

Governor
Development
Service



working with governors
making a difference

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Introduction

Dear All,

Welcome to the last edition of the Governor Update for the 2009/10 academic year. The previous term has seen the election of the new Coalition Government which has been accompanied by the swift development of some far-reaching draft education legislation. The image is very fast moving and, as always, the devil will be in the detail, but it seems likely that there will be some significant changes for schools and for the role of the local authority. As always we will do our utmost to keep you informed of any changes which are of interest to school governors.

I would like to thank all governors on behalf of South Gloucestershire Children & Young People Department for their ongoing contribution to the lives of our young people.

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

Clerks Information



Don't forget to check for your **Thursday Email**. As requested by Clerks any

information relevant to them, or their Full Governing Body will be sent in one email 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. include a standing agenda item for both Full Governing Body and Committee's to declare any interest in business being addressed at beginning of each meeting;
3. maintain a database of names, addresses and category of governing body members and their term of office; Inform GDS accordingly.
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

Full Governing Body Checklist –Summer Term 6 2009/10

Statutory Tasks

Apologies and declarations of interests.

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

Headteacher's Performance Management – Appoint governors for Headteacher's performance management panel.

Agree School Prospectus - Each year the governing body must publish a school prospectus for parents and prospective parents. The only obligatory content in the prospectus is the information about the SEN and disability work of the school that was previously contained in the governors' annual report.

Review the pay of teachers and staff – Governing Bodies must review the pay of all teachers annually. The overall review should also be carried out within the scope of the Governing Body's own pay policy which will ensure that the pay review fits with the overall School Improvement Plan.

Key Tasks

Review of School Improvement Plan Progress:

The school improvement plan forms a key part of the Governing Body's drive to raise educational achievement. The Governing Body will find it helpful to regularly review the plan to assess the school's progress and to identify any changes in priorities, obstacles to progression, or areas which need additional resources. Areas to consider:-

- Rates of pupil progress compared with end of year targets or other related outcomes;
- The effectiveness and impact of any intervention strategies;
- The Governing Body's role in promoting improved standards of education, community cohesion, communication strategies, parental engagement and strategic leadership.

Review of Attendance of Pupils/ Staff /

Governors – Attendance figures can be useful guides to help governors consider the functional aspects of their own performance and that of the school.

Improving pupil attendances is a key aspect of any drive to improve standards of attainment. Information on staff attendance, particularly at whole school level may also be helpful.

Review of Pupil Exclusions - The Governing Body may wish to receive an overview of any pupil exclusions that have occurred throughout the year.

Monitor the SEF and School Plan –

- Review the evidence and discussion leading to a shared judgement on the quality of leadership, management and governance;
- Governor arrangements for attending the core visit with the School Improvement Partner;
- Schedule updating the SEF.

Review of Governing Body's Performance & Procedures - As part of the ongoing monitoring process, the governing body should review its own performance against the objectives that it set itself at the beginning of the year.

Review of Governor Visits Process - as part of the process of self-evaluation, a review of governor visits can be helpful in identifying:-

- Sources of evidence to support achievement;
- Identifying new objectives;
- Planning visit schedules arrangements for the coming year.

Careers Advice (Secondary Schools) – Must have an accessible careers library that contains up to date information on careers and post 16 progression opportunities

Don't Forget Statutory Tasks Coming Up Soon

- Elect Chair and Vice Chair;
- Review and decide Committee structure and Terms of Reference;
- Review of Performance Management Policy;
- Review of Headteachers performance;
- Set pupil performance targets;
- Set dates of meetings for the year.

RECENT CHANGES



department for
children, schools and families

Please note the Department for Children, Schools and Families has now become:

The Department for Education (DfE).

The introduction on its website says: "The Department for Education was formed on 12 May 2010 and is responsible for education and children's services".

Michael Gove is the Minister for state and his team includes:

- Nick Gibb MP – Minister of State for Schools
- Sarah Teather MP – Minister of State for Children and Families
- Tim Loughton – Parliamentary Under Secretary of State for Children and Families

Departmental press notices can be read via the link [Home - Department for Education](#)



The coalition programme for Government is thirty pages long and split into various policy sections – the schools section can be found in Section 26 (page 28). The full programme can be downloaded via the following link. <http://www.hmg.gov.uk/>

The Governments Headlines with regard to education are:

- Promote the reform of schools in order to ensure new providers can enter the state school system in response to parental demand
- Give all schools greater freedom over the curriculum
- Ensure all schools are held properly to account
- Fund a significant premium for disadvantaged pupils from outside the schools budget by reductions in spending elsewhere
- Reform the rigid national pay and conditions rules and give schools greater freedoms to pay good teachers more and deal with poor performance
- Simplify the regulations of standards in education and target inspection on areas of failure
- Give anonymity to teachers accused by pupils and take other measures to protect against false allegations
- Create more flexibility in the exams systems so that state schools can offer qualifications like the International GCSE
- Reform league tables so that schools are able to focus on and demonstrate the progress of children of all abilities.
- Give heads and teachers the power they need to ensure discipline in the classroom and promote good behaviour
- Improve diagnostic assessment for school children and prevent the unnecessary closure of special schools and remove the bias towards inclusion
- Improve vocational education and create new Technical Academies
- Keep external assessment but review how Key Stage 2 tests operate
- All new Academies to have inclusive admissions policies
- Work with faith groups to enable more faith schools and facilitate inclusive admissions policies in as many of these schools as possible.

Changes in terminology LA and LA Governors – for information

With effect from 12 May 2010, **Local Authority governors** will become known as **Authority Governors** in education legislation. In addition, with effect from 5 May 2010, the **Local Education Authority** became known as the **Local Authority** in education legislation.

These changes are as a result of two Parliamentary Orders which were laid before the dissolution of Parliament and are not part of the change in government.

HOT OFF THE PRESS – Announced by the DfE on 7th June 2010

New Primary Curriculum - Scrapped

The previous Government accepted recommendations put forward by Sir Jim Rose to implement a new primary curriculum from September 2011. Ministers announced today that the Government does not intend to proceed with the new primary curriculum.

Ministers are committed to giving schools more freedom from unnecessary prescription and bureaucracy. They have always made clear their intentions to make changes to the National Curriculum that will ensure a relentless focus on the basics and give teachers more flexibility than the proposed new primary curriculum offered.

The Government intends to return the National Curriculum to its intended purpose - a minimum national entitlement organised around subject disciplines - and will shortly announce its next steps.

In the meantime, the existing primary curriculum will continue to be in force in 2011/12 and schools should plan on that basis.

Ministers have also decided not to proceed with the revised level descriptions which were due to come into force for Key Stage 3 from this September. Secondary schools should therefore continue to use existing level descriptions

iGCSEs

Today ministers lifted restrictions that have stopped state schools offering iGCSE qualifications in key subjects. Ministers also announced their intention to include iGCSE results in school performance tables as soon as possible.

Until now, only independent schools have been able to offer iGCSEs in English, maths, science and ICT. A number of state schools expressed interest in offering these exams, but they were prevented from doing so.

By removing the red tape around iGCSEs and approving them for use and funding in state maintained schools, ministers have signalled that heads should be given greater power to choose the qualifications that best meet the needs of their students as well as the demands of employers and universities.

Schools interested in offering iGCSEs can contact the relevant awarding organisations directly.

Stop on Development of New Diplomas

Ministers also announced today that development of new Diplomas in science, humanities and languages, which were due to be introduced from September 2011, will stop immediately.

Ministers said that it was not the role of Government to force the development of new Diplomas in humanities, sciences and

languages. Stopping 'phase four' - or 'academic' - Diplomas will help refocus efforts on tried and tested qualifications in these subject areas. Today's announcement on new Diplomas does not affect students who are currently studying or applying for the first 14 Diplomas.

Report of the Ministerial Group on Governance

The Ministerial Working Group on School Governance has published its review of the current system, and concludes that governors have done good work to support school improvement.

Key findings of the report,

The 21st century school: Implications and challenges for governing bodies, include:

- The majority of governing bodies do a good job.
- Governing bodies need to be clear about their purpose and follow a defined set of principles for good governance of schools.
- There needs to be more clarity concerning the strategic management role of the governing body and the day to day management role of headteachers to ensure that neither party crosses over into each other's role.
- The principle of stakeholder representation on governing bodies is essential but needs to be balanced against a requirement that all governing bodies have the necessary skills to carry out their tasks.
- Improvements to the training for chairs, new governors and clerks are required.

The report defines an effective governing body as one which:

- leaves day-to-day management to the head teacher;
- establishes the school's ethos, aims and objectives and the School Improvement (Development) Plan setting out the short, medium and long term goals for the school, taking into account the needs of the school and the wider community, considering extended services, collaboration and federation to achieve their goals, tackle underperformance and meet the demands of the 21st century school;
- agrees the school budget and allocates resources taking into account the aims and objectives set out in the School Development Plan
- reviews staffing structures to support delivery of the School Development Plan and provides leadership development and succession planning;



- delegates tasks where appropriate and reviews each committee's terms of reference annually;
- annually reviews its own composition and skills so that gaps can be identified, new governors recruited or training arranged and carries out leadership development and succession planning for staff on an ongoing basis;
- sets objectives for the head teacher to reflect school and personal priorities;
- receives a report from the head teacher at each meeting on the management of the school;
- receives, considers and challenges information provided by the school leadership team at each meeting to monitor pupil progress, improvement and wellbeing, using a range of data including the RaiseOnline report, SIP reports, any LA school improvement visit report and budget report;
- reviews and agrees the SEF on an ongoing basis and accounts to parents via the school profile; and
- looks outward to the needs of the whole community and other neighbouring schools, forms effective partnership arrangements with other providers of children's services locally and ensures stakeholder engagement to deliver the Every Child Matters outcomes.

Of course it remains to be seen how the new government will follow this through.

Managing Performance

Performance management (PM) is one of the governing body's key tasks. It can seem daunting but, done well, PM has the potential to focus everyone's efforts on the priorities for school improvement.



The Practicalities

The PM Policy covers both the performance management of the Headteacher and the performance management of teachers, therefore both the Governing Body and the Headteacher will have separate responsibilities for implementation.

Whilst the Headteacher may formulate the policy, the Governing Body is responsible for adopting and reviewing the policy.

The Headteacher's PM

For the Headteacher, the Governing Body should appoint a review panel, of which no member of staff may be appointed to this panel.

The following are a list of Questions that the Governing Body should be able to ask

- Do you have a performance management policy in place?
- Does your policy meet all the requirements laid out in the model policy?
- How have you chosen the governor reviewers responsible for the head's performance management?
- Do your reviewers report back to the governing body?
- Does your School Improvement Partner work effectively with the governing body?
- What are your procedures for appeals? Can you ensure that appeals are heard by governors with a full understanding of the process?

If not you might consider convening a panel made up from experienced governors from other schools.

Article from NGA MattersArising

Becoming an Academy

Although the legislation is not yet in place, the government is inviting schools that so wish, to express an interest in becoming an academy. There are four main changes from the previous policy:

1. Schools themselves can elect to become academies (the process previously was initiated by the local authority).
2. Primary and special schools can become academies, not just secondaries, academies will not have to have sponsors.
3. Academy status is no longer used as a way of reinventing failing schools but is for all schools, particularly those at the upper end of the standards scale.
4. Schools judged outstanding by Ofsted can apply for a fast track to academy status; other schools will also be able apply from a date to be fixed in the autumn, but the process will take longer and involve evaluation.

The procedure will not be prescribed by law, other than that it will require a resolution by the governing body. The National Governors' Association (NGA) has expressed the view that this should be done at a meeting of the full governing body as it is such a fundamental change. It is also recommended by the government and the NGA that the governing body should consult with interested partners, such as parents and the local authority. The responsibility for an academy resides with a trust. Hitherto these have been set up by the sponsors, but for new academies this job falls on the outgoing governing body. The trust then appoints a new governing body, according to the much looser rules that already apply to academy governing bodies.

There are useful Q&As on both the Department for Education website, www.education.gov.uk, and (for NGA members) on the NGA's website, www.nga.org.uk.

Article from CLERKWISE



Helping New Governors Get off to the Right Start

As well as encouraging new governors to attend South Gloucestershire's Governor Development Service Induction Training, every governing body should have a process for introducing, welcoming and induction new governors to their school.

In addition your clerk should provide new governors with a set of paperwork, including dates of forthcoming meetings, and past minutes of key meetings.

Improving Retention of New Governors

Things that all governors can do

- Be honest when talking to potential governors. It's not "just three meetings a year", but it is, or should be, interesting and worthwhile.
- Make a new governor feel welcome at their first meeting. Introduce yourself and talk to them before or after the meeting.
- Take seriously any contribution a new governor makes, even if it seems inappropriate everyone had to learn the role!

Documents that schools should make available to all new governors,

Governing bodies find that providing a school-based induction pack to new governors is a big help in enabling those governors to find their feet quickly and can also help with retention. Ensuring that new governors are better informed about the basics also benefits the governing body as a whole. Such a pack - which would complement the LA's Welcome Pack sent to all new governors by Governance - might contain:

- a copy of the school's Instrument of Government;
- a list giving the name, postal or e-mail addresses, telephone numbers, category of governorship, term of office and committee membership of all governors;
- name and contact details of the clerk;
- list of committees, including terms of reference, membership and scheme of delegation for financial decision making responsibilities
- calendar of governing body and committee meetings and school events - to include holidays, occasional days, INSET days etc;
- staffing structure;
- prospectus and School Profile;
- School Development/Improvement Plan;
- summary of the last Ofsted report (if the inspection was within the last 18 months);
- governing body's visits policy;
- list of statutory and non-statutory policies adopted by the governing body, and where they can be referred to;
- minutes of the last two governing body meetings;
- minutes of the last meeting of each committee;
- plan of the school.

Important Decisions Facing Governors

Legislation for the provision of Sex and Relationship Education which the Government is planning to introduce ahead of the 2011-12 academic year would mean that sex and relationship education (SRE) became compulsory as part of personal, social and economic education (PHSE).

The changes would mean that governing bodies determine **how and not if sex and relationship** education is taught in your school.

We will keep you informed of any changes that need to be made to policies.

Supporting Pupils with Medical Needs: Your Legal Duty

Some pupils will have medical conditions that require support so that they can attend school regularly and take part in school activities.

Schools should have a policy, understood and accepted by staff, parents and pupils, to ensure children with medical needs receive proper care and support.

The policy should cover;

- Who is responsible for giving, or supervising children taking medication; and the need for prior parental written consent for medication to be given or for children to take medication;
- What assistance the school will give pupils with long term or complex medical needs;
- Staff training in dealing with medical needs;
- Record keeping;
- Storage of, and access to, medication;
- Emergency procedures;
- Specific policies on individual conditions or medications;
- Requirements for parents to provide full information about their child's medical needs and up to date contact details.

Further details can be located; [TeacherNet, Supporting Pupils with Medical Needs](#)

Governing Bodies who subscribe to Modern governor
Your Subscription is due to end at the end
August 2010

There are 14 courses on Modern Governor right now – with 3 more due for release in July (New Ofsted Framework, Is Governor Mark for Us? And Looked After Children).

The costs to your Governing Body is:

Primary/other school: £99

Secondary school: £109

Any Governing Body wishing to subscribe

Please let Governor.services@southglos.gov.uk know as soon as possible.



Get a TV experience on your computer. Watch themed videos selected to match your interests, including great lesson ideas and inspiring documentaries.

[Teachers TV | Free education videos and resources for professional development](#)

What to watch on the web this term:

Finance and budget themed videos for governors on www.teachers.tv

**Save Money – Collaborative
Purchasing**

www.teachers.tv/videos/56051

Save Money – E-Office Systems

www.teachers.tv/videos/56351

Just for Governors – Finance

www.teachers.tv/videos/3128

What if...? Financial Crisis

www.teachers.tv/videos/2613

In the Money: Outside Help

www.teachers.tv/videos/1453

Save Money: Roll-over Leases

www.teachers.tv/videos/17828

Clerks – are your governors sitting in the right seat?

Please could you check that governors are eligible to sit in their seat?



A person paid to work at the school' is eligible to stand for election as a staff governor.

A person paid to work at the school cannot be appointed as LEA or Community governors



A person paid to work at the school, who is also a parent of a child at the school may stand for election as parent governor providing that they work no more than 500 hours per year at the school



Elected Members (ie Councillors) can only be appointed as LA governors, so if you find that a community governor or parent governor becomes a Councillor on May 6 they will need to change seats.

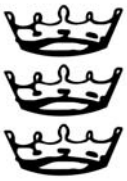


The Governors Development Service 2010/11 Training Programme will be with you shortly allowing plenty of time to book yourself on courses before the end of term 6

The table below has been designed to assist with the appointment and election process for Parent Governors

PARENT ELECTION TIMETABLE

Event	Date of Distribution	Time Allowance	Date and Time for Return
Distribution of letter to all eligible parents announcing vacancy and inviting nominations.		ALLOW MINIMUM OF 10 FULL SCHOOL DAYS FOR RETURN OF NOMINATIONS	
Check all nominations have been proposed and seconded by other eligible parents.			
Allow time for printing and preparation of correct stationery with details of the candidates			
Distribution of voting papers to all eligible parents, giving details of valid nominations and date by which completed ballot papers must be returned.	Date	ALLOW MINIMUM OF 5 FULL SCHOOL DAYS FOR RETURN OF VOTES	Date
Counting of votes	<i>Conducted by Returning Officer in the presence of witnesses and candidates if they wish.</i>		Date
Returning Officer completes and signs Election Record Slip	Date		
Clerk to Governing Body	Writes letter of appointment to new parent governor(s) with expiry of term of office clearly recorded – and inform unsuccessful candidate(s).		
	Completes new governor form and return this to LA (Governor Support) and relevant Diocese, if applicable, with notification of the appointment.		
	A notice publishing the result and indicating the number of papers issued and the votes cast for each candidate shall be placed in a prominent position at the school.		
Clerk / Mentor / Training Link Governor	Supplies welcome / Induction pack to new parent governor		
Local Authority (Governor Support)	On receipt of form new governor form sends the new parent governor(s) a New Governor Welcome Pack.		



Training & Development from the Diocese of Bristol
TERM 1

<p>Collective Worship Headteachers and all those involved in Collective Worship Wednesday 13 October 9.15 for 9.30 am – 3.15 pm Venue: All Saints Centre, 1 All Saints Court, Bristol BS1 1JN</p>	<p>£95.00</p>
<p>Church School Governors Wednesday 20 October 9.15 for 9.30 am – 3.15 pm Venue: All Saints Centre, 1 All Saints Court, Bristol BS1 1JN</p>	<p>£95.00 Discounted to £50.00 for 2nd person)</p>

ANY QUERIES?

Contact: Liz Waslin (Course Administrator)
All Saints Centre, 1 All Saints Court, BRISTOL, BS1 1JN
Tel: 0117 906 0100 / Fax: 0117 925 0404
Email: liz.waslin@bristoldiocese.org



Training and Events Coming up in Term 6 and Term 1 2010

Date	Course Title	Venue
28/06/2010	Governors Conference	Hilton Hotel Bradley Stoke
15/09/2010	Performance Management for Headteachers – the governors role	Baileys Court Activity Centre Bradley Stoke
16/09/2010	Roles & Responsibilities of Governors	Callicroft Primary School, Patchway
20/09/2010	Introduction to Clerking	Callicroft Primary School, Patchway

For further details or to book a place please contact Governor Services on 01454 863182 or email governor.services@southglos.gov.uk



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

