

Governors

Investing for the future

The Spending Review, announced by the Chancellor in July, includes a dramatic increase in education spending with an average rise of 6% a year in real terms over the period from 2002-3 to 2005-6. Over the same period, the £12.8 billion extra investment, which will help take forward a major reform of education, includes significant and continued increases in the levels of investment in school buildings and ICT. The document 'Investment for Reform' sets out the ways in which this reform will be driven.

Effective leadership across the system is a key factor in improving standards. The National College for School Leadership will take responsibility for creating a new generation of school leaders and a new Leadership Incentive Grant will ensure that secondary schools in challenging areas have access to the quality of leadership they need to improve standards.

Schools that are well led and managed will also have greater autonomy over both the national curriculum and teachers' pay and the country's best heads will be able to spread their expertise to other schools. A variety of federation models will be developed, including groups of schools with a joint governing body and a single Chief Executive. The investment will also be used to create thirty-three new academies and 300 advanced schools with the number of specialist schools

set to increase to 2,000 by 2006.

The government also plans to invest heavily in professional development for teachers, additional classroom support staff and in ICT to help ease teacher



workload. This will be supported through the Schools Standards Grant, with a £325 million increase in 2003-4, rising to £375 million in 2005-6. A typical primary school will receive £50,000 in all, £10,000 more than it is getting this year. And a typical 1,000 pupil secondary school will receive £165,000, £50,000 more than this year. The government also aims to ensure that every school facing challenging circumstances has a learning support unit that can take disruptive children out of the classroom. The extra funds will also be used to increase sporting opportunities in schools. For more information visit www.dfes.gov.uk/2002spendingreview

Welcome to Governors

Welcome to the launch edition of *Governors*, which aims to keep you, as governors, up-to-date with education policy. *Governors* has been put together with your views in mind. Many thanks to those governors who joined our focus groups! We hope you find the newsletter useful and if you have any suggestions about how we can make it even more relevant, let us know. Send your suggestions to *Governors*, 2B Sanctuary Buildings, Great Smith Street, London SW1P 3BT or email governor.feedback@dfes.gsi.gov.uk If you'd like to receive a copy at home please complete the form on the back page.



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Key Stage 3 strategy targets 11-14 year-olds

Success at Key Stage 3 could boost GCSE results.

The government is focusing urgent attention on the achievement of 11 to 14 year-olds through its Key Stage 3 (KS3) National Strategy.

Around a third of 14 year-olds (200,000 pupils a year nationally) don't reach the standards expected in English, mathematics, science and ICT. And yet success in the early years of secondary school is a good indicator of success at GCSE. Figures show that 95 per cent of 14 year-olds who achieve National Curriculum level 6 go on to get five or more good GCSEs, 54 per cent who achieve level 5 do the same but only 8 per cent who achieve level 4 do as well at GCSE.



So what's in the Key Stage 3 National Strategy? Why is it worth investing time and effort?

- **For governors**, with their responsibilities for improving standards and developing strategy, KS3 offers support to schools to help improve teaching and learning and to reach their targets;
- **for teachers** there is the investment in their professional development and the chance to refresh their skills;
- **for pupils** there is the promise of more engaging lessons, progressing faster and further, and learning how to learn.

What do governors need to know about their school?

- How well did the English and mathematics strands of the strategy go last year (when they were introduced)? Was there any effect on the 2002 results? What improvement is expected next year? (N.B. schools' Key Stage 3 results will be published for the first time in this year's secondary performance tables.)
- What are the plans for introducing science, ICT and the foundation subjects from September? And, if the strategy has been phased, is it now extending to years 8 and 9, as well as year 7, so that it starts to boost pupils' achievements?

The Strategy has produced a number of management summaries for each strand, which should be available in schools or visit www.standards.dfes.gov.uk/keystage3 or the governors website at www.dfes.gov.uk/governor

Zero tolerance policy for parents who attack school staff



Parents who attack teachers could face fines or even prison sentences under a zero tolerance policy for school safety.

Penalties include a £5,000 fine and a potential six months imprisonment for those convicted of

attacking or verbally abusing teachers or staff.

A warning poster and guide, called *A legal toolkit for schools: tackling abuse, threats and violence towards members of the school community*,

has been launched explaining the various legal remedies schools can use against parents who threaten teachers and support staff.

Minister for young people and learning, Stephen Twigg, said: "There is no excuse for attacking or abusing a teacher. It is unacceptable and we will not tolerate it in our schools."

Local education authorities should support schools in enforcing the policy.

For the toolkit call 0845 602 2260 or visit www.teachernet.gov.uk/safeschools

Getty

Could your school become a Specialist School?

The Specialist Schools Programme helps schools to build on their particular strengths and establish distinctive identities through their chosen specialisms.



Any maintained secondary school in England can apply to be designated as a specialist school in one of eight specialist areas: languages, sports, arts (performing, visual or media), business &

enterprise, technology, engineering, science, and mathematics & computing. Schools can also combine two of these specialisms.

A school wishing to apply for specialist status must:

- produce a Development Plan showing how it will improve teaching and learning in the relevant specialist subjects over four years;
- show separately in the Development Plan how other schools and the community will benefit from the school gaining specialist status;
- secure the required sponsorship.

For further information about the programme and a downloadable version of the Specialist Schools guidance document visit www.standards.dfes.gov.uk/specialistschools

Citizenship role for governors

Governors are set to play an important role in planning and delivering the new curriculum subject, Citizenship.

Introduced in September, Citizenship will help build strong communities by encouraging moral responsibility, political literacy and community involvement amongst school children.

According to the Department for Education and Skills, these values underpin the ethos of most schools. Governing bodies can help schools promote Citizenship by nominating a governor with responsibility for monitoring the Citizenship curriculum.



Governing bodies can also ensure there is a positive statement about Citizenship in the school prospectus and school improvement plan and that the school has a citizenship policy relating to pupils' and parents' participation in the management of the school. Governing bodies could also consider inviting pupil representatives from the school council to their meetings and could encourage the headteacher to include Citizenship in reports to the governing body and the annual parent AGM.

For more information visit www.dfes.gov.uk/citizenship

Governorline launches website

Governorline, a free advice line that offers information and professional support to 370,000 governors in England, has launched its own website. The website, www.governorline.info, offers support to governors across all aspects of school life. The website is supported by a professional team of serving governors, backed by legal, financial, employment and health and safety experts. The Governorline advice line is available through the freephone number 08000 722 181 and is open from 9am to 10pm weekdays (excluding public and bank holidays) and from 11am to 4pm at weekends.

Three-year pay deal on the horizon for teachers?

Estelle Morris has written to the School Teachers' Review Body (STRB) to propose that it sets out a pay deal covering up to a three-year period.

The education and skills secretary wrote that any pay deal should be affordable, take into account the need for high standards, rates of inflation and private sector pay deals, and reflect her commitment to a restructured teaching profession and a reformed workforce.

She noted the need for transformational leadership in schools, as well as the need for improved incentives for excellence and better support to teachers.

She also suggested improvements to the pay system to reward good performance and more flexibility to address local recruitment and retention needs.

The secretary of state also specifically asked the STRB to investigate ways in which pay can be used to recruit and retain teachers in London, stressing that blanket increases would not help London schools to retain their best teachers.

The STRB has also been asked to look at ways schools can react to local labour markets, particularly in relation to the need for science and mathematics specialists.

The secretary of state has also now submitted her written evidence to the STRB.

For more information visit www.teachernet.gov.uk/pay_and_performance



Primary schools to get £130 million boost for sports and arts

Over 300 primary schools will share £130 million to boost their sports and arts provision.

Primary schools in 65 local education authorities (LEAs) will receive additional funding from the Space for Sports and Arts programme.

The funds will be used to develop new or modernised sports, music and arts facilities for both pupils and the local community.

As the government has promised all children two hours of high quality PE and sport each week in and outside of schools, these grants will help primary schools involved to achieve that goal.

It will also help to boost arts teaching in subjects such as English, drama, music and art.



The funding has been allocated to LEAs in both urban and rural areas where the need for sports and arts facilities is most acute. For more information visit www.sportsend.org/lottery/funding/space_arts.htm

Food for thought

Last month Dr John Reilly, a leading health expert from the University of Glasgow, announced that childhood obesity levels were a major cause for concern in Britain.

Speaking at a joint conference of the Association of the Study of Obesity and the University of Bristol, Dr Reilly said obese children were now much more likely to remain overweight as they went through adulthood than they were 20 years ago and warned that they were at an increased risk of developing heart disease, diabetes or problems with their joints and bones in later life.

But what can schools and governing bodies do to help?

Standards

In April last year, the government launched regulations setting minimum standards for school lunches which ensured that children had healthy food options available at school every day. These standards were introduced in response to the Government's National Diet and Nutrition Survey (June 2000) which came to a similar conclusion to Dr Reilly – that today's children are heavier, take less exercise and consume more sugar and fat than their counterparts 20 years ago.

Holistic approach

However, ensuring that school lunches meet recommended nutritional standards is just one of the ways schools and governing bodies can help children adopt healthy eating habits.

Other initiatives include the

Healthy Schools Programme. Launched by the DFES and the Department for Health (DoH) in October 1999, it aims to promote a holistic approach to school health by encouraging schools to support the teaching of healthy eating with vending machines and cafeterias that offer healthy food options. But it's not just eating the wrong kinds of food that leads to obesity problems. Research also reveals that a lack of exercise combined with a more sedentary lifestyle are major contributing factors to child obesity. TV, in particular, has come into the firing line with a recent study published in the American Journal of Paediatrics concluding that 'a television in a child's

tackling existing health problems. An infants and nursery school in Derby decided to act after a health screening revealed that the school had the worst oral hygiene in the East Midlands. An action group was set up to tackle the problem with the result that they launched 'Fruity Fridays' with fruit available every Friday for 10p a portion.

Fruity Fridays

So far the scheme has proved a success, with over a third of all pupils regularly buying fruit last term. It also helped bring the whole school together with kitchen staff preparing the fruit and one of the governors, who also happened to be a parent, selling the fruit. Health promoting schools project

worker, Sarah Jane Cooper, who advised the school on the launch of their project, said: "The involvement of a local parent who also happens to be a governor has persuaded other parents to encourage their children to buy the fruit".

Breakfast clubs

Breakfast clubs are another way of encouraging healthy eating. "Our breakfast club has gone from strength to strength," says Dee Donnelly, governor of a primary school in Camden. "There is a warm welcome for newcomers, the room is bright and cheerful and there's generally some music playing too. The emphasis is on healthy eating but there is no pressure to eat, space is always available for other activities, like drawing."

bedroom is the strongest marker of increased risk of being overweight'. To combat this the government has already announced a commitment to ensure all children can access at least two hours of physical education and sport each week.

Some schools have taken the initiative and introduced healthy eating schemes as a way of



"The involvement of a local parent who also happens to be a governor has persuaded other parents to encourage their children to buy fruit"

Further Information

The 'Healthy School Lunches' guidance published by the Department for Education and Skills last April offers practical information and gives examples of good practice. It can be downloaded at

www.dfes.gov.uk/schoollunches

The Department welcomes feedback on the guidance or the nutritional standards regulations. Please e-mail

nutritional.standards@dfes.gsi.gov.uk or write to Department for Education and Skills, Pupil Well-being and Transport Team, Ground Floor Area D, Mowden Hall, Staindrop Road, Darlington, Co Durham, DL3 9BG.

For the healthy schools programme, visit: www.wiredforhealth.gov.uk which links to websites on a variety of health issues for both teachers and pupils.

For the National School Fruit Scheme visit:

www.doh.gov.uk/schoolfruitscheme

For further information about milk in schools go to

www.milkforschools.org.uk

Did you know?

- **22 million** children worldwide are severely overweight. (World Heart Federation)
- **5-15%** of children in the UK are thought to be overweight. (British Nutrition Foundation)
- On average British children are eating **less than half** the recommended five portions of fruit and vegetables per day. (National Diet and Nutrition Survey June 2000)
- The **majority of children** and young people in the UK have adequate intakes of most nutrients. (National Diet and Nutrition Survey June 2000)
- **10% of 15-18 year old girls** are vegetarian or vegan and 1 in 6 diet to lost weight. (National Diet and Nutrition Survey June 2000)
- Children growing up in disadvantaged families are about **50%** less likely to eat fruit and vegetables than those in high-income families. (National Fruit Scheme website)
- The Local Authorities Catering Association estimates that **2.5million** school meals are served daily in England. (British Nutrition Foundation website)

Viewpoint

We asked Janice Blome, a parent governor at a primary school in East London, to talk about the trials and tribulations of being a school governor



Originally I felt a little nervous when the headteacher asked me to stay behind after a parents' meeting at my daughter's school and very surprised when asked to consider becoming a co-opted governor. It was with some trepidation that I plucked up the courage and said yes.

Since those early beginnings I have become Vice Chair and have suffered the rigours of an OFSTED inspection, which in my capacity of Chair of Finance (only appointed a month prior to the inspection) was quite a daunting ordeal. I have real empathy with teachers and heads that have this to look forward to in the coming months. Fortunately, I must have said the right things because we still passed with flying colours and there was a real buzz throughout the school when we read our glowing report. A definite high point.

The past year has also brought some difficult times, with the headteacher moving schools after being in post for the past 16 years. Staff morale took quite a dip while the governing body went through the process of appointing a new head. We received some excellent help and training via our LEA and despite the first attempt being aborted, as our candidates fell by the wayside, we went on to appoint a new head last Easter.

As we look forward to the next academic year our thoughts turn to the highlight of our calendar, the Annual Parents meeting. Any suggestions on how we can get into double figures for attendance (other than getting David Beckham to chair it!) gratefully received.

Janice Blome

Stop Press: Chair of Governors has just resigned. Help !!!!!

"Since those early beginnings I have become Vice Chair and have suffered the rigours of an OFSTED inspection, which in my capacity of Chair of Finance was quite a daunting ordeal."

Janice Blome, parent governor

Tackling teacher workload

It's clear that extra recruitment alone does not offer a sustainable solution to tackling teacher workload. Instead teachers must be given the time, support (from other staff and ICT) and leadership (from other staff and ICT) and leadership to enable them to focus on their core professional responsibility – raising standards.

At present, teachers spend some 20% of their time on tasks that could be done by others. Estelle Morris's agenda for reform emphasises the need to remodel the way schools work. This involves making better use of the whole workforce so that schools can make use of a wider range of adults, each bringing their own skills and experience to enrich pupils' learning and to enable teachers to focus on those tasks where they can add most value.



The key initial stage in remodelling is the government's response to the School Teachers Review Body (STRB) report on teacher workload, which was announced this month. The response outlined the government's plans to address workload issues. For further information visit www.teachernet.gov.uk/remodelling. Other developments are the Pathfinder project and the development of the roles of support staff described below.

Following the announcement of the Spending Review, Estelle Morris pledged over £1bn for further reform of the school workforce, dependent on a commitment from national partners to restructure the teaching profession.

Pathfinders

The School Workforce Pathfinder project is a key part of the government's school workforce remodelling plans. Thirty-two schools are exploring new ways to use their workforce and resources so that teachers can spend more time on those activities where they can add most value.

Each school has received a package of support, including extra ICT, additional support staff and training to prepare them for their new role. This support will be used to create more time for teachers to focus on lesson planning, assessment and professional development.

The schools are a mix of primaries, secondaries and specials from across the country. Each one is working in different circumstances, from high-flyers to schools facing challenging circumstances.

The lessons of the initiative are expected to be of practical benefit to schools across the country. An evaluation will assess the impact of the project on school efficiency and the effect on the morale and job satisfaction of teachers and other staff. The Department expects a final report in the summer of 2003.

Support staff

The number of support staff working in schools is growing fast. So is the variety – business managers, teaching assistants, technicians and learning mentors are just a few examples. The range of work they do is also varied.

Support for management and administration is important, but so too is the work in the classroom, such as helping to implement major programmes like the National Literacy and Numeracy Strategies, and supporting individual pupils.

More and more schools – secondaries as well as primaries – are realising that investing time in training and managing support staff is time well spent in raising standards. And this is in line with the government's plans for a remodelled school workforce, outlined above.

As part of this process, the government is providing substantial sums for recruitment and training and is about to consult on the future development and deployment of support staff in schools.

NCSL to hold leadership seminars for governors

The National College for School Leadership (NCSL) will be holding a series of events this autumn to celebrate the launch of its new state-of-the-art Learning and Conference Centre in Nottingham.

One of these events, 'Friends in Leadership', is aimed specifically at chairs of governors, chairs of personnel committees and co-ordinators of governor support (COGS) drawn from LEAs throughout England. The focus of this one-day conference is to offer an insight into the work of the college and the range of leadership development opportunities available to headteachers and senior management teams in delegates' own schools.

With representatives from the National Association of Governors and Managers and the National Governors' Council, the conference also includes workshops designed to explore how governors and NCSL can work together to lay the foundations for further improving leadership in our children's schools.

Parts of the day will be filmed and made freely available to view after the conference on the college's web site. It is hoped that information drawn from the workshops will be published and sent to all school governing bodies this December.

The conference will take place on 22 October 2002 and be repeated on 20 November 2002.

For more information about this and other launch events visit www.ncsl.org.uk/makingthefuture

Education Act how it affects you

In July this year, the Education Bill received its Royal Assent. Now an Act of Parliament, it promises new freedoms and choices in the education sector. But how will the Act affect school governors? Will it make any difference to their existing roles and responsibilities?

The short answer to both these questions is yes. The Act will give governors new powers ranging from the ability to choose, for the first time, the make-up and size of their governing body to the freedom to join up with other schools to form companies to buy in goods and services.

New constitution

Previously, the size of the governing body was determined by the size and type of the school. However, many governing bodies found this approach restrictive with some schools finding it difficult to fill the required governor places. The Act now gives governors the right to decide for themselves what size governing body best suits the needs of their school.

To ensure that the make-up of governing bodies remains representative, the Act requires schools to work within its Stakeholder Model. At the core of this model are the guiding principles, which aim to ensure that the balance between different stakeholders is maintained. For example, under these guiding principles all schools need to have at least a third of their places taken by parents. Guiding principles can vary according to the type of school. At community schools, for example, one fifth of places must be filled by LEA governors with a further fifth filled by members of the local community. In voluntary-aided schools foundation governors will still be in the majority.

Additionally, under the Act co-opted governors will now become community governors and there will also be a single category for all school staff, with one reserved place for a teacher. Where schools want to provide three staff places one of these will also have to be reserved for an elected member of the non-teaching staff. Previously, governor places were divided up into those for heads, teachers and support staff. Now all staff will come under this single category.

Schools will also have the freedom to federate under a single governing body. Many schools already work closely with other schools – it may be that they share the same premises, or that they want to work closer together to share resources, including teachers or curriculum

expertise. Some schools will want to be managed by a single governing body. Others will find that the new arrangements allowing several governing bodies to hold joint meetings and set up joint committees will give them the flexibility they need to take legally binding, strategic decisions. Both of these new legal frameworks will allow schools to work more closely together with no subsequent loss of funding.

Companies and extended services

The Education Act paves the way for schools to group together to form companies that can purchase goods and services on their behalf. This means schools will be able to use their collective bargaining power to secure cheaper goods and services and they will also be able to share the burden of purchasing with other schools. Schools will also be able to join together to form companies to offer their expertise and experience to other schools.

The Act also gives governors a new power to provide family and community services on school premises such as childcare, health and social care, adult education and family learning as well as arts and sports facilities. Schools will be able to either provide these services directly or work with other agencies to provide them. Overall, the introduction of the Act will fundamentally change the way governing bodies do business. However, the Department is aware that these changes will take time to implement and is working closely with LEA co-ordinators of governor services and Diocesan Boards to ensure that the three year transition is as smooth as possible.

Other changes include:

Admissions – introduction of locally agreed mandatory co-ordinated admission arrangement schemes and the formation of mandatory admission forums, members of which will include governors.

Earned autonomy – greater autonomy for well managed and led schools in terms of the national curriculum and teachers' pay and conditions. For details of the Earned Autonomy consultation (closes 20 December 2002) visit www.dfes.gov.uk/consultations

Need more information?

For governing body constitution changes visit www.dfes.gov.uk/governor/consult.cfm

What do you think?

We asked two school governors what they thought of the new powers in the Education Act. Jane Andrew and Robert Moulton gave us their views

Governing bodies will have the freedom to choose their own make-up and size

"I think it is a good idea because it is often difficult to get people to serve – particularly at small schools.

In my school we are supposed to have 12 but actually have nine, this means that if anyone is absent meetings will not be in quorum."

Jane Andrew



"Each governing body is unique and some may benefit from being a different size, or having a different make-up, to others." **Robert Moulton**

Formation of companies

"We usually find that the county has the best price on a lot of services. I suppose that you could adopt it for stationary etc. but I feel that our school has a lot on its plate at the moment and getting into groups to form companies is the last thing we need." **Jane Andrew**

"Collaboration in the bulk purchasing of goods and services is a sensible option to enable schools to benefit from economies of scale but governors need to be careful when considering the sale of education services to other schools.

Schools exist to provide services for their pupils and must not be distracted by trying to provide popular services to others." **Robert Moulton**



Jane Andrew is a co-opted governor at a county primary junior school in Kent. Robert Moulton is a governor at a grammar school in Kent.

Governors web

www.dfes.gov.uk/governor

The school governors' website provides a central point of access to a wide range of useful information and guidance for governors relating to their duties and responsibilities. It also provides a means for governors to communicate with the Department and with each other.

www.governorline.info

Governorline, the free advice line, now has its own website offering support to governors across all aspects of school life.

www.teachernet.gov.uk/performancemanagement

Contains a specific area to aid governors with performance management, as well as providing a model policy, framework and guidance.

Governors diary

22 October & 20 November 2002

NCSL 'Friends in Leadership' Conference.
www.ncsl.org.uk/makingthefuture

7 – 9 November 2002

DfES/Ofsted Conference, Nottingham Royal Moat House.
email: Sue.PEARCE@dfes.gsi.gov.uk or call 01325 391247.

15 November – 20 February 2003

Payment of allowances – consultation

Consultation on the regulations and guidance on the payment of allowances for governors.

16 December 2002 – 14 March 2003

Complaints procedures – consultation

LEAs will receive copies of the formal consultation during this period.

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Title	Initials
Surname	
Address	
Postcode	
Age range of school	

Letters



Building relationships

Why is so little time spent in governor training on the matter of building relationships of trust with school staff?

There's a lot of training in how committees are run, role of literacy governor, etc. but not nearly enough on how we can build relationships of trust and support members of staff. These surely lie at the heart of what being a governor is all about.

Martin Manser
Governor, Aylesbury

The Department replies:

The National Training Programme for New

Governors contains guidance on how chairs and heads can support new governors. Within this document there is a section on school-based support for new governors with the roles and responsibilities of schools staff.

The Chairs and Heads Training, which is soon to be introduced, will include materials which will help develop an effective working relationship between the two parties.

The Department at this stage has no plans to develop specific training on building relationships between governors and schools

staff. However you may wish to contact your LEA Co-ordinator of Governor Services and make this suggestion to them as they may be able to design and offer a programme in your area.

For a copy of the Guidance for Chairs and Heads contact Prolog on 0845 60 222 60 quoting Ref: DfES/0736/2001.

We want to hear your views! – Write to The Editor, *Governors*, DfES, 2B Sanctuary Buildings, London SW1P 3BT or email governor.feedback@dfes.gsi.gov.uk. Letters may be edited for clarity or brevity.

Resources

Spectrum – like your own copy?

Spectrum, the DfES's monthly catalogue of publications can be downloaded from the mailing section of Teachernet

www.teachernet.gov.uk.

For a hard copy e-mail dfes@prolog.uk.com or phone 0845 60 222 60.

Estate Management Guide

The Buildings and Design Unit within the DfES has produced guidance on how to manage a school estate. The guide, which is

aimed primarily at governors, headteachers, premises managers and school managers, will be available late autumn. www.teachernet.gov.uk/schoolbuildings or call 020 7273 6215.

AST Guide

An induction guide on Advanced Skills Teachers and what they can do for schools is available from September on www.teachernet.gov.uk/ast

Continuing Professional Development (CPD)

CPD is a vital component of school

improvement. It is the government strategy to help teachers keep their subject knowledge and professional skills up-to-date.

But it isn't just good news for teachers, it's good news for schools too as evidence shows CPD has a positive impact on the quality of teaching and learning in the classroom and also motivates teachers to stay on in the profession.

For more information visit www.teachernet.gov.uk/Professional_Development