall, EACH (Educational Action Challenging Homophobia) and other providers to ensure that sexual orientation and homophobic bullying in schools is embedded into both the curriculum and the school culture.

At the same time the local authority will support schools in working with parents and local community groups to ensure that they are reassured about the nature of this work and that they understand the importance of combating all forms of bullying in our schools.

In February 2009 Bristol City Council published a booklet *Lesbian, Gay and Bisexual people - Frequently Asked Questions, Myths and the Facts*. This booklet is aimed at teachers, parents and governors and can be obtained either from the Equalities team or can be downloaded from the website on <http://www.bristol.gov.uk/ccm/content/Community-Living/Equality-Diversity/files/information/lesbian-gay-and-bisexual-mythbusting-booklet.en>

EACH are currently funded by Bristol City Council (Safer Bristol) to come into any locally funded school to deliver training to teachers or children and we expect to put further measures in place by September 2009.

The CYPS guidance *Reporting and Dealing with Harassment in Bristol Schools* was sent to all schools in September 2007. If you don't have a copy please contact Jeffer Wright on Groupwise or on 0117 3533303.

Further specialist training materials, lesson plans and tool kits are available on the web and schools can contact the corporate equalities team or CYPS for further information.

Schools who are interested in training on this subject can contact EACH - <http://www.eachaction.org.uk> , 0117 946 7607. The training will be free for the school if it is locally funded.

CYPS are also planning training around this issue as part of their ongoing CPD training.

Other organisations who can offer support include:

Schools Out - <http://www.schools-out.org.uk/training.htm>

Stonewall - Stonewall Education Champions Programme - http://www.stonewall.org.uk/education_for_all/about_us/1727.asp

There are various links and resources on Bristol's new Governors' website at: www.bristolgovernors.org.uk

Any school can contact either the Equalities Manger in CYPS, Su Coombes - susan.coombes@bristol.gov.uk , 0117 353 3308 or the Corporate Equalities team at Bristol City Council at equalities.team@bristol.gov.uk , 0117 922 2329/2658.

Attn: Chair, Head

8. Alcohol and Raffles!

The following guidance has been produced to help schools stay within the law when using or leasing school premises for performances, sale of alcohol, raffles etc.

A. Licensing Guidance

This guidance outlines the basic principles. Schools are advised to contact Bristol City Council's Licensing Team at the earliest opportunity for more information about their particular circumstances.

1. When do we need to get a licence?

You will need a licence if you currently or intend to offer :-

- Sale by retail of alcohol (or supply of alcohol to a club)
- Provision of late night refreshment (hot food / hot drinks between 11pm and 5am)
- Provision of regulated entertainment, i.e. :-
 - Performance of a play
 - Exhibition of a film
 - An indoor sporting event
 - A boxing or wrestling entertainment
 - A performance of live music (or entertainment of a similar description)
 - Any playing of recorded music (or entertainment of a similar description)
 - A performance of dance

2. Premises Licence

These are required if schools want to hire out their facilities for the above activities more than 12 times per year.

3. Temporary Events Notice (TEN)

For less than 12 activities per year, a TEN will be required. This allows a school to hold a licensable activity on premises that are not currently licensed, or to hold activities existing licenses or club certificates do not permit, e.g. selling alcohol at a school fete.

4. Supply of alcohol on school premises

A licence will be required and schools should contact the Licensing Team for information.

5. Exemptions i.e when a licence is not required

Certain activities are exempt but schools should check with the Licensing Team to avoid any potential liabilities of not obtaining a licence.

- Outdoor Sports Days, and any other outdoor entertainment events.
N.B. firework displays require a special licence.
- PTA raffles and tombolas which include alcohol as prizes provided:
 - (a) the proceeds are not for personal gain;
 - (b) there are no money prizes;
 - (c) alcohol is in a sealed container and
 - (d) tickets are only sold at the place where the entertainment occurs i.e. the school.
- Consumption of alcohol on premises. For example, quiz evenings where parents are invited to bring along their own bottles of wine and beer would not require a licence.
- Teaching students to perform music or to dance.
- Activities within the school which involve participation as acts of worship in a religious context.
- The rehearsal of a play or rehearsal of a performance of music to which the public are not admitted.
- Entertainment at private events. This would become regulated entertainment however, and therefore licensable, if it is provided for consideration and with a view to profit.
- Film exhibitions for the purposes of information and/or education.

6. What are the consequences of not obtaining a licence to cover regulated entertainment?

A person guilty of the offence of carrying on, attempting to carry on or knowingly allowing to be carried on an unauthorised licensable activity is liable on summary conviction to imprisonment for a term not exceeding six months or to a fine not exceeding £20,000 or to both. The maximum penalty is high because such an action could involve putting public safety at serious risk. However, a person does not commit such an offence if his only involvement in the provision of the entertainment was that he:

- performed live music or plays recorded music
- performed a dance
- provided entertainment of a similar description to those above
- performed in a play
- participated in boxing or wrestling entertainment; and
- participates as a sportsman in an indoor sporting event

There is also the defence of "due diligence" as provided by section 139 of the Licensing Act, against this offence which a person charged with it may invoke if the act "was due to a mistake, or to reliance on information given to him, or to an act or omission by another person, or to some other cause beyond his control, and he took all reasonable precautions and exercised all due diligence to avoid committing an offence".

7. School raffles

Schools need to be registered for raffles, tombolas or any event that involves the sale of tickets or an element of chance.

If the raffle tickets are sold and the raffle drawn on the same day (eg at dinner dances or fetes) then a certificate of registration may not be required. Schools are again advised to contact the Licensing Team for more information.

Registering and requirements

All raffles or lotteries held under this registration must have properly printed tickets with the name of the society, the promoter's name and address, the council who has registered the charity, the date of the lottery and the price of the ticket.

Once registered, schools have to submit a return after each lottery showing:

- the amounts collected
- the amount spent on prizes
- any expenses concerned with running the lottery

These returns are held for 18 months and are available for public inspection. All registrations automatically expire on 31 December each year.

B. Hiring out of school premises.

Schools are strongly advised to enter into some form of letting agreement with any third party who wants to use the school's premises for any event or activity. A model form and letting policy which cover insurance and other important issues can be found on the Intranet.

Legal Services has drafted model transfer of control agreement documents for use by schools. Please contact us on 9222151 for advice.

C. Health and Safety considerations

Schools are advised to contact the LA's Health, Safety & Wellbeing, Business Continuity and Emergencies Team for any detailed advice. Tel: 0117 922 4399 Fax 0117 903 7775

Risk assessments

Many schools let part of their premises outside school hours. Each letting must be considered on its own merits and the risks associated with the activity/ use. Charges made must at least offset the costs incurred (eg caretaking, cleaning, setting up, heating, electricity etc) and any surplus must go to school funds. There is a Risk Assessment covering lettings at :

<http://intranet.bristol-cyps.org.uk/services/ssm/riskassess/RiskAssess2.doc>

This would be a starting point but it would have to be tailored to the school's exact needs. The Health, Safety & Wellbeing Team would be happy to comment/ advise on any draft risk assessment.

If entertainment is taking place, the provider may already have a risk assessment of their own (depending on the nature of the event), and schools should ask to see a copy.

Fire assessment

A separate a Fire Risk assessment must be undertaken regarding any risks associated with lettings.

Forms and guidance material can be found in the box on the left hand side of the page at : http://intranet.bristol-cyps.org.uk/services/ssm/hsw_risk_assess.html

**Contact: Licensing Team Tel: 0117 9142500 licensing@bristol.gov.uk
Health, Safety & Wellbeing Team Tel: 0117 922 4399**

Attn: Chair of Curriculum Committee, Head

9. Independent Review of Personal, Social, Health and Economic (PSHE) education

An independent review of Personal, Social, Health and Economic (PSHE) education has been published by the DCSF. PSHE aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to young people's wellbeing and include: nutrition and physical activity; drugs, alcohol and tobacco education; sex and relationships education; emotional health and wellbeing; safety; careers education; work-related learning; and personal finance. In doing so, PSHE education plays a major role in schools' contribution to the five Every Child Matters outcomes.

This review provides a number of firm recommendations for the DCSF to consider, perhaps most immediately that PSHE education should become part of the statutory National Curriculum in both primary and secondary phases. You can download and order the publication from TeacherNet's online publications website,

Contact: www.teachernet.gov.uk

Attn: Chair of Curriculum Committee, Head

10. Extended Services: a Quick Guide

Attached at the end of this section please find a copy of the Training and Development Agency's Quick Guide to Extended Services. **For more detailed guidance and a toolkit for governors go to: www.tda.gov.uk/extendedservicesforgovernors**

Attn: Chair, Head

11. Behaviour Improvement Team Update

Behaviour Improvement Team (BIT) came into being in September 2008, following the restructure of the Behaviour Support Service. The team was managed until 28th February 2009 by Anne Gurner. Following Anne's retirement, interim line management of the team has been passed to Esther Pickup-Keller, Behaviour and Attendance Consultant and Strategic Lead for SEAL.

The BIT is a team are able to provide a variety of services to schools and settings. The team no longer offers traded services.

Work with pupils/schools

The team will take referrals from schools for vulnerable pupils who are at risk of exclusion. A member of the team will work with the school and the young person to avoid interruption to their education, help remove barriers to learning and help to build capacity in school to manage individuals to support the young person being successful in their educational setting.

The team will prioritise children in care.

The team will also support schools with the writing of PSPs.

Behaviour Reviews

The BIT has developed a review process which can be tailored to the needs of the school/setting. Consequently a review will take as long as is needed according to these needs. Schools can request a behaviour review themselves and some schools in category 3 or 4 may be guided into a review by their SIO or SIP. A review is an extremely useful exercise, which will highlight strengths, but also areas for development. Following a review, a report will be written, and this report will include recommendations for actions.

The BIT is happy to support the school in implementing the actions, or indeed direct the school towards other services, which might be better placed to support the school in carrying out actions highlighted by the review.

Schools in exceptional circumstances

Sometimes schools, even if they are not in category 3 or 4, go through an acute crisis, caused by circumstances beyond their control. The BIT can be deployed to support a school through these times of difficulty, making sure that there will be no barriers to sustainable improvement in outcomes for children and young people.

This work is usually requested by the SIO, following discussions with the SLT.

Members of BIT will complete notes of visit, copies of which will be sent to the member of staff visited in the school, as well as the Head, the SIO, the SIP and the Head of BIT.

Notes of visit will refer to the purpose of the work, judgements and evidence about progress made or areas of development and recommendations for action.

SEAL development

The BIT team is happy to support schools with SEAL development. A number of BIT members have developed expertise in SEAL development and the team will match the needs of the school to the skills of the team members.

Negotiated transfers

These are still negotiated by Sue Jackson. Sometimes the sheer volume of referrals will make response time appear lengthy. Please be patient, but make sure you alert Sue and or the Head of Service if information share about NTs appears to be taking a long time.

Contact details for BIT are as follows:

Esther Pickup-Keller, Head of Service

E-mail: [esther.pickup-](mailto:esther.pickup-Keller@bristol.gov.uk)

Keller@bristol.gov.uk

Phone: 0117 3773239

Judy Easterbrook, Team Leader South Area

E-mail: judy.easterbrook@bristol.gov.uk

Phone: 0117 9031376/9031294

Valerie Hill, Team Leader, East/Central Area

E-mail: valerie.hill@bristol.gov.uk

Phone: 0117 3773242

Sue Jackson, Team Leader, North Area

E-mail: sue.jackson@bristol.gov.uk

Phone: 0117 9031258/9031375

12.Learning Improvement Team Update

In order to raise awareness of their service, the Learning Improvement Team have provided the following update:

The purpose of the Team is to build capacity and expertise within schools to include pupils with SEN/LDD through training and coaching and can be classified under four broad headings:

Leadership and Management:

- Professional development for SENCOs / INCOs
- SEN policies and procedures
- SEN Self Evaluation

Teaching and Learning:

- Professional development for teachers on planning for pupils with complex learning difficulties (*i.e. FSP profile 1 – 2 at end of foundation stage / Below level 1 at the end of KS1 / Below level 2 at the end of KS2*)
- Professional Development Meetings (PDM) for all staff/department
- Whole school INSET

Provision and access:

Provision mapping – planning – doing - reviewing

- Training and coaching in programmes and strategies to meet specific needs.

Achievements and Standards:

- Audit of SEN systems
- Use of diagnostic tools – formative and summative assessment for pupils with SEN
- Tracking systems for pupils working significantly outside the expected range
- Recording and monitoring ‘additional and different’ provision including alternatives to IEPs
- Monitoring and evaluating provision including the quality and effectiveness of additional support

Other Training Opportunities

The Team offers training in

- SENCO Induction
- Use of Assessments in relation to pupils with SEN
- Dyslexia Awareness
- Provision Mapping
- Using the P Scales
- Talking Partners – *September and April*
- Language for Learning – *October and March*

- On line INSET -Language and Communication
-Dyspraxia
- ASD (contact ASD Outreach Team 0117 9030400)
- Motor Co-ordination

In addition the Team provides a queries hotline on Mondays 3-5 pm (0117 9031275)

**Contact Alex Geddis (Acting Senior Consultant) Tel; 0117 9031275
email:alex.geddis@bristol.gov.uk**

Attn: Chair of Curriculum, Head

13.Ethnic Minority Achievement Team (EMAT) Update

In order to raise awareness of their service, the Ethnic Minority Achievement Team have provided the following update:

EMAT aims to provide support, challenge and intervention in order to raise the attainment of bilingual and ethnic minority students within Bristol Schools. This is to be achieved primarily through enabling BME children and young people to fully access the curriculum and by providing focused support, intervention and professional development for mainstream colleagues.

Aims of the Team:

The main aims of the Team are:

- to reduce the level of under-achievement of black and minority ethnic and EAL pupils, as evidenced by the target group's baseline performance, end of key stage assessments and GCSE results, when compared to expected attainments according to the national average
- to provide focused support for EAL pupils, including 'newly arrived' pupils, who have been identified as requiring additional language/ curriculum support in order to access the curriculum and realise their potential
- to provide support for EAL parents, needing additional information, knowledge or skills in order to participate actively in the education of their children.

These aims are underpinned by the principles that successful ethnic minority achievement work...

- translates high expectations into raising the achievement and attainment of BME children and young people
- is only possible within an ethos of valuing and respecting diversity and the promotion of positive race equality

- needs a shared understanding of best practice in teaching and learning to meet diverse learning styles and needs of students, underpinned by rigorous data analysis.
- is built on collaborative working practices for children, young people, their families and staff to support learning at home, at school and in the community.

Universal Support for all schools

Telephone helpline – 0117 353 3296/353 3297. Phone a specialist teacher for advice on pupil support, inclusive practice for minority ethnic pupils and race equality planning.

www.emas4success.org Service Information; New to English; Curriculum Development; Teaching Materials; Whole School Planning; Working with Parents; Contacts and Events; Useful Websites.

New Arrivals Excellence Training: 2 repeated sessions in the year aimed at teachers and teaching assistants working with pupils New to English who may also be new to the UK.

Ethnic Minority Achievement (EMA) Network meeting:

Cross phase network training rolling

Full Day – Thursday 15th October – Engineers House (further details to follow)

Half Day – Thursday 25th March 2010 – Engineers House

Termly twilight sessions

Aimed at Inclusion leaders but open to all

Support to schools is also provided in the following ways:

- **EMA Consultants deployment**
 - support for teaching and learning including planning, curriculum development work, target setting, school reviews
 - middle and senior management support,
 - training for teachers, other staff and governors;
 - support in developing community and parental links
- **EMAT Induction and Assessment Team (EIAT)**
 - provides an accessible first point of entry into the UK education system for newly arrived families who do not have English as their first language
 - facilitates the induction, assessment and integration of children into Bristol schools through its 10 days Induction and Assessment course.
- **EIAT Outreach Work**
 - support schools to build capacity to meet the needs of newly arrived children and young and to enable a shared understanding of working with new arrivals

- Booster classes to provide additional English language support for students who have recently arrived (up to two years) or who are underachieving due to limited fluency in English.
- **Links with Supplementary Schools and other community-based interventions**
 - CYPS funds twelve supplementary schools and schools are encouraged to inform their BME children and young people who could benefit from this provision.
 - A list of the supplementary schools is available on request from the Supplementary Schools Coordinator – Kweku Ata-Amonoo via GroupWise, telephone (0117 353 3307) or website (emas4success.org)
- **Annual HOPE (Helping Outstanding Pupils educationally) conference – 25th November 2009**
- **Guidance documents and website resources (Emas4success.org)**

PUPIL REFERRAL

New Arrivals

A school needing to refer students (Key Stages 2, 3, and 4) must complete the EIAT Pupil Referral Form and return to EIAT at the Woodward Community Resource Centre or online to eiat@bristol.gov.uk

Booster Classes

This provision can be obtained by completing an the EMAT1 Form as well as Pupil Information Form and return to EIAT at the Woodward Community Resource Centre or online to eiat@bristol.gov.uk

All relevant forms are downloadable from our website: emas4success.org or by telephone/email request.

Contact:

Hadassah Radway

BME Achievement Adviser/Head of EMAT

Telephone: 0117 903 1376/903 1269

email: hadassah.radway@bristol.gov.uk

SCHOOLS AND COMMUNITY TEAM

Ethnic Minority Achievement (EMA) Consultants

Lois Francis

EMA Consultant

Telephone: 0117 9031368

email: lois.francis@bristol.gov.uk

Dot Lee

EMA Consultant

Telephone: 0117 9031366

email: dot.lee@bristol.gov.uk

Carol Renton

EMA Consultant

Telephone: 0117 9031368

email: carol.renton@bristol.gov.uk

Supplementary Schools Co-ordinator
Kweku Ata-Amonoo
Tel: 0117 353 3307
Email: cypskaa1@bristol.gov.uk

EMAT INDUCTION AND ASSESSMENT TEAM (EIAT)

Carlos Borel (on Sabbatical)
Specialist Teacher
Telephone 0117 353 3296
Email: carlos.borel@bristol.gov.uk

Catherine Cranmer
Specialist Teacher
Telephone: 0117 353 3296
Email:
catherine.cranmer@bristol.gov.uk

Juliet Davis
Specialist Teacher
Telephone: 0117 353 3296
Email: Juliet.davis@bristol.gov.uk

Sarah Dewey (covering sabbatical)
Specialist Teacher
Telephone: 0117 353 3296
Email: sarah.dewey@bristol.gov.uk

Yasmin Malik
Specialist Teacher and Bristol website manager
Telephone: 0117 353 3296
email: yasmin.malik@bristol.gov.uk

Abdul Jama
Education Welfare Officer (EWO)
Telephone
Email:0117 353 3306

INSTRUCTORS

Rezina Rahman
Telephone: 0117 353 3296
Email:Rezina.rahman@bristol.gov.uk
k

Nuzhat Malik
Telephone: 0117 353 3296
Email:Nuzhat.malik@bristol.gov.uk

Sarwat Manzur (seconded to St Werburghs Park Nursery)
Telephone: Telephone: 0117 353 3296
Email:
Sarwat.manzur@bristol.gov.uk

BILINGUAL ASSISTANTS
Mohamed Jama
Telephone: 0117 353 3296
Email:
Mohamed.jama@bristol.gov.uk

Khadar Said
Telephone: 0117 353 3296
Email: khadar.said@bristol.gov.uk

EMAT BUSINESS SUPPORT

Bristol Education Centre: Angela Salmon
Telephone: 0117 9031367
Fax: 0117 9311619
email:
angela.salmon@bristol.gov.uk

Woodward Community Resource Centre – Nafala Ellis - Positive Action Trainee
Telephone: 0117 353 3300
Email: nafala.ellis@bristol.gov.uk

Caretaker (Woodward Community Resource Centre)
Lenny Davis
Telephone: 0117 353 3295
Email;lenny.davis@bristol.gov.uk

Website:
<http://www.emas4success.org>

Extended services: a quick guide for governors



Extended services: a toolkit for governors

To help governing bodies support their schools in developing effective extended services, the Training and Development Agency for Schools has developed a new 2009-10 edition of its toolkit for governors. To order a copy or for more information, go to www.tda.gov.uk/extendedservicesforgovernors

What are extended services?

By September 2010, all schools will be expected to provide access to a 'core offer' of extended services – and governing bodies have an important role to play in making sure these services are designed to meet the needs of children, young people, families and the community.

Extended services can help you deliver the vision for your school. They increase the school's capacity to meet children's needs and can be a powerful mechanism for improving life chances.

Extended services, along with Healthy Schools, are the key building blocks for the Government's vision of a 21st century school system that develops the talents of all children and young people and equips them for the future.

The core offer comprises:

- a varied menu of activities (including study support and play) plus childcare in primary schools
- swift and easy access to targeted and specialist services
- support for parents to help them to engage with their children's learning, and
- community access to facilities such as playing fields, sports hall and IT suites.

The role of governors

Governors are in a strong position to promote the benefits of extended services and make sure they are integrated into their school's development planning. The schools that see the greatest benefit are those that ensure extended services have explicit objectives that are linked to the school improvement plans and pupils' learning needs – for example, improving literacy, communication skills, confidence and team working. Provision is often most effective when targeted to particular groups of pupils to achieve specific outcomes. Appropriate governance arrangements are an essential element of setting up extended services.

Important to note

The core offer requires all primary and special schools to offer access to high-quality childcare from 8am to 6pm (depending on demand), five days a week, 48 weeks a year.

Secondary schools do not have to offer formal childcare, although some choose to do so. Secondary schools should ensure that their before- and after-school activities provide a 'safe, secure place' for children and young people.

Services should be set up to meet identified needs and demand, and should be aligned with the local authority's strategic plans for the locality and the Children's and Young People's Plan. Schools do not need to set up services where there is existing high-quality local provision and evidence that demand is being met.



developing people, improving young lives

Partnership working

Schools are not expected to provide access to extended services on their own. Instead, they should work with local partners, including other schools, statutory agencies, voluntary and community organisations and the private sector. Partnership working can maximise the use of available resources and facilities and avoid duplication of provision. Clusters of schools working together, for example, sharing an extended services coordinator, can be an effective way of providing access to extended services in many localities.

Funding

The Government has allocated funding of more than £1bn to local authorities between 2008 and 2011 to support the planning, development and implementation of sustainable, coordinated extended services. This funding includes £265m for the extended services disadvantage subsidy. The subsidy will help schools to provide a comprehensive range of exciting, high-quality extended services and ensure that these are accessible to all children and young people, particularly those in care or disadvantaged by economic circumstances.

"Extended services are making an outstanding impact on achievement and standards ... students' progress has improved significantly during the same period in which extended services have expanded rapidly."

Ofsted inspection report

The benefits



High-quality childcare can enhance learning and give parents more time to work or study.



A varied menu of activities gives children and young people opportunities to excel outside the classroom and benefit from new experiences, which can transform their attitudes to learning and build their self-esteem.



Swift and easy access to targeted and specialist services can help overcome barriers to learning and enable children and young people to achieve their potential.



Parenting support can help parents engage with their children's education, help remove barriers to learning, raise attainment and improve attitudes and behaviour.



Community access can strengthen a school's position as the 'hub' of community life and increase opportunities for local people.

Ofsted and extended services

As part of its inspection procedure, Ofsted examines the contribution made by a school's extended services. It considers, for example, the rationale for offering the services and the evidence that they are making a difference.

The provision of effective extended services is a way of meeting two statutory duties on governing bodies – to promote community cohesion and to promote pupil well-being.

"The majority of the schools visited had compelling case-study evidence that extended services had made life-changing differences to pupils that had led to better attendance and attitudes."

"The schools with the most effective services had integrated the development of extended provision within their school improvement plans, with a clear focus on improving positive outcomes for children and young people."

Quotes taken from *How Well Are They Doing? The Impact of Children's Centres and Extended Schools* (Ofsted 2008), a survey of 30 children's centres and 32 schools in 54 local authorities.

Training and Development Agency for Schools
151 Buckingham Palace Road, London, SW 1W 9SZ
TDA switchboard: t 0870 4960 123

Publications: t 0845 6060 323 e publications@tda.gov.uk

www.tda.gov.uk

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TRAINING AND CONFERENCE ITEMS

Attn: Chair, Vice Chair, Head, Clerk

14. 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 1 and 2 and associated briefing papers will be circulated to all Chairs, Clerks and Headteachers in a separate mailing (by e-mail to Chairs, Clerks and Heads, and post to Chairs) before the beginning of Term 1.

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 Briefings for 2009/10 will take place on;

Wednesday 16 September

Wednesday 20 January

Wednesday 12 May

All 6-8pm. Venues to be confirmed.

Contact: Ian Caskie, School Improvement Adviser: Governance & Leadership,

Tel: 0117 3773246 email: ian.caskie@bristol.gov.uk

Attn: All Governors

15. Bristol Governors' Forum

Meet with other governors and LA officers

Bristol Governors' Forum provides an opportunity for governors from across Bristol to meet together to hear and discuss developments in education in our city and share good practice. It is also a chance for governors to meet with LA officers and provide constructive feedback on new proposals and the services their schools receive.

All governors are welcome to attend Bristol Governors Forum meetings which take place once a term. The Term 6 meeting will take place on **Thursday 2 July, 7.15pm – 9pm, Fairfield High School.**

Meeting dates for next year are:

- Term 1 - Thursday 8 October 2009
- Term 2 - Thursday 3 December 2009
- Term 3 - Thursday 28 January 2010
- Term 4 - Thursday 18 March 2010
- Term 5 - Thursday 20 May 2010
- Term 6 - Thursday 8 July 2010

All 7.15pm – 9pm, venues to be confirmed.

BME Governors' Network

The Forum also hold Network Meetings specifically for Black and Minority Ethnic (BME) governors. If you are interested in supporting and sharing ideas with other BME governors and helping to raise the profile of issues relating to BME children and young people in our schools why not get involved? **The Term 6 meeting will take place on Monday 22 June, 6.45pm – 9pm, at the Council House.**

Meeting dates for next year are:

- Term 1 - Monday 28 September 2009
- Term 2 - Monday 23 November 2009
- Term 3 - Monday 18 January 2010
- Term 4 - Monday 8 March 2010
- Term 5 - Monday 10 May 2010
- Term 6 - Monday 28 June 2010

All 6.45pm – 9pm, at the Council House

Your Contact Details

A new clerk has been appointed to the Forum. Elizabeth Jahn is an experienced clerk to governors who brings a wealth of knowledge to the role. As Liz is employed independently by the Forum, we need to inform you that we will provide Liz with a list of Forum members' names, email address and home address, so that she can send you regular information about Forum matters. If you are on our Forum mailing list and **do not** want us to share your details please contact the Governor Development Service by 30 June 2008. If at any time in the future you wish to be removed from the list, amend your contact details or see the data that Liz holds about you, then please contact Liz (see contact details below). Liz will advise you of any instances where she might potentially share your data.

Forum Website

The Bristol Governors' Forum has launched its own website which is independent of Bristol City Council. Over time, it will become a comprehensive resource for all governors. **Go to WWW.bristolgovernors.org.uk to find out more.**

Contact; *If you would like to attend a Forum or BME Network meeting or would like to put forward agenda an item for consideration, please contact Elizabeth Jahn, Forum Clerk, via the dedicated email addresses: bristolgovernorsforum@blueyonder.co.uk or bmegovernorssupport@blueyonder.co.uk, Tel 0117 9685916, or via Governor Development Service, on Tel 0117 90 31254.*

Attn: All Governors

16.Regional ICT Conference

The South West Grid for Learning Regional ICT conference 2009 will take place on 1st July at the University of the West of England.

Keep up to date with ICT by attending this one day conference for all teaching staff, ICT subject leaders, headteachers and school governors.

For more information and online booking instructions go to www.swgfl.org.uk/ictconferences.

Attn: Child Protection Governor, Head

17. Female Genital Mutilation Awareness Training

The Bristol Safeguarding Children Board has set up a programme of Awareness Raising Training on the subject of Female Genital Mutilation (FGM). It is recommended that at least two people from any team working with children should attend this training. This training would also be appropriate for Child Protection Governors. See flyer attached at **appendix 1** for further details.

Contact: jane.westerside@bristol.gov.uk or kellyreid@bristol.gov.uk

Attn: All Governors, Clerk

18. 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 summer training programme are set out in the Summer edition of the Bristol Governor Newsletter recently distributed to all governors and available on our website at <http://www.bristol-cyps.org.uk/services/gds/gds.html>.

For 2009/10, instead of including termly training programmes in our Newsletter, we will publish an Annual Governor Training Programme. The programme will be set out in a separate booklet and will be circulated via your Clerk to Governors before the end of Term 6. It will also be available on our website. If we provide any new sessions in addition to the published programme we will advertise these through the Governors' Bulletin and Newsletters.

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



Female Genital Mutilation (FGM) Awareness Raising Training - A Safeguarding Issue –

Trainers: Jackie Mathers & Nikki Lawrence

Date	Time	Venue
Weds 1 st July 2009	9.30am – 12.30pm	Southville Centre, Beaufey Road
Weds 1 st July 2009	1.00pm – 4.00pm	Southville Centre, Beaufey Road
Weds 7 th Oct 2009	9.30am – 12.30pm	New Brunswick Centre, Southmead
Weds 7 th Oct 2009	1.00pm – 4.00pm	New Brunswick Centre, Southmead
Weds 20 th Jan 2010	9.30am – 12.30pm	Rosegreen Centre, Whitehall
Weds 20 th Jan 2010	1.00pm – 4.00pm	Rosegreen Centre, Whitehall

Who should attend course

This course will review the safeguarding guidelines for Children at risk of Female Genital Mutilation (FGM). This is awareness raising training and would benefit staff who work with FGM practicing communities or those who have an interest in the field. It is recommended that at least 2 people from any team working with children should attend this training.

Aims

That you will have an understanding of your roles and responsibilities regarding issues related to Female Genital Mutilation (FGM) and safeguarding children

Objectives

- Awareness of female genital mutilation guidelines and how to access them.
- An awareness of how female genital mutilation impacts on the safeguarding children agenda.
- To have an understanding of the background, signs, symptoms and health implications of female genital mutilation.
- Know how to make a referral when you identify female genital mutilation or have concerns female genital mutilation may be practiced.

This FGM awareness raising training will include:

- The Bristol FGM Guidelines
- Recognising signs and symptoms of FGM, either being planned or having been performed.
- Referral procedures
- Available support for victims of FGM.

If you would like to book a place on this course please email your name, job title, workplace and manager's name to BSCB Admin:- jane.westerside@bristol.gov.uk or kelly.reid@bristol.gov.uk