

Governor Bulletin

Number 18

For Chairs, Clerks & Headteachers

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School Profile website re-opened

Letter sent to all Chairs of Governors and Headteachers of all maintained schools in England.

Dear Colleagues

I am writing to inform you that you can now access your school profile template. This has been changed in response to the considerable feedback we received direct from schools and governors completing profiles for the first time during the spring and summer terms 2006, and in consultation with their representative bodies. The main improvements include:

- a new pictorial format for expressing pupil progression, for key stages 2 – 4. This will have greater accuracy than the ‘big arrow’ display in the original profile
- changing the heading of the document to include a ‘last published’ date, rather than a reference to an academic year, to remove any confusion about the currency of the document
- providing schools with the opportunity to update their profiles during the year if they so wish – though there will be no requirement to do this
- improved navigation and usability, making access and publication easier.

We will continue to provide the same level of national support that helped so many schools during the spring and summer terms. You can talk direct to the school profile support team on 0845 600 9506 or you can email them at school.profile@dfes.qsi.gov.uk . Detailed guidance and frequently asked questions can also be found at <http://www.teachernet.gov.uk/management/newrelationship/schoolprofile/> .

We strongly advise you to read this guidance before you start drafting text for your next profile.

Yours sincerely

Peter Wanless
Director, School Performance and
Reform Schools Standards Group
DfES

School Profile FAQs

Q. Which schools need to complete a school profile?

A. All maintained schools need to publish a school profile, except maintained nursery schools, which will continue to produce a governors' annual report. Non-maintained schools, independent schools and academies are not required to complete a school profile, and will not be able to log on to the secure school-profile area.

Q. Where do I find my profile template?

A. Profile templates are available on <https://schoolprofile.teachernet.gov.uk>. Your username and password for the school profile are the same as your school's user name and password for TeacherNet and Online Publications for Schools.

Q. When do I have to publish my profile?

A. Your profile should be published once in each academic year, by 31 July.

Q. Which academic year should I report on?

A. Your profile should report on the current academic year.

Q. How often must I publish our school profile?

A. The statutory requirement is to publish a school profile once each academic year.

Q. Can we publish our profile more often than once a year?

A. Yes. In response to feedback from some schools, who wanted to be able to maintain the currency of their profiles, we have introduced an option to update and re-publish profiles throughout the year.

Q. Do I have to hold a governors' meeting with parents?

A. No. The 2005 Education Act removes the requirement for a school to hold a governors' annual meeting with parents. However, there is nothing to stop schools arranging meetings for parents and governors should they wish to do so.

Q. What about the annual governors' report to parents?

A. The school profile is designed to replace this report. There is no longer a requirement to produce the annual governors' report to parents, except for maintained nursery schools.

Q. What are my username and password details?

A. Your username and password for the school profile are the same as your school's username and password for TeacherNet and Online Publications for Schools. For a reminder of your password or to request a new one please email the school profile helpdesk at school.profile@dfes.gsi.gov.uk or phone 0845 600 9506.

Q. Do I have to complete it all in one go?

A. No. You may start work on your profile and then return to the site and complete the rest later. However, make sure that you save your answers by clicking on the 'save changes' button in each narrative section.

Q. How much text can be entered in each narrative section?

A. The narrative sections allow you to enter 1,200 characters including spaces. An automatic counter tells you how many characters you have left.

Q. How can I upload my school's logo?

A. All logos must be in jpg or gif format. You will not be able to upload a logo which is part of a word document. If you do not have a logo, tick the 'no logo available' box and click on 'save changes'. For further details on how to upload your logo click here.

Q. I have made changes to my profile, but when I go back into the section the changes do not show.

A. This may be because of the internet settings on your computer. For an explanation on how to resolve this click here.

Q. When is data inserted into school profiles?

A. For Key Stages 2 -4, the timetable for data to be uploaded is as follows:

- Key Stage 2 — end of January 2007
- Key Stage 3 — March 2007
- Key Stage 4 — March 2007

Q. Our school profile has no data. Is this correct?

A. In the following cases no data will be uploaded onto your profile:

- Key Stage 1 schools - There is no requirement to publish Key Stage 1 data and it is therefore not included in profiles.
- If there were 10 or fewer pupils eligible for assessment at the relevant Key Stage. (This is to avoid the possibility of identifying individual pupils' results from the data).
- If yours is a special school and less than 50 per cent of the cohort were entered for national examinations or tests.

Q. Our profile has no Ofsted summary. Is this correct?

A. Details of Ofsted inspections are uploaded once each month, so if you have been inspected recently, your summary should appear within one calendar month. If it does not, please contact the helpdesk on school.profile@dfes.gsi.gov.uk. If your last inspection took place more than 3 years ago, the summary is not included, as it could give a very outdated view of the school. In either case, you should complete the narrative section headed 'What have we done in response to our Ofsted report?'

Q. What is alternative provision?

A. It is education commissioned by schools for some of their pupils from external providers. Alternative provision may include full or part-time placements in Pupil Referral Units, placements in Further Education colleges, and other provision such as hospital teaching-services, tuition centres, e-

learning centres, and a range of alternative projects provided by the voluntary or private sector. If you checked the box marked 'School has alternative provision' in the contact details when you first accessed your profile template, a section entitled "Information about any alternative provision the school has commissioned" is automatically added to your template. This allows you to report to parents about the education these pupils receive.

Q. I have completed my profile but it is not available on the DirectGov website. Is something wrong?

A. Your profile will only become available to the general public on the DirectGov website once you publish it. For instructions on how to publish it see 'How do I publish my profile?'

Q. How do I publish my profile?

A. All sections in your profile need to be completed before you can publish it. Once you have entered text and saved changes, click on the 'Click to complete' button next to each section. The word 'Completed' will appear in green next to the section to indicate that it has been completed. Then click on the 'Publish' button. You can now preview your profile by clicking on the 'Preview' button. Note that the preview page will open in a new window. You can close that window once you finish previewing the profile. If you are satisfied with your profile and are ready to publish it, tick the disclaimer boxes, re-enter your password and click 'Confirm publication'.

Q. Where do I find my published profile?

A. When your profile has been published it can be found on the DirectGov website, at the following address:
http://schoolsfinder.direct.gov.uk/xxxyyyy/school-profile_, where xxx is replaced by your 3 digit LA-number and yyyy is replaced by your 4 digit school-number. Please note that it takes up to an hour after publication before the profile appears on the DirectGov website.

Q. Can I amend my published profile?

A. Yes. You can make amendments to your published profile as many times as you like until 31 July. To amend a section in your profile, click on the 'Click to re-edit' button, which will take you to that section. Click on the title to open the narrative section, enter your amendments and click on 'Save changes'. Once you have made all the amendments to your profile make sure all sections are completed by clicking on the 'Click to complete' button next to each section. Once you are ready to re-publish your profile click on the 'Update' button. This will update your published profile.

Q. Once I publish a new profile, what happens to the previous one?

A. During an academic year you will be able to update your profile as many times as you like (see 'Can I amend my published profile?'). Every time you update your profile, the previous version is deleted and only the latest one is kept. On 31 July every year, your current profile will be moved to the 'Previous profiles' section and you will no longer be able to edit or publish it. However, it will still be available for parents to view. A new profile template will then be created for the following academic year.

Q. How do I tell parents where to find the profile?

A. You should inform parents when you have published your profile, giving them the website address (see 'Where do I find my published profile?'). If your school has a website you could include a link to your profile there and tell parents to look at your school's website.

Q. What if parents don't have access to the Internet?

A. When you inform parents that the profile is published, you should offer to produce hard copies.

Q. How do I produce a hard copy of my profile?

A. When you view your published profile on the DirectGov website, click on the 'Printable/downloadable version' link. You will need Adobe Acrobat in order to download this version. If you do not have Adobe Acrobat software on your computer, click here to install it for free.

Q. Do I need to produce versions of the profile in alternative formats and languages?

A. You should make every effort to produce the profile in alternative languages and formats for those who need them. To publish your profile in another language you will need to arrange translation once your English-language profile has been published, just as you would with any other document.

Last updated on 6 December 2006.

RAISEonline FAQs

Q. What is RAISEonline?

A. RAISEonline is a much improved data analysis tool for use by schools, LAs, School Improvement Partners (SIPs) and Ofsted inspectors from summer 2006. RAISEonline will enable you to: - examine context, attainment and value added data - explore hypotheses about pupil performance - analyse question level data for National, Optional and Progress tests - set and moderate pupil targets.

Q. Who can access RAISEonline?

A. RAISEonline will be available to all mainstream maintained Primary and Secondary schools in England. We are currently reviewing the provision for Service Children's Education (SCE) schools. For details on provision for Special schools read the FAQ: 'How does the School Profile relate to RAISEonline?'. LA staff, school improvement partners (SIPs) and inspectors will also be able to access RAISEonline.

Q. How do I access RAISEonline?

A. The new package is an internet-based application accessed via a secure log on system. As it is a web-based, users do not need to download or buy any specific hardware or software to access the system.

Q. Does our school have to use RAISEonline?

A. No, it is not mandatory for schools to use the product and it is acceptable to choose alternative methods to aid self-evaluation and target setting. Inspectors and SIPs will be using the analysis and data in the product to raise their own hypotheses and act as a starting point for discussions with schools.

Q. How does RAISEonline fit with Ofsted's inspection arrangements?

A. The inspection arrangements require schools to make judgments about their strengths and weaknesses and provide evidence to back up what they say. The self-evaluation form (SEF) provides a framework for doing this and the type of analysis that will be available in RAISEonline should help the school undertake this self-evaluation process.

Q. How can I prepare for using RAISEonline?

A. The best way to prepare for the changes is to ensure you develop a good understanding of the PAT and the new style presentations in the PANDA. The presentations in the existing products have acted as the basis for report design in RAISEonline. The range of analysis available in the current PAT should be available in RAISEonline in a user friendly format. You should keep referring to this webpage to find out more about the system over the coming months. You may want to set aside some time to familiarise yourself with the RAISEonline system.

Q. What training will be available for RAISEonline?

A. RAISEonline will be launched with integrated online help and tutorial facilities which will provide accessible and comprehensive training on both how to use the system and also how to interpret the analysis. The National Strategies will be supporting the introduction of RAISEonline with face-to-face training for schools, LAs and SIPs. We will be providing more details about this soon. It is also under consideration whether we should provide guidance for current PAT users to help their transition to RAISEonline.

Q. What kind of information will I be using in RAISEonline?

A. RAISEonline will allow the interactive examination of data at the school, group, pupil and question level for pupils at Key Stages 1 to 4. Grouping and filtering features will allow users to explore their own hypotheses. Where data is not centrally available, schools will be able to import it into the system themselves.

Q. What opportunities will there be for evaluating pupil progress with RAISEonline?

A. RAISEonline will provide the opportunity to look at contextual value added (CVA) progress to Key Stage 2,3 and 4. Alongside this the system will allow analysis of conversion information. It will be possible to import data for Optional and Progress tests, thus giving better tracking of pupil performance and progress over time. There will also be a target-setting section of the system which will enable the setting and moderating of pupil targets.

Q. How can I share the analysis in RAISEonline?

A. All interactive analysis generated in RAISEonline can be exported in a range of formats to suit different purposes e.g. as an excel file to undertake further analysis offline. There will also be the facility to share a link to a particularly piece of analysis within the system. Additionally, a full report similar in style to the current e-PANDA will be available to download by all users.

Q. How will RAISEonline integrate with my existing Management Information System?

A. We are working with Management Information System (MIS) software suppliers to ensure as much compatibility as possible between RAISEonline and existing MIS. RAISEonline will accept data in CTF formats with a CSV file available for data items that fall outside of this. There will also be the facility for manual data input. We are currently investigating how we can make the transfer of data from PAT into RAISEonline as easy as possible. Data can be exported from the system in a variety of formats, including XML or as an Excel file.

Q. Will I be able to make amendments to the data in RAISEonline?

A. All schools will have a centrally-provided dataset that will remain fixed, and the opportunity to make amendments to an amended dataset. It will be possible to analyse the effect of the changes made as part of the school's interactive analysis.

Q. If I amend the data in RAISEonline will it immediately be viewable by all users of the system?

A. No, amended datasets will be owned by the school and it will be up to them to share analysis based on amended data with other users. The full report will only be produced based on centrally-provided data.

Q. What are the 2005 arrangements for the Performance and Assessment (PANDA) report?

A. A new PANDA report was developed in 2005. New-style reports containing 2005 unvalidated data have been made available to all maintained schools. Validated PANDAs are due for release later this year for all maintained primary and secondary schools (including post 16). Training material and further information on release dates can be found on the ePANDA website (www.epanda.rmplc.co.uk).

Q. What are the 2005 arrangements for the Pupil Achievement Tracker (PAT)?

A. The PAT will be available as normal in 2005. An upgrade to Question Level Analysis was posted in July and a full PAT upgrade was made available in September. This included new contextual value added analyses using the same model as in the new PANDA report. More information can be found on the PAT website: <http://www.standards.dfes.gov.uk/performance/pat/> We are currently exploring the possible upgrade of PAT in March to allow those schools already using PAT to use QLA analysis for these new optional test results before July.

Q. Who do I contact about the PAT and PANDA?

A. While they are still in use, you can contact the PANDA helpdesk on raihelpdesk@ofsted.gov.uk, or the PAT helpdesk on pat.enquiries@dfes.gsi.gov.uk

Q. How does the School Profile relate to RAISEonline?

A. The School Profile will be a public document, specifically designed for parents, and intended to put the school's performance data into context. RAISEonline will not be publicly accessible and is designed to aid schools' self evaluation, inform school improvement and support inspection. Any pre-populated data in the school profile will be the same as that used in RAISEonline.

Q. What provision is being made for special schools?

A. Ofsted has recently embarked on a project to review the previous Special School PANDAs and to assess whether they meet the needs of schools and inspectors. Depending on the outcome of this review, Ofsted hope to be able to provide special schools and inspectors with relevant and up-to-date analysis by the end of the year. One strand of the project is to consider whether and how this information could be incorporated into the RAISEonline system. This work will not be completed in time for the first release of RAISEonline in the summer but our aim is to incorporate future analysis into RAISEonline as soon as possible.

Q. I need more help. Where should I go?

A. If you have not found the information you are looking for on this page please send an email to raihelpdesk@ofsted.gov.uk and we will be pleased to respond to your enquiry.

School Improvement Partner Annual Report to Governing Bodies

I am sure you are all aware that School Improvement Partners (SIPs) have been working with all South Gloucestershire Primary Schools since last September. Their role is laid out in the Local Authority School Improvement Policy and, as such, has covered the key areas of focus of:

- Standards, Achievement and target setting – autumn term;
- Teaching and Learning – spring term;
- Leadership and Management – summer term.

As a result of their visits all SIPs have completed and returned to Headteachers and Chairs of Governors a note of their visit. The national brief for SIPs also includes a report to the governing body. This will be in two parts: a written report on the outcomes of the three visits; and a verbal summary to be given by the SIP to the governing body. This verbal summary should take place at the summer term meeting. It is important that SIPs are made aware of the date of the summer term meeting and the verbal feedback is included as an early agenda item. Could you please inform SIPs of the date as quickly as possible so that they can fit in the visit and report writing.

Ken Sansom
Senior Primary Adviser

Family Reading Campaign

The Family Reading Campaign is a partnership campaign that is working to ensure that the benefits of reading in the home, and strategies to support parents, are incorporated into the messages of all the key organisations concerned with education, libraries, health and parenting.

To support the Family Reading Campaign, Reading Connects has produced a free toolkit for schools to support family engagement.

The Family Reading Campaign and Reading Connects are both initiatives of the National Reading Campaign. The National Reading Campaign aims to ensure that as many people as possible enjoy the pleasures and benefits that reading can bring. It is delivered by the National Literacy Trust on behalf of the DfES.

- For more information about the toolkit see www.readingconnects.org.uk
- Find out about the Family Reading Campaign from www.familyreading.org.uk
- For information about the national Reading Campaign visit www.readon.org.uk

BBC RaW (Reading and Writing) Campaign

The BBC's literacy campaign is targeted at the 12 million UK adults with intermediate reading skills.

The Campaign aims to encourage parents to tell stories to children. A free pack with lots of activities and tips to help parents to get more out of sharing stories with their children is available to order.

- To find out more about the campaign visit www.bbc.co.uk/raw/campaign

Report of the Teaching and Learning in 2020 review

The *Teaching and Learning in 2020* review report presents a vision for personalising teaching and learning for children and young people aged 5 – 16. It also makes recommendations for the delivery of that vision. The review draws upon a wide range of evidence and practice.

The report considers:

- ways to improve and sustain the rate of pupil progress
- strategies to enhance teachers' skills and share best practice
- how to engage pupils and parents in the learning process
- ways in which flexibilities in the curriculum might support personalised learning
- how to establish a better system of innovation in teaching and learning in schools

Publications:-

1. School Improvement through ICT – guidance for Governors

"School Improvement through ICT – guidance for Governors". This short leaflet produced by NGA in co-operation with Becta provides guidance for governing bodies on the questions to ask in relation to ICT spending and use in schools.

Two copies are being sent to every school addressed to the Chair of Governors, but additional copies are available from NGA. Please feel free to order as many additional copies as you want.

To order please email gillian.windass@nga.org.uk or telephone 0121 643 5787.

2. The School Governors Year Book 2007 – priced at £8.50 + £1.25 p&p

You can post, email or fax your order to:

Adamson Publishing, 8 The Moorings, Norwich, NR3 3AX

Tel: 01603 623336, Fax: 01603 624767

sales@adamsonbooks.com

3. Making Good Progress

Document issued: January 2007, Reference: DFES-00030-2007, Price: FREE

The Secretary of State has launched this consultation document, which acknowledges the enormous improvements in school standards since 1997. The document asks what more we could do, without compromising improved standards, to help schools, parents and pupils to focus even more on individual progress.

This consultation document looks in detail at the rates of progress that pupils are making at Key Stage 2 and Key Stage 3. It articulates how some pupils are not progressing at a rate which the DfES would expect.

The document then highlights potential ideas that could secure better rates of progress at KS2 and at KS3 for such pupils. It proposes a pilot to trial four ideas: progression targets for schools; progression tests and better tracking of pupils' progress; tutoring for pupils who needed extra support; and a "progression premium", paid to schools which secured better rates of progress for their pupils.

This consultation also proposes changes to educational assessment, including options to take an externally marked test whenever the pupil is ready. This will imply more frequent, shorter tests which can help shape the child's future learning.

Includes:

- Summary
- What the data tells us
- Assessment for learning, and testing for progress
- Personalised teaching and learning to support progression
- Targets at a school and national level
- Piloting the new approaches
- Consultation responses

4. Sustainable Schools

**Document issued: December 2006, Reference: DFES-04231-2006,
Price: FREE**

This is an informative leaflet about the DfES Sustainable Schools strategy which also provides details about the support and resources that are available to schools.

This leaflet briefly describes sustainable schools and how schools can become sustainable. It also outlines the 8 doorways of the DfES National Framework for Sustainable Schools.

The leaflet also includes a section for further information, which includes websites to extra support.

Includes:

- What is a Sustainable School?
- Support for schools
- National Framework
- Further Information

5. Identifying Gifted and Talented Pupils – Getting Started
Document issued: November 2006, Reference: DFES-04071-2006,
Price: FREE

This booklet gives a brief overview of the government's policy on identification of gifted and talented pupils.

The guidance starts from the principle that there is no single perfect instrument for identification – schools are advised to use a 'best fit' model that draws on a range of evidence including qualitative and quantitative elements. It envisages a continuous cyclical process of identification and review rather than a one-off process.

The document also includes a section of useful web links for further information on the subject.

Includes:

- Government policy on identification of gifted and talented pupils
- The National Quality Standards in gifted and talented education
- School-wide Identification Process
- General Characteristics of Gifted and Talented Pupils
- Underachievement
- Identification methods
- NAGTY Student Academy Eligibility Criteria
- Indicators of Gifts and Talents by Phase
- From Identification to Provision
- Personalisation: From Identification to Practice
- Web links to get started

Guidance on Disability Equality Duty

Promoting Disability Equality in Schools

The new guidance materials explain how the Disability Equality Duty (DED) can be implemented by schools.

The Disability Equality Duty does not bring in new rights for disabled people, but it does require schools to take a more proactive approach to promoting disability equality and eliminating discrimination.

This guidance helps schools address pre-existing duties to bring greater benefits to disabled pupils, staff, parents and others by considering disability equality from the start and at every level of the school. The duty requires schools to take a more pro-active, explicit and comprehensive approach that involves not only disabled pupils, but disabled staff, parents and other users of the school.

The materials are designed to be used by school staff, governors and those working with them. The materials can help schools to:

- Understand their duties under the different parts of the DDA (Disability and Discrimination Act)
- Raise awareness of the Disability Equality Duty (DED)
- Develop their scheme through a staged approach
- Develop their accessibility plan to meet the requirements of a scheme
- Provide training and development activities on the Disability Equality Duty

The material includes two versions of an outline for a disability equality scheme: the first is an annotated version which can form a framework for a school scheme, the second provides a more detailed description to help inform the development of a scheme.

A third section includes a checklist on the Duty, information on two employment related schemes and brief summaries of the main provisions of the DDA as it applies to schools.

The general Duty applies to schools from 4 December 2006. Secondary schools in England must publish their disability equality schemes by 4 December 2006 and primary schools by 3 December 2007.

A hard copy of the Disability Equality Duty is enclosed with this Bulletin.

Governor Training

There are still places available for the following training courses. To reserve a place for one of your Governors please contact Kate Davies 01454 863182
kate.davies@southglos.gov.uk.

Making Citizenship Active

Don't just sit there! This course provides the opportunity to consider a practical approach that schools can adopt when planning active and engaging citizenship.

Objectives: To review the approaches to Citizenship within schools and how these can be adapted to suit individual school timetables.

To explore the role of governors in promoting and supporting Citizenship in school.

To explain why it is important to engage young people in Citizenship.

Audience: Primary and Secondary Governors

Date: Thursday 15th February 2007

Time: 7.00pm – 9.00pm

Venue: Bradley Stoke Community School

Tutor(s): Sarah Jones, Citizenship Advisory Teacher

Course Code: GS0607P16

How Inclusive is your School? NEW.

This course will cover the duties and responsibilities of the governing body in relation to disability discrimination legislation, access and inclusion. It will consider ways of overcoming barriers to learning for all children.

- Objectives:** To provide an understanding of inclusion to:
- Enable governors to evaluate their school's practice against the requirements of the Disability Discrimination Act and SEN legislation.
 - Explore some ideas for overcoming barriers to learning.
- Audience:** Governors with at least one year's experience and / or SEN governors
- Date & Time:** Thursday 1st March 2007 7.00pm – 9.00pm **
- Venue:** Thornbury Council
- Tutors:** Marilyn Spilsbury, Inclusion Manager
- Course Codes:** ** GS0607L24

From Hiring to Firing - The Governor's Role in Staff Employment Issues

This informal session will provide an overview of the governing body's delegated responsibilities for staffing matters, including recruitment, dismissal, pay and performance. There will be an opportunity to discuss how these responsibilities may be applied in practice, drawing on experience or anecdote.

Objectives: To provide governors with a fuller understanding of their role in the management of school staff.

Audience: Any governor who wants to know a bit more about their roles and responsibilities, or wishes to update or share previous experience

Date & Time: Monday 5th March 2007, 7.00pm – 9.00pm ***

Venue: Poole Court, Yate

Tutors: Ron Bull and / or members of Schools Personnel Section

Course Codes: *** GS0607L32