



## Contents

Contents	Page
<b>Introduction</b>	1
Clerks Information	1
Full Governing Body Checklist	2
Parent Governor Elections	3
21 <sup>st</sup> Century Schools	3
Anti-Bullying Governors Guide	4
School Development Plan	4-5
Safer Recruitment	6
Extended Services	7
Target Setting & Data Information	8-9
Primary & Secondary	
Governors – Writing a SEF that works	10-11
Courses Coming Up	12-13

## Clerks Information



Don't forget to check for your **Thursday Email**. We will send out any information relevant for clerks or for distribution

to The Full Governing Body on a **THURSDAY**.

### A Quick Reminder, You Should:

1. following the approval of the full governing body minutes forward a copy to governor services, electronically if possible;
2. maintain a database of names, addresses and category of governing body members and their term of office;
3. retain or have access to copies of current terms of reference and membership of committee and working parties and nominated governors;
4. advise governors and appointing bodies of the expiry of governors terms of office before the term expires so elections or appointments can be organised in a timely manner;
5. advise that a register of governing body pecuniary interests is maintained, reviewed annually and lodged within the school.

For further information, advice or guidance please either telephone 01454 863182 or email [governor.services@southglos.gov.uk](mailto:governor.services@southglos.gov.uk)

## Introduction

Dear All,

Welcome back and thank you in anticipation for all your hard work and commitment in what promises to be another challenging and very busy year. The pace of change is unlikely to slow but we would like to take this opportunity to remind you that we are here to support you and your governing body with advice, guidance and information and to help you meet your individual or governing body training needs.

**Thank you very much**, to all those who responded to our request for help with a governor appeals panel. More than 6 people volunteered but we will get in touch with everyone shortly.

Please let us know if there is anything you would like to see featured in your Governor's Update.

## Full Governing Body Checklist –Autumn 2009 Terms 1 & 2 2009/10

### **Statutory Tasks**

**Apologies and declarations of interests.**

**Minutes of last meeting** – Approval of minutes and matters arising.

**Elect Chair and Vice Chair** - The Governing Body must elect a chair and vice chair. The term of office should be decided upon before holding the election. Those standing for election should withdraw from the meeting when a vote is taken. Governors who are paid to work at the school, e.g. the headteacher and staff governors, and pupils at the school cannot be elected chair or vice chair.

**Decide committee structure, membership and terms of reference** - A governing body can choose to delegate any of its statutory functions to a committee, a governor or to the headteacher, subject to prescribed restrictions.

The governing body must determine the membership and proceedings of any committee and must review the establishment terms of reference of any committee annually. *(Internal audit and Financial Management Standard assessors will look for evidence of this review)*

**Review of headteachers performance** – the governing body has a duty to review the headteachers performance with the support of an external advisor. New objectives are to be set and recorded before the 31<sup>st</sup> December .

Two or three governors are appointed by the governing body to review the headteacher's performance (teachers or members of staff at the school must not be involved in the headteacher's review).

**Review school charging policy, e.g. school trips (including remissions)** – See the May edition of Governor Update for further information on charging for school activities and Chapter 16 of A Guide to the Law for School Governors.

**Draw up Freedom of Information (Fol) Publication Scheme** - Detailed guidance including model publication schemes for primary and secondary schools is available via the GovernorNet article on Fol (link attached)

<http://www.governornet.co.uk/publishArticle.cfm?topicAreald=1&contentId=957>

**Set pupil performance targets** – The targets need to be set by 31<sup>st</sup> December annually. See article on page 8 Target Setting.

### **Key Tasks**

**Set dates of meetings for the year** - It is good practice to set dates for governing body and committee meetings for the coming academic year. Ensure that meeting dates consider key deadlines for decisions or submissions to the LA or external organisations.

**Set objectives for the governing body for the year** – in addition to statutory duties the governing body may wish to set objectives that they wish to achieve during the academic year.

**Review exam results / national tests** – The governing body should do this by accessing RAISE online. Remember data provides questions not answers.

**Approve the School Improvement Plan / Schools Development Plan** – The governing body needs to satisfy itself that the targets are clear focused and will help achieve the improvements that are required to raise standards of pupil learning. For more information see later article.

**Headteachers Report** - Written and circulated 7 days in advance of the meeting.

**Review performance management policy** – The governing body should satisfy itself that:

- the activities and procedures are happening as described in the policy
- the process ensures equality of opportunity
- the impact on teaching and learning is positive
- the necessary resources are identified to support the training and development needs of staff

## Parent Governor Elections – some quick reminders



Some schools will be recruiting Parent Governors in September.

Parent governors are elected positions so, when a parent governor has completed his/her term of office, all the parents need to be informed and given an opportunity to fill the vacancy. The out-going parent governor can, of course be nominated again if he/she has a child on roll at the school.

If only one parent is nominated to fill one vacancy, then that parent is 'deemed to be elected' and so fills the vacancy. (The appointment does not have to be agreed by the governing body but should be reported). If too few nominations are received, then the parents who have been nominated are 'deemed to be elected'.

If none, or too few nominations are received by the closing date, the parents can be asked again, particularly encouraging them to find out more about being a parent governor by talking to another parent governor or to the Headteacher. If still no parent comes forward, then the governing body can decide to appoint a parent governor instead – who must be a parent of a child on roll; or if that is not possible, a parent of a former pupil at the school; or if that is not possible, a parent of a child of school-age, or under compulsory school age. See the [www.southglosgovernors.org](http://www.southglosgovernors.org) site for forms.



## 21<sup>st</sup> Century Schools 'Your child, your schools, our future'

The 21<sup>st</sup> Century White Paper 'Your child, your school, our future: building a 21<sup>st</sup> century schools system' was published in July ahead of the report on the Ministerial Review of Governance. The report from the ministerial review is expected to provide more detail about the aspirations for school governance set out in the white paper and lead to new regulations in September 2010.

The publication of the White paper included a letter to governors which was circulated to you. However if you have not seen a copy you can access it at:

<http://www.teachernet.gov.uk/doc/13790/SchoolsWP-Governors.pdf>.

The following is an extract from the Secretary of State's letter to Governors  
"As school Governors you are crucial in meeting this challenge, and we will do all we can to support you.

That is why we will:

- Expect Local Authorities to make better use of local authority-appointed governors in securing improvements in schools;
- Require governing bodies to consider formal partnership arrangements in specified situations, e.g. before appointing a new headteacher;
- Improve Governor training and support;
- Ensure School Improvement Partners provide information and advice to the governing body about the school's performance;
- Increase Governors' powers to challenge performance and promote new developments and partnerships that will improve achievement and well-being of children and young people; and
- Enshrine in law governing bodies' fundamental duties to children, young people and the wider community.

## Guidance to School Governors – Anti Bullying



The Government defines bullying as: “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.



### The Legal Framework

The law requires that governing bodies must

- make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour;
- consult the headteacher, other appropriate members of staff, parents and all pupils on this statement of principles;
- exercise their functions with a view to safeguarding and promoting the welfare of pupils;
- produce an Annual Profile answering the question “How do we make sure our pupils are healthy, safe and well supported?”
- promote the well being of pupils in their schools;
- have a race equality policy; and assess and monitor the impact of their policies (including race equality policy) on pupils, staff and parents, with particular reference to the impact on pupils’ attainment;
- have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled;
- establish procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures.

Further information you can download a copy of the **Safe to Learn: Embedding anti-bullying work in schools** DCSF publication from [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

## **SDP / SIP** (School Development Plan / School Improvement Plan)

**A document which sets out the strategies the school will adopt to secure and sustain school improvement. It brings together, in one purposeful practical and coherent plan, national, local and school priorities, reflecting the aims and values of the school.**

## **Legislation and the SDP**

Extract from the Guide to the Law April 2009  
“Chapter 3, Governing Body Powers, Duties and Procedures Section 19 “The governing body should monitor and evaluate progress of its strategy and regularly review the framework for the school in the light of that progress. When establishing the strategic

framework and reviewing progress, the governing body should consider any advice given by the headteacher and the School Improvement Partner (SIP). The School Improvement Plan will generally provide the main mechanism for the strategic planning process.



## Overview

The School Development Plan (SDP) forms a key part of the governing body's drive to raise educational achievement. The plan is normally drawn up by the senior leadership team at the school and should reflect the key priorities of the school on a 3 – 5 year time scale, identifying areas for improvement, actions to be taken, resources required and the means by which the impact of improvement will be measured.

## School Development Planning

It may be helpful to consider school development planning in the following terms:

<b>Long Term</b>	<p><b>Values, Aims &amp; Vision</b></p> <p>The Governing Body's vision for the school and the resulting aims together provide the long term aspirations.</p>
<b>Medium Term</b>	<p><b>Strategic Overview</b></p> <p>Improvements that have been identified as necessary over the next two/three years.</p>
<p><b>Short Term</b></p> <p><b>Annual Act</b></p>	<p><b>Annual Plan</b></p> <p>Details how the current priorities identified in the medium term plan will be actioned, monitored and evaluated.</p>

The SDP takes many shapes and sizes. There is no one "correct" format but there are certain features which should be included. SDP's are not static and should be produced in a format that enables regular updating.

Ideally a SDP will contain:

- Brief, contextual information (e.g. review of last year's plan including impact; Ofsted key issues; national and local priorities of relevance to the school; relevant sections of the School Improvement Partners reports; summary of significant school data.
- A statement of the school's values, aims and vision, which has been revisited annually; (long term)

- a strategic plan, which shows proposed developments for the next two / three years; (medium term)
- focused action plans for each current priority; (short term).



## Questions you should be able to answer YES to!

- Does the school have an SDP which has been agreed by the Governing Body?
- Is the SDP consistent with the school's values, aims and vision?
- Is the SDP based on priorities for development which have been approved by the Governing Body?
- Is there an agreed and understood process and timetable for reviewing and revising the SDP?
- Are governors involved in this process appropriately?
- Is governor training and development included in the SDP?
- Is there an agreed process for monitoring and evaluating the outcomes of the SDP?
- Does the Governing Body receive regular monitoring and evaluation reports?





## Safer Recruitment on line training

If you have not yet registered for access to do the training you will need to do so before 15 September 2009. Individuals who need to register after this date will need to register with CWDC (Children's Workforce Development Council) once the training has been made available.

Safer recruitment training for schools will become a Children's Workforce Development Council (CWDC) programme from 1 November 2009. NCSL will continue to support the programme and its participants until this date. The key dates to note during this transition period are as follows.

<b>15 September 2009</b>	<b>NCSL closing date for new registrations to the online training</b> Anyone who wishes to undertake the training will need to register prior to this date. After this date, no new registrations will be taken until the training is made available by CWDC.
<b>15 October 2009</b>	<b>Final date for completion of the online training provided by NCSL</b> Anyone who has registered for the training will need to complete the assessment and obtain their certificate before this date. After this date, the training will no longer be available and anyone registered who has not completed the training will need to register to undertake the training with CWDC.
<b>1 November 2009</b>	<b>Safer Recruitment becomes a CWDC programme</b> Prior to 1 November, NCSL will continue to support and assist participants of the programme. After this date, any queries and new registrations should be directed to CWDC.

### *What does this mean?*

Anyone who has previously completed the training and assessment and gained their certificate with NCSL will not be required to retake the training as a result of this change.

If you have not yet registered for access to do the training you will need to do so before 15 September 2009. Individuals who need to register after this date will need to register with CWDC once the training has been made available.

Visit the [http://www.ncsl.org.uk/managing\\_your\\_school-index/safer-recruitment-index/safer-recruitment-howtoapply.htm](http://www.ncsl.org.uk/managing_your_school-index/safer-recruitment-index/safer-recruitment-howtoapply.htm) for details on how to register prior to 15 September 2009.

All registered participants must complete the assessment and gain certification by 15 October 2009. Anyone who has not completed by this date will need to register with CWDC once the training has been made available with them.

### *Who should I contact?*

Until 1 November 2009, NCSL will continue to support the Safer recruitment programme, so please contact us as usual up until this date.

After this date, CWDC will provide all support for the programme. Contact details at CWDC will be made available on their website at [www.cwdcouncil.org.uk/safeguarding/safer-recruitment](http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment).

**Safer Recruitment Training – was introduced following the Richard Inquiry in 2004. The new regulations will make it mandatory from 1 January 2010 that all selection panels have a member trained in Safer Recruiting.**

It is with this in mind that the following 3 training sessions have been arranged:

### ***Safeguarding – What governors need to know***

Aim – To clarify the responsibilities of the governing body in respect of safeguarding and the welfare and well being of children.

- 12<sup>th</sup> October – St Mary's Primary, Thornbury
- 9<sup>th</sup> November – Culverhill School, Yate
- 3<sup>rd</sup> December – St Anne's Primary, Oldland Common

All sessions will run from 6.45pm to 9pm  
To book a place on this course please contact [governor.services@southglos.gov.uk](mailto:governor.services@southglos.gov.uk) or telephone on 01454 863182.

## Extended Services “Governors have specific legal duties in relation to extended services”

Extended Services (previously known as Extended Schools) play a key role in achieving the outcomes from the Every Child Matters and the goals set out in the Children’s Plan.

From September 2009, Ofsted Inspection will be judging schools on the effectiveness of their work with Extended Services.

By 2010, under the Extended Services Initiative, all schools and governing bodies will need to demonstrate how they are

providing for, or signposting to, the five elements of the “core offer”, based on need. The core offer includes:

- access to high quality childcare in primary schools and a safe place to be for secondary-aged pupils before and after school;
- a varied menu of before and after school activities;
- parenting support so that mothers, fathers and carers can engage with their children’s learning;

- swift and easy access to specialist services;
- community access to school facilities such as ICT, sports and access to adult learning, if appropriate.



## The Governors’ Role



Governors can facilitate important links between the school and the wider community and can ensure that extended services are integral to the school’s improvement plan. Governors need to be involved in planning and evaluating activities, looking at the results of community consultation and needs analysis, and enabling the school to cater for those needs whilst addressing extended services in the context of school improvement.

Governors may wish to consider the following questions:

- How do the extended services we offer fit with our school’s values, visions and aims?
- How can our extended services help to meet our improvement objectives?
- What consultation and needs assessment has taken place?
- Do we have the resources to meet all the identified needs? If not, can we seek to offer those services in collaboration with partners/other schools?
- How are we monitoring our extended services? What impact do we expect and how will we measure it?
- How are we ensuring that these services are sustainable in the long term?
- Have we considered budget and commissioning issues?



## Toolkit for Governors

The Training and Development Agency for Schools (TDA) has recently launched an updated edition of the Extended Services Toolkit for governors for 2009 – 10.

<http://www.tda.gov.uk/leaders/leadershipsupport/toolkitforgoverningbodies.aspx>

# TARGET SETTING AND DATA INFORMATION FOR GOVERNORS

## Primary Schools



There are no changes to the data that will be published by the government in the Achievement and Attainment Tables nor to the target setting arrangements this year. This lack of change is welcome as is the increased reliability of the KS2 SAT marking with few papers being returned for remarking. As you will be aware, the governor's role in the target setting process is to agree the statutory targets that will be submitted through the LA to the government. Targets are set for the cohort of pupils who are currently in year 5 and need to be submitted to the LA towards the end of the Autumn term.

The three targets to be agreed are:

- The percentage of pupils who will make two levels of progress in English from KS1 to KS2;
- The percentage of pupils who will make two levels of progress in Maths from KS1 to KS2;
- The percentage of pupils who gain level 4 or above in both Maths and English.

To achieve two levels of progress pupils need to move from level 1 to level 3, or level 2 to 4, or level 3 to 5. Best practice in target setting involves setting individual targets for pupils and aggregating those to compare with Fischer Family Trust (FFT) B and D type estimates for the cohort. If the aggregated target falls below FFT B (the performance expected of similar pupils in similar schools) then it will be necessary to re-examine the pupil targets. Ideally schools would be seeking to reach or exceed D type estimates

(which show the performance needed to be in the top quartile for progress).

The overwhelming majority of pupils in South Gloucestershire make two levels of progress in both subjects and so setting ambitious targets for these two indicators is not enough to guarantee that the school will have good value added. It would be good practice for the school to set internal targets for the proportion of pupils achieving level 5.

Useful questions for governors to ask headteachers about the targets are:

- ***How do these targets compare with the FFT B and D type estimates?***
- ***Does the school set targets for level 5 performance and how do these targets compare with FFT B and D estimates?***
- ***How do you ensure that individual pupils achieve their targets?***
- ***How are the pupil targets shared with parents?***



## Secondary Schools

There are two major changes to the Achievement and Attainment Tables ('School Performance Tables') this year. The first is to include two new progress measures showing the proportion of pupils who make 3 levels of progress from KS2 to KS4 in English and in Mathematics. The second is a change to the way that Contextual Value Added (CVA) is calculated to give bonus points for a pupils performance in Maths and English. It is likely that these new measures will feature in RAISE online and schools will have data showing their performance on the 3 levels of progress in the LA School Profile. The combined effect of these changes is to put even more emphasis on improving pupils' performance in English and Mathematics. As for Primary Schools, the governor's role in the target setting process is to agree the statutory targets that will be submitted through the LA to the government. Targets are set for the cohort of pupils who are currently in year 10 and need to be submitted to the LA towards the end of the Autumn term.



The three targets to be agreed are:

- The percentage of pupils who will make three levels of progress in English from KS2 to KS4;
- The percentage of pupils who will make three levels of progress in Maths from KS2 to KS4;
- The percentage of pupils who gain 5 or more A\*-C grades including Maths and English.

Best practice in target setting is to involve the pupils and their teachers in agreeing a target for each subject they are studying at KS4. This discussion can be informed by individual tables

for each pupil showing their chances of achieving each grade in a variety of subjects which can be downloaded from the FFT website.



Once pupil targets have been agreed and checked then they can be aggregated to gain whole school figures for each subject and for the 3 indicators above. These figures can be compared to FFT B and D type estimates to ensure that they are realistic and challenging before being agreed by governors. Setting targets below FFT B implies that the school is expecting the pupils in this school to make worse progress than similar ability pupils in similar schools and is likely to lead to CVA being poor. Schools and LAs are encouraged to set targets that are close to FFT D estimates.



Useful questions on this topic are:

- ***How have pupils and class teachers been involved in setting targets?***
- ***How do the aggregated targets compare with FFT B and D type estimates?***
- ***How are the pupil's targets shared with parents?***
- ***Has the school examined the targets set for vulnerable groups of pupils (e.g. FSM, Looked After Children, Ethnic Minorities)?***

# Governors - Writing a SELF-EVALUATION FRAMEWORK (SEF) that works

(article taken from Tribal School Inspection Portal)

There is no perfect SEF and inspectors know this. There are however, several factors to take into account to make sure your SEF does its job well. Your SEF should:

- convey a clear picture of how well the school is doing
- provide proof of how you know what you know
- show what you are doing to build on successes and remedy weaknesses.

## ***Before you write anything***

Think... what are the key messages you want to convey? How you would summarise the findings for a new governor or interested parent?

Browse... the interactive SEF website, it has lots of useful information.

Read... our guidance and look at the way schools in the pilot inspection programme have tackled the SEF (illustrative extracts) In Appendix A of: A New Relationship with Schools: Improving Performance through School Self-Evaluation (teachernet online publications)

Work your way through the tutorial before you start. You may think you know how to fill in the SEF because you have done them in the past, but there are lots of new features.

## ***When you start to write***

Think about the outcomes for pupils.

If you are clear about the progress pupils make in their learning and personal development you'll find it easy to make links with the other sections. For example, inspectors will expect to see a link between the progress pupils make, the quality of teaching and the effectiveness of leadership and management. Leave the overall effectiveness section until the end.

Inspectors will analyse and draw hypotheses from data before the inspection. They will expect you to have used the data well. There is no need to repeat it, but you should show what you make of it and what action you have taken as a result of your analysis. You will have data that is not in the public domain; there is no need to repeat the data, but explain what it tells you and what use you make of it.

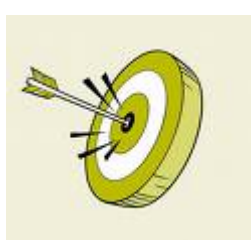
## ***Evaluate***

The SEF is meant to be evaluative; it is not meant to provide a descriptive commentary on the school's history. If you cannot say what you need to in about 20 pages, you are probably describing what you do rather than analysing the impact of what you do. Remember you are trying to convey what parents, pupils and other stakeholders think of the school and give a succinct evaluation.

Make sure you understand the key questions you have been asked to address in the SEF. These are drawn from the evaluation schedule in the Framework for Inspecting Schools. Your answers will guide inspectors. Jot down the few most important points you want to include in answer to each question. Use the bullet point prompts in the SEF to help you to flesh out your response.

When you are judging your provision and leadership and management, it is important to link them to impact. If the pupils are doing well, what role are you playing in facilitating their achievement?

Be as exact and as honest as you can. Base your judgements on evidence; not on what might be or what you intend to happen.



Be clear. The summary you record and the few key priorities you identify should be easily read and recognisable to staff, governors and other stakeholders.

The ECM agenda is new. You need to be conscious of it throughout your evaluation. Think about what difference your provision has made and how do you know? Some parts of the agenda, such as physical well being are easier to evaluate than those aspects that deal with personal development. Even though it may be more difficult, you should make sharp judgements and find factual evidence to support them.

Please think carefully about the information you put into the annex as this is needed to help inspectors to set up your inspection. If you provide day care please note the name of the Registered Person and be specific about who manages the provision. For example, is it managed by the governing body or a private company? If you do not provide this information it makes it difficult for Ofsted to coordinate an inspection of your day care at the same time as the school inspection.

Read through each section before you complete the overall effectiveness. What messages are coming through about the impact of leadership and management and provision on the outcomes for pupils? What have you done to bring about improvement in the past and what are you doing now?

Be specific. Have you conveyed what makes your school tick, what makes it special, what makes it as it is?

### ***Before you submit***

1. Read it through
2. Is it short and to the point?
3. Have you answered all of the questions?
4. Are your judgements clear?
5. Have you reflected stakeholders' views
6. Does it give a fair and honest picture of what the school is like?
7. Have you been clear about actions being taken to improve?
8. If you were an inspector what questions would your SEF lead you to ask?



### **Safeguarding Audit Toolkit for Schools**

In response to questions from governors, Governor Development services have completed an annotated version of the audit toolkit with details of possible sources of evidence and where advice or further information may be found, if required.

The annotated toolkit will be sent out in the first two weeks of term. Several documents have been provided by colleagues, for example Health and Safety and E-Learning. These extra documents can be found at <http://www.southglosgovernors.org/content/WorkOfTheGoverningBody/StatutoryDuties/index.htm>

### **Equalities Audit Toolkit**

To assist governors and schools in assessing their compliance with the equalities legislation, an audit toolkit has been drawn up in a similar style to the Safeguarding Audit Toolkit.

An annotated version, including possible sources of evidence and signposting to further information and advice, is being drawn up and will be sent out at the same time as the Audit Toolkit.

Once completed, both audit toolkits will provide a source of evidence for governors to use in future inspections and in any communications to parents and other stakeholders.

## Training Opportunities

### Performance Management for Headteachers The Governors Role

Tuesday 13<sup>th</sup> October 2009, BAWA

1pm – 4pm

This course provides background information and practical guidance to enable governors to carry out the role of performance management of the headteacher effectively and within statutory requirements.

To book a place on this course please contact [governor.services@southglos.gov.uk](mailto:governor.services@southglos.gov.uk) or telephone on 01454 863182

### Making Good Progress Through One-to-One Tuition

Wednesday  
14<sup>th</sup> October 2009 6.45pm – 9pm  
Parkwall Primary School



An opportunity to find out more about the new DCSF initiative that aims to raise achievement in English and Mathematics at Key Stage 2 and 3 through one-to-one teaching.

The session will focus on:

- the purpose and expected impact of One-to-One tuition
- how it can be organized in schools
- how it links with other strategies that support pupils in making good progress
- how the LA is supporting it

It is intended that, as a result of the session, Governors will know how they can support its development in schools and how they can monitor its progress and impact.

To book a place on this course please contact [governor.services@southglos.gov.uk](mailto:governor.services@southglos.gov.uk) or telephone on 01454 863182.



## Training & Development from the Diocese of Bristol TERM 1

- |    |  |                             |                                  |
|----|--|-----------------------------|----------------------------------|
| 1. | <b>HELP! I'M A NEW R.E. CO-ORDINATOR</b><br>Thursday 24 September<br>Venue: All Saints Centre, 1 All Saints Court, Bristol   | 9.15 for 9.30 am – 3.15 pm  | <b>NEW!</b><br><b>£80.00</b> (*) |
| 2. | <b>NEW HEADTEACHERS OF CHURCH SCHOOLS</b><br>Wednesday 30 September<br>Venue: All Saints Centre, 1 All Saints Court, Bristol   | 9.15 for 9.30 am – 3.15 pm  | <b>£80.00</b>                    |
| 3. | <b>COMMUNITY COHESION</b><br>Headteachers and Members of SLT<br>Tuesday 6 October<br>Venue: St Margaret's Centre, Church Street, Stratton St Margaret, Swindon SN3 4NB | 12.45 for 1.00 pm – 4.00 pm | <b>£45.00</b> (*)                |
| 4. | <b>COLLECTIVE WORSHIP</b><br>Headteachers and all those involved in Collective Worship<br>Tuesday 13 October<br>Venue: All Saints Centre, 1 All Saints Court, Bristol  | 9.15 for 9.30 am – 3.15 pm  | <b>£80.00</b> (*) (G)            |

Key: (\*) Courses appropriate for staff from both Church and Community Schools / (G) Courses of interest to Governors as well as School Staff

### ANY QUERIES?

Contact: Liz Waslin (Course Administrator)  
All Saints Centre, 1 All Saints Court, BRISTOL, BSI IJN  
Tel: 0117 906 0100 / Fax: 0117 925 0404  
Email: [liz.waslin@bristoldiocese.org](mailto:liz.waslin@bristoldiocese.org)



## Training and Events Coming up in Term 1

Date	Course Title	Venue
24 <sup>th</sup> September	A Revised Inspection Framework "Ofsted"	Downend Secondary School
28 <sup>th</sup> September	Improving Attendance & Achievement	Ridgewood Centre
30 <sup>th</sup> September	Roles & Responsibilities	Jubilee Centre
6 <sup>th</sup> October	Network Meetings for Chairs & Clerks	Armstrong Hall Thornbury (Day session) Brimsham Green Secondary (evening)
8 <sup>th</sup> October	School Improvement Monitoring & Evaluation	Ridgewood Centre
13 <sup>th</sup> October	Performance Management for Headteachers – The Governors Role	BAWA
14 <sup>th</sup> October	Making Good Progress Through 1 to 1 Tuition	Parkwall Primary
15 <sup>th</sup> October	Strategic Role	Baileys Court
19 <sup>th</sup> October	Introduction to Clerking	Longwell Green Primary
21 <sup>st</sup> October	Relationship & Sex Education for Secondary Schools	Sir Bernard Lovell
22 <sup>nd</sup> October	Assessment for Learning - Primary Policy into Practice	Ridgewood

For further details or to book a place please contact Governor Services on 01454 863182 or email [governor.services@southglos.gov.uk](mailto:governor.services@southglos.gov.uk)

# Governor Development Service



working with governors  
**making a difference**



  
**South Gloucestershire**  
Council



2004-2005  
Supporting Social Care Workers



2007-2008  
Healthy Schools



2007-2008  
School Improvement



2008-2009  
Care Matters:  
Improving the Outcomes  
for Children in Care



INVESTOR IN PEOPLE