

Governors

Governing the school of the future

David Miliband, minister for school standards, has praised the contributions and achievements of school governors at the launch of *Governing the School of the Future*.

Launched last month, the document looks at what the DfES's *Five Year Strategy for Children and Learners* means for school governors and how governors can take advantage of the new opportunities it offers.

"The time is now right to celebrate the contribution and achievements of school governors and to explore what Government and others need to do to support governing bodies to meet the challenges of the future," he said.

Under the Five Year Strategy, schools will have more autonomy and flexibility in how they operate. They are also encouraged to work with other partners – including private, voluntary and community sector providers, and health and social care services – to deliver a wide range of services for children and communities as part of the Every Child Matters agenda.

Governing bodies will play a key role in deciding what will work for their individual schools and in driving improvement and change. "Governing bodies are equal partners in leadership with the headteacher and senior management team," adds David Miliband. "We want to see them taking a full part in driving the improvement and culture of the school."

Governing the School of the Future emphasises the important role governors play and the need for strong governing bodies, but it also looks ahead at the challenges and opportunities facing schools and governing bodies. In particular it explores what Government and others need to do to help governors meet these challenges.

The document gives examples of good practice and includes governor case studies. It sets out what the DfES and partner organisations are doing and plan to do on governor support and



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training, recruitment and profile-raising. It also invites schools, local authorities, employers, governor organisations and others to help governing bodies rise to these challenges and make the most of the opportunities available.

The DfES would like to hear governors' views on issues raised in *Governing the School of the Future*. Please send comments to: Future.GOVERNANCE@dfes.gsi.gov.uk Free copies of *Governing the School of the Future* (Ref: DfES/0786/2004) can be ordered by telephoning 0845 602 2260 or by visiting www.teachernet.gov.uk/publications The document is also available on www.governor.net.co.uk/schoolofthefuture For more information on the Five Year Strategy visit www.governor.net.co.uk/5yearstrategy



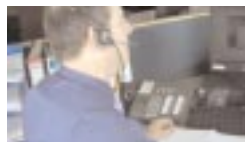
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goes from strength to strength



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Childcare Strategy offers 8am-6pm childcare

As part of the Government's Childcare Strategy, the Prime Minister has announced that by 2010 every parent with a child in primary school will be offered the guarantee of affordable childcare between 8am and 6pm all year round through their child's school.

By 2010, all secondary schools will be open from 8am to 6pm all year round offering a range of activities.

This builds on the *Five Year Strategy for Children and Learners* which sets out the Government's commitment that all schools will develop extended services over time. The aim of this offer is to extend choice for parents who want to work and provide greater choice for children, allowing them the opportunity to get involved in a wide range of activities. In partnership with others, schools can deliver childcare in a number

of ways including through a cluster of schools or by forming partnerships with existing childcare providers, including childminders.

■ An extended schools prospectus is currently being developed. It will set out the Government's vision of all schools providing extended services and provide practical 'know how' for schools and local authorities planning to develop extended services. Visit

www.governornet.co.uk/extendedschools for details.



Gareth Boden

Leadership programme drives improvements

A further 3,000 primary schools will this year benefit from an ongoing programme to help leadership teams drive improvements in pupil learning.

The programme is a key element of the Five Year Strategy's commitment to improving learning and teaching of literacy and mathematics and raising standards in both Key Stages 1 and 2.

Funding of £30 million, an increase on last year, will pay for headteachers and senior staff to attend training and events. They will receive support from primary strategy consultant leaders, themselves headteachers appointed by local authorities. "It's really exciting," says Sue Brummitt, headteacher at

Gillshill Primary School in Hull. "It's enabled us to sit back and think about what we are doing and where we need to target our efforts." Gillshill, which is now participating in the programme for a second year, saw its Key Stage 2 results hit their highest ever level last summer. (See page 3 for latest results.)



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STRB pay report due in January

The School Teachers' Review Body (STRB) is due to report by the end of January on a number of important teachers' pay matters, in line with the remit given to it by secretary of state Charles Clarke in July last year.

The report will include recommendations on: the proposed new Excellent Teachers Scheme; a new framework for Teaching and Learning Responsibility payments that would replace management allowances (including arrangements to manage the transition to the new system); principles for pay safeguarding; and whether changes should be made to the pay arrangements for secondary maths and science advanced skills teachers.

The Rewards and Incentives Group – comprising five teacher unions (ATL, NAHT, NASUWT, PAT and SHA), National Employers' Organisation for School Teachers and the DfES – submitted joint evidence to the STRB in the autumn. www.governornet.co.uk/teacherspay

Foundation partnerships prospectus

The DfES will shortly publish a prospectus which aims to help groups of schools form foundation partnerships.

Foundation partnerships are one of the eight key reforms in the *Five Year Strategy for Children and Learners*. They will offer groups of schools and other partners the opportunity to work together to deliver a range of services.

Foundation partnerships will work on an inclusive basis, serving a defined community of children and covering a wide area of subjects. For example: they could focus on managing and improving behaviour and attendance; they could provide initial teacher training and continuing professional development across the group; or they could deliver a broader 14-19 curriculum. To make this happen, foundation partnerships will need to have a joint agreement – in the form of a protocol or service level agreement – with the local authority to deliver a specified set of functions. Some foundation partnerships may decide to share aspects of governance through federating under a single governing body for two or more schools or setting up joint committees. In addition, the Department will be publishing further guidance this term, which will include numerous case studies, illustrative models and protocols. Visit

www.governornet.co.uk/foundationpartnerships for more details.

Honouring achievement

How do you nominate your chair of governors, the head, another governor, your son's teacher, or the dinner lady for an award recognising their contribution? Easy! Just complete the nomination form at www.cabinet-office.gov.uk/ceremonial, get two or more letters of support from people who are familiar with their work, and send the form to the Cabinet Office (the address is on the form).

Awards are normally made to people who are still active in the area or areas to which the nomination relates, so any nomination should be made whilst the nominee is still working. It's also worth bearing in mind that it can take at least 12 to 18 months for a nomination to be considered.

If you need further details, are not sure whether someone who is due to retire can qualify, or require a hard copy of the nomination form, then please contact Amanda Thomas on 020 7925 6239, or email amanda.thomas@dfes.gsi.gov.uk

Primary school performance goes from 'strength to stength'

Primary schools are going from strength to strength, said schools minister Stephen Twigg, following the publication of this year's Achievement and Attainment tables.

The tables reflect the latest figures for primary school performance in 2004. Nationally, 78% of 11-year-olds achieved level 4+ in English (up 3 points over 2003) and 74% in maths (up 1 point over 2003), showing that standards are improving. Within the overall English result, standards in reading went up by two percentage points and writing by 3 percentage points. The tables also revealed that among the top value added primary schools are some from the country's most deprived areas. Schools in Lambeth, Birmingham, Newham and Hackney, which face some of the toughest challenges, all performed well – showing that poverty need not be a barrier to success.

The Primary National Strategy will continue to provide support to help schools continue to improve. Already there has been encouraging success from two of the key programmes designed to help underperforming schools. Results this year showed that schools taking part in the Primary Leadership and Intensifying Support Programmes

improved faster than other schools nationally. Meanwhile, the new Primary Strategy Learning Networks programme will help schools work together and draw on local expertise and knowledge for the benefit of their pupils. (See page 2 for more details on the Leadership Programme) www.dfes.gov.uk/performanceables



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Every child matters

A national framework – *Every Child Matters: Change for Children* – is being launched to coincide with the Children Act 2004 which received Royal Assent last November.

It aims to get all those involved in child protection and development – parents, employers, voluntary organisations, plus central and local government – to work together more effectively. New ways of delivering services, greater personalisation and choice, and more freedom and independence with simpler

accountability and funding, are all on the agenda. There's also a major commitment to staff development, with high-quality support and training.

Every Child Matters also aims to narrow the gap in outcomes between disadvantaged children and their peers. Documents outlining the elements of the framework, including a specific document for schools, are available from the website www.everychildmatters.gov.uk

Health matters



www.julian-hawkins.com

"When I came in yesterday, Year 6 were doing the Macarena – it looked so much fun I almost joined in!" says Margaret Beckett, chair of governors at St Francis Xavier Catholic Primary School in Oldbury, Birmingham. In fact, 'doing the Macarena' is a regular occurrence at St Francis and it is just one part of their hugely successful Healthy Schools programme.

Margaret has worked closely with headteacher Mary Simmons to design and implement a programme that covers all aspects of health. "We started off simply by having water in every classroom and using 'Brain Gym' exercises to improve concentration," explains Mary. "After that we moved on to developing lunchtime activities." Which is where the Macarena comes in. At lunchtime, instead of standing in the playground, each class takes part in a supervised activity designed to be fun and to get them moving. Children do dance, aerobics, race on space hoppers, and have a whole range of other equipment installed in their zoned playground.

Pupils at St Francis loved their new playground activities, but getting them to change their attitudes to eating was more of a challenge. The school has designed a comprehensive programme to make sure that healthy eating is firmly on the agenda.

As well as learning about healthy eating in science, PSHE, and Circle Time, children are rewarded with stickers for healthy lunchboxes and canteen choices, and each week Mary awards a

'Healthy Eater of the Week' certificate. Children can also attend the after-school Healthy Eating Club where they prepare healthy and fun food to take home. It looks as if it's working: a recent meeting of the pupil School Council requested healthier choices for the Tuck Shop!

Mary says governor support was key to the success of the project. As Margaret points out, changing attitudes to food meant getting parents on board. "Our parent governors were really supportive, and the reaction from parents has been really positive." Margaret has also helped to come up with the budget. In fact, Oldbury Town Team (who are part of the Borough Council) actually came to one of the governor meetings to explain their bidding process to the governors.

With a Healthy Schools Gold Award already under their belts, Mary and Margaret are in full swing, preparing to go for Platinum in two weeks time.

However, they both say that whilst awards are important for the motivation and enthusiasm of children, parents and teachers, what really counts is the impact on the health and attitude of the pupils. "I'm passionate about it," Mary admits. "It's not an add-on. It's part of our whole school ethos. It raises standards because it raises self-esteem and behaviour, and the children are focused on learning – it really has been brilliant."

For more information on healthy living visit www.governornet.co.uk/healthyliving

What do you do when relations with the headteacher are at rock-bottom, or parents are phoning you up daily to complain about the school's admissions policy, or there have been constant complaints about how incompetent the physics teacher is? Oh, and the annual report is due in a week and you've no idea where to start. The answer... phone two men in an office in Hinckley!

Governorline

www.julian-lawlins.com

Cliff Baldry and John Haines are consultants for GovernorLine, the confidential advice line available to governors in England. In a year they deal with about 8,500 phone calls and emails from governors –

Often governors know what they should be doing, but may lack confidence and want clarification and reassurance. They find too, that a seemingly innocuous question about how meetings should be conducted, for example, may be masking a more serious problem that will require detailed and careful questioning to unravel.

"We try to empower governors to move forward," says John, adding that often a problem cannot be resolved in one phonecall. "I have a live case at the moment which is a dispute between the governing body and the head. It's been going on for 18 months and still isn't resolved. It's extremely distressing for all concerned. It's demoralising for the employees and the pupils aren't getting what they're entitled to. And it's not as uncommon as you might think."

The phonenumber provides an avenue for governors who may be struggling with an aspect of their role or who are in dispute with the school. Teachers can go to their union, but that's not an option for governors.

Cliff says: "Who do they refer to? The courts? That won't get them very far. The DfES can point out the rules, but they can't get involved. Some governors are resilient, but they are volunteers who may find themselves in a situation that people wouldn't accept as part of their employment."

GovernorLine can be contacted on 08000 722 181. The line is open 9am - 10pm Monday to Friday, excluding public holidays, and 11am - 4pm at weekends.

The GovernorLine website can be found at www.governorline.info

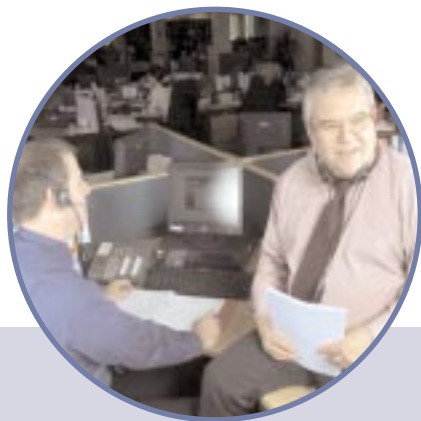
and anyone with an interest in governance – needing advice or support.

GovernorLine was launched in January 2001 with funding from the DfES. It was developed by Worklife Support in consultation with the National Governors Council (NGC), the National Association of School Governors (formerly NAGM) and Information for School and College Governors (ISCG). It is a telephone-based advisory service specialising in health and well-being issues, run on behalf of the Department by Worklife Support.

Aside from Cliff and John as the first port of call, Worklife Support have a team of legal, employment, human resources and health and safety experts to help with particularly knotty problems.

Both Cliff and John are experienced school governors; John is chair of Wyken Croft Primary School in Coventry and Cliff, who is also a member of Warwickshire County Council, is chair at George Eliot Secondary School in Nuneaton.

In the course of their week, they can expect to deal with a wide range of questions, including how to elect a chair of governors, what to put in the annual report, the school's admissions policy, the pay review, the budget, and performance management.



Your problems solved

Q: Help! We're appointing a new head and aren't sure what we need to do.

A: The governing body should agree a job description, person specification and advert. In particular the person specification should be agreed by the whole governing body to ensure that there is agreement about the type of person who will do the job well. Sort out an interview panel (minimum of three) and agree in the governing body their terms of reference and format for any interviews. The LEA is entitled to attend staff appointment meetings, in most cases. If the LEA has doubts about a candidate they should express those views at the shortlist stage to the governing body in writing. The LEA is entitled to offer advice and are there to help but the decision on whom to appoint is the governing body's. The panel should consider questions carefully – never ask a question to which you don't know the answer. If in doubt prepare model answers.

Q: The headteacher and the chair of governors have fallen out. What do we do?

A: You have to establish the reason for the dispute. If the dispute is personal the services of an arbiter could help. If the breakdown lies elsewhere, could it be resolved through the governing body? If the matter is to do with capability have you now reached the position where formal action is required? If so, has any contact been made with the LEA who should be aware of

the situation and should offer help?

Bear in mind the style of the head's management may not be what you would like but if the school is generally well run, parents may be unwilling to complain. Take things a step at a time when trying to re-establish trust and confidence.

Q: Our governing body has a governor who is aggressive in his dealings with staff and threatening in his questioning of other governors. Can we discipline him in some way?

A: Problems like this are best dealt with quickly by the chair pointing out a suitable form of conduct to the governor.

If you have adopted a code of conduct the governor should be asked to adhere to it. Your only form of sanction is to consider a suspension but this must be a last resort and other means must have been tried to resolve the situation first. A suspension can only be considered if:

- a) the governor is paid to work at the school and is subject to employment related disciplinary proceedings;
- b) the governor is subject to court or tribunal proceedings, the outcome of which might result in his disqualification as a governor;
- c) the governor has acted in a way that is inconsistent with the school's ethos or religious character and has brought or is likely to bring the governing body or his office as a governor into disrepute;
- d) the governor is in breach of his duty of confidentiality to the school or to the staff or the pupils.

Freedom of information

The Freedom of Information Act (FOIA) 2000 came fully into force this month. There is now a legal right for any person to ask a school for access to information that it holds. The DfES has produced some guidance for schools that was issued in October 2004 and can be accessed at www.governornet.co.uk/foi This includes a checklist for action to take on receipt of a request for information.

The Act is fully retrospective and governing bodies should have already:

- agreed a publication scheme and access policy. The policy will need to set out how the school proposes to deal with requests and state that all staff should be aware of the process
- agreed a charging policy for complying with requests. DfES recommends that schools respond to straightforward requests for free and charge where the costs are significant
- delegated to the headteacher day-to-day responsibility for FOIA policy and the provision of advice, guidance, publicity and interpretation of the school's policy
- considered designating an individual with responsibility for FOIA, to provide a single point of reference, coordinate FOIA and related policies and procedures, take a view on possibly sensitive areas and consider what information and training staff may need
- considered arrangements for overseeing access to information and delegation to the appropriate governing body committee
- ensured that a well-managed records management and information system exists in order to comply with requests within 20 days excluding school holidays
- made arrangements to keep a record of refusals and reasons for refusals as well as appeals, allowing the governing body to review its access policy on an annual basis.

New requirement for absence data

The Department wants to work with schools to ensure attendance is taken seriously. All schools should have provided Forvus (the Department's agent for these collections) with the following data by Friday 7 January 2005: number of pupils on roll in autumn 2004 term; total number of sessions available; total number of sessions missed due to *overall absence* (both authorised and unauthorised).

If your school has not supplied this data, please ensure that this is done as soon as possible. The same data will be collected for the spring 2005 term by early April 2005. If you have any questions, contact Saleem Quazi on 0207 925 5269 or saleem.quazi@dfes.gsi.gov.uk www.governornet.co.uk/absencedata

Qualified Teacher Status

When appointing qualified teachers, governors need to ensure they have Qualified Teacher Status (QTS) and are registered with the General Teaching Council for England (GTCE). If you are unsure about a teacher's status, please check with the GTCE by emailing employeraccess@gtce.org.uk Further information about the GTCE and about induction can be found in *A Guide to the Law for School Governors* and also on www.teachernet.gov.uk/nqt

School Governance Team

The School Governance Team in Darlington are responsible for all enquiries relating to the Constitution, Procedures, New Schools, Federations or Collaborations Regulations. From 10/11/2004 any email enquiries should be addressed to school.governance@dfes.gsi.gov.uk

Teachers' TV goes live next month



Teachers' TV, a new digital television channel for education professionals, is set to launch in February.

The channel will be available 24 hours a day, seven days a week on Sky, Telewest and Homechoice with an overnight schedule on FreeView. Editorially independent, the channel contains original programming for education professionals, including professional development programmes and recordable classroom resource material. Key programmes specifically for governors will also be aired. The channel is also supported by a website.

A discount scheme is being set up with some of the UK's leading digital television services to give teachers and governors easy access to Teachers' TV. Look out for details on the website www.teachers.tv

Online ordering

You can now order DfES documents to be delivered to your door, or download them to your computer, using the Department for Education and Skills' Online Ordering service.

The *Online Publications* for schools service is replacing automatic paper mailings to schools with fortnightly email alerts of key information. Chairs of governors will continue to receive the paper mailing but if you would like to view the publications available or order your own copies, please register on www.teachernet.gov.uk/publications. Governors can also sign up for monthly email alerts to avoid missing relevant information.

GCSE results on the up

School standards minister, David Miliband, has welcomed the continued progress in performance at GCSE/GNVQ and further improvements in disadvantaged areas.

Provisional figures published in October revealed that the percentage of 15-year-old pupils getting five or more grades A*-C GCSE or equivalent has increased to 53.4% compared with 52.9% last year. In Excellence in Cities (EiC) schools there has been a 1.3 percentage point increase in young people getting five or more grades A*-C GCSE or equivalent compared to a 0.2 percentage point increase in non-EiC schools. There were also improvements in schools facing challenging circumstances with a 1.8 percentage point increase in pupils gaining five good GCSEs or equivalents.

For more information visit www.dfes.gov.uk/rsgateway/DB/SFR/ or www.governornet.co.uk/gcseimprovement

Jobs online

An initiative has been launched by the Department for Education and Skills to encourage greater use of the internet by teachers looking for jobs and schools trying to fill vacancies.

The information site on TeacherNet lists websites carrying teaching vacancies and gives hints on how schools can save money by advertising on the web.

Tens of millions of pounds are currently spent by schools on recruitment via newspapers – a sum that could be reduced by using the web. Thousands of vacancies are advertised online, but many teachers are thought not to be aware of this.

Benefits for teachers looking for jobs include more immediate results and search engines' abilities to tailor searches to the candidate's circumstances.

www.teachernet.gov.uk/jobs

FOCUS ON...

Whole-school ICT policy

What is the whole-school ICT policy?

The whole-school ICT policy sets out the philosophy, values and aims for the use of ICT in a school. The policy is an important management tool and should take account of the school's individual context and circumstances. It makes clear statements about ensuring provision, continuity and equal opportunities across the entire school.

Why should governors define a whole-school ICT policy?

ICT is sufficiently important to the development of the school that governors will want to ensure that pupils, teachers, LEAs and parents can see a clearly formulated whole-school ICT policy. When agreed, the policy will help teaching staff by informing them of how ICT can be used in lesson planning and delivery.

Who should be involved in formulating and writing the policy?

While governors are the policy's owners, it's wise to invite contributions from the management team, teachers and other staff, governors, parents and pupils. It's important that all who will be implementing the policy are involved at the development stage. This will ensure greater ownership of the policy and lead to its successful implementation.

What broad areas could be included in an ICT policy?

There are no hard and fast rules, but the following areas could be included:

- how ICT should contribute to the school's wider aims
- the contribution ICT makes across all curriculum subjects
- using ICT to help recording, assessment, monitoring and reporting
- leadership and management roles
- infrastructure maintenance, support and management
- equality of access, inclusion and SEN
- continuing professional development for all staff
- use of ICT facilities for extra curricular activities, after-hours and by parents and the community
- arrangements for monitoring and review of the policy.

How do we get started?

Becta's ictadvice site has helpful guides on how to begin developing a whole-school ICT policy. They can be found at www.ictadvice.org.uk in the Admin and Policies section. The Naacemmark Award is structured around a development framework for using ICT to enhance teaching and learning. This framework provides plenty of food for thought for governors considering an ICT policy for their school. Find out more about Naacemmark at www.naace.org.uk. Also visit www.governornet.co.uk/ictinschools or www.governornet.co.uk/modelpolicies

Headship standards revised

Following a national consultation carried out by the National College for School Leadership (NCSL) the National Standards for Headteachers have been revised.

The National Standards for Headteachers is an advisory document which sets out the professional knowledge, understanding and attributes necessary to carry out the role of headship effectively. They define the expertise needed by headteachers to achieve their targets and objectives. The document is used widely to assist in the recruitment of headteachers and in performance management processes. They provide guidance to all school stakeholders about what should be expected from the role of a headteacher and are also used to identify threshold levels of performance for the assessment framework within the National Professional Qualification for Headship (NPQH). For more information and to view this document visit www.teachernet.gov.uk/publications

Foundation fast-track

The Department for Education and Skills has recently finished consulting on proposals to make it easier for most secondary schools to become more autonomous by acquiring foundation status.

Foundation schools own their own assets, are the direct employers of staff, and are their own admission authorities. The proposals set out a fast-track route for the governors of community and voluntary controlled secondary schools to publish and decide their own proposals to change category. Governing bodies will also have increased freedom to form partnerships with charitable foundations. The results of the consultation will be published shortly. In the meantime, schools interested in acquiring foundation status should contact vivienne.andrews@dfes.gsi.gov.uk or call 020 7925 5592.

Implementation support for workforce reform



By now the majority of governors should have heard about – and taken part in – the *School Workforce Reform: Financial Planning and PPA programme*.

The programme offers support to schools and LEAs in planning all aspects of the required legal changes around guaranteed PPA (Planning, Preparation and Assessment) time, through workshops which began in September and run through to March. There are two places per school and the workshops are generally being attended by the headteacher and a member of the governing body. If you aren't yet booked onto a workshop, please encourage your headteacher to get in touch with your LEA Remodelling Adviser as a matter of urgency.

The Workforce Agreement Monitoring Group has put together a resource pack to further support schools in the implementation of PPA time. For details of the pack visit www.remodelling.org/ppa_pack.php Further strategies and good practice are available at www.remodelling.org/ppa_intro.php or www.governornet.co.uk/ppapack

Three-year budgets for schools – your chance to have your say

The Department's *Five Year Strategy for Children and Learners* published in July 2004 proposed the introduction of guaranteed, three-year budgets for schools, geared to pupil numbers, from April 2006.

Since July, the Department has been working closely with the national representatives of school governors, headteachers and local

councils on detailed proposals for three-year school budgets and would now like to hear governors' views on these proposals.

Consultation will take place early in the spring term.

Look out for details at www.teachernet.gov.uk/management/school_funding/ or www.governornet.co.uk/consultations and let us know what you think.

governornet

GovernorNet is the one-stop website for school governors. It provides up-to-date information about all aspects of school governance.

www.governornet.co.uk

What's new on GovernorNet?

Keep on top of the new regulations for schools relating to the **Freedom of Information Act 2000**, which came into full implementation in January 2005.

www.governornet.co.uk/foi

Have you seen GovernorNet's **model policies**? You can use these as templates when creating or reviewing your school policies.

www.governornet.co.uk/model_policies

View the latest amendments to the *Guide to the Law for School Governors* online on GovernorNet.

www.governornet.co.uk/gttl_amend2

See the **Recent Additions** section to keep up with all the latest articles and documents added to the site.

www.governornet.co.uk/recent_additions

Get chatting on our popular **Discussion Board**, which provides a forum where governors can swap ideas and discuss hot topics.

www.governornet.co.uk/discussion_boards

Need help and advice?

GovernorLine is a free advice line that offers information and professional support to governors. Call 08000 722 181 or visit www.governorline.info



Websites

www.governornet.co.uk

Useful information for all school governors.

www.nasg.org.uk

National Association of School Governors (NASG)
Tel: 0121 643 5787. Email: governorhq@nasg.org.uk

www.ngc.org.uk

National Governors' Council (NGC)
Tel: 0121 616 5104 / Fax: 0121 616 5105
Email: office@ngc.org.uk

www.governors.fsnet.co.uk

Information for School and College Governors (ISCG)
Tel: 020 7229 0200 / Fax: 020 7229 0651
Email: iscg@governors.fsnet.co.uk

www.sgoss.org.uk

SGOSS recruits and brokers volunteers to become governors in schools that need them most. If you have a community vacancy contact info@sgoss.co.uk or call 0870 241 3883.

www.teachernet.gov.uk/schoolinfocus

Celebrating innovative work in schools.

Events

Lesbian, Gay, Bisexual & Trans people (LGBT) History Month – February 2005

LGBT History Month gives schools an opportunity to tackle the prejudices and stereotyping of gay, lesbian, bisexual and trans people, and promote a positive view of LGBT people in schools. www.schools-out.org.uk

The Education Show 17-19 March 2005

NEC, Birmingham www.education-show.co.uk

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Title	Initials
Surname	
Address	
Postcode	Age range of school

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Governors on tape – Visually impaired governors can listen to *Governors* on audio tape. For a free tape, contact Susie Fisher at a2i on 0117 944 4050 or info@a2i.co.uk

Feedback



School rolls

I'm a governor at a Tower Hamlets' primary school and we've been experiencing problems attracting sufficient numbers to the school roll.

While the school has performed very well in recent years, high mobility rates of the local population means that we do experience difficulties attracting – and keeping – pupils.

We have tried a number of different initiatives to attract more children to the school – one very

successful programme was to get a local company (at which one of our governors worked) to sponsor a writing competition for the children with local press covering the competition.

However, I would be very interested in hearing of other schemes you and your readers are aware of to help raise the local profile of schools with the aim of attracting more children to the school.

Giles Smith

**Foundation governor
Tower Hamlets**

Does your school have any schemes that could help boost pupil numbers?

If so, send your suggestions and experiences to

**The Editor,
Governors**

DfES

**2E Sanctuary Buildings
Great Smith Street
London, SW1P 3BT**

or email us with your ideas at

governor.feedback@dfes.gsi.gov.uk

Letters may be edited for clarity or brevity.

Resources

Information for governors and parents

about the importance of citizenship education has been produced by the DfES.

It consists of a video and leaflet for governors, a leaflet for parents, with ideas about how they can support schools. Copies of the leaflets are available at www.dfes.gov.uk/citizenship

In partnership with

Becta, the National College of School Leadership (NCSL) has developed the Strategic Leadership of ICT programme to help headteachers identify the opportunities ICT should be opening up for their

school. More details can be found at www.ncsl.org.uk/slict

Performance Threshold Standards Assessment, Support Pack for Schools, 2004/05, Round 5

This threshold supplementary guidance is an aide-memoire for headteachers/managers and teachers to use in conducting the threshold process in 2004/05 (Round 5).

The guide sets threshold assessment in context and, with the help of the self-check criteria, key dates and examples, leads you through all the elements of the process right through to the final outcomes.

To download copies, and for ordering information, please visit www.teachernet.gov.uk/performance_threshold

Governors are invited

to join in the national debate about how personalised learning can best be developed. More information is available in the pamphlet entitled *A National Conversation about Personalised Learning* and on the Personalised Learning website www.standards.dfes.gov.uk/personalisedlearning Copies of the pamphlet can be obtained from 0845 602 2260 (reference: DfES/0919/2004).

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