

Governors

Fairer funding for schools

Schools will have a fairer, simpler and more transparent funding scheme from April 2003, as the result of a new funding system for local education authorities.

Overall, there will be more money for each pupil – an average real terms increase of £140 in 2003-04. This means that by 2005-6 there will have been an estimated rise in funding per pupil in real terms of over £1,000 on average since 1997-8.

The new system has been developed over the last 18 months by the government in consultation with the Education Funding Strategy Group (EFSG), which included teaching and non-teaching union staff, schools and governors' organisations.

The government is also encouraging LEAs to give indicative three year budgets to help schools plan their medium term budgets more effectively.

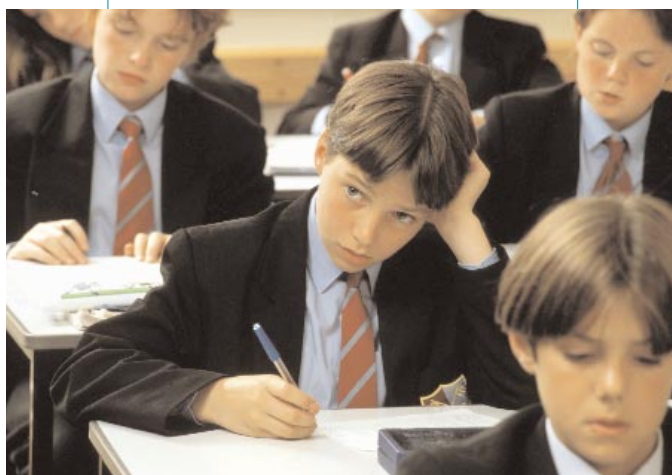
Under the new system, overall funding will split into two blocks. One block will be for LEA provided services, such as home-to-school transport, school improvement and SEN assessment. The other block will be for school provision such as staff and other running costs

(this also includes funding for other educational establishments, such as Pupil Referral Units and for independent special schools).

The fairer funding distribution will also take into account the needs of children in deprived

parts of the country attract similar amounts of funding. Therefore the new system consists of a basic amount per pupil – which is the same everywhere – with top-ups for pupils with additional educational needs (again the same per pupil everywhere), and for areas with high

costs for salaries, recruitment and retention. For more information on the new funding system visit www.dfes.gov.uk/efsg/fundingreform.shtml



Schools Forums

LEAs must consult school forums on a range of local school funding issues. Forums will represent the views of schools about the distribution of funding and any changes to local formulae, as well as other financial aspects described in regulations. These new bodies will form a key part of the new

School and LEA funding system starting in April 2003. Each forum will have members representing primary, secondary and special schools, and governors as well as headteachers will be eligible for election. LEAs will also be free to use Forums to get schools' views on other aspects of funding. For more information contact your LEA.

areas. It will use data on the Working Families Tax Credit alongside that on Income Support to reflect the needs of children in poverty. The needs of children with English as an additional language and those from low-achieving ethnic groups will also be recognised.

The government's aim with the new system is to ensure that similar pupils in different



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changes look set to make the application process easier



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Key Stage 2 test results – further work to be done

Following the publication in December last year of the latest primary school performance tables, education minister Stephen Twigg has written to all primary school chairs of governors and headteachers, setting out government support to further improve standards.

Although the tables confirmed the impressive gains that primary schools have made in recent years, they also showed that one in four children are still leaving primary school without the basic skills necessary to make a success of secondary education. There are also a significant number of schools who are clearly underperforming in comparison to schools in similar circumstances.

Last year's national results showed a 10 per cent increase since 1998 in the number of pupils achieving Level 4 or above in English – the expected level at Key Stage 2. The results also revealed that 80 per cent of children reached Level 4 or above in reading while 60 per cent achieved Level 4 or above in writing.

There was also a 14 per cent rise since 1998 in the number of pupils achieving Level 4 or above in maths. Girls are still out-performing boys in English, reading and writing. But the government's national targets of 80 per cent for English and 75 per cent for maths were not met.

Stephen Twigg's letter sets out the support that the government is providing to ensure further improvements in standards in 2003 and beyond. This includes information about changes to Key Stage 2 tests in

2003 and about booster classes. The government has also announced new training for teachers in phonics, guided reading, maths, boys' writing and assessment, and a new programme to improve leadership in up to 5,000 primary schools. From 2003, the government will also publish new value added primary performance tables, which were piloted last year. These tables will draw attention to those schools that are underperforming in comparison to similar schools.

For more information on the primary performance tables visit www.dfes.gov.uk/performance-tables

New 14-19 strategy aims to transform learning

On 21 January, the Department for Education and Skills published plans for wide ranging changes to how the education system caters to young people from 14-19 in a document entitled **14-19: opportunity and excellence**.

According to the Department, currently too many young people lose interest in learning and drop out of formal learning at 16. The Department's aim is to transform the learning experience to engage all young people in post-16 learning to enable them to fulfil their potential.

For more information on the government's plans visit www.dfes.gov.uk/14-19

School admissions changes set to make process easier



Changes to the law on school admissions and revised Codes of Practice on Admissions and Admission Appeals came into force last month. The main changes affecting governors include:

Admission Forums: All LEAs must now establish an admission forum. These forums allow those with a key interest in school admissions, including governors, to get together to discuss and advise on how well local arrangements work.

Co-ordinated Arrangements: All LEAs must have a scheme to co-ordinate secondary school applications from parents in their area by 2005 at the latest.

Co-ordinated arrangements should mean that all parents will receive one offer of a school place on 1 March, avoiding the situation where some parents receive several offers while others receive no offer until nearer the start of the school year. Parents will only need to complete one application form, obtainable from and returnable to the LEA covering their area, naming all the schools they wish their child to be considered for. LEAs will pass information on applications to own admission authority schools or other LEAs, who will consider applications in the usual way. Co-ordinated arrangements affect only the processing of applications. The power of voluntary-aided and foundation schools to set and apply their own admission arrangements is not affected. Schemes must be agreed by all admission authorities in the area. If agreement is not reached, the secretary of state may impose a scheme.

There are various other changes, for example affecting admission numbers and transfers to the 6th Form. Community and voluntary controlled schools gain new rights to object to proposed admission arrangements of local foundation and voluntary aided schools. For full details of all these changes visit

www.dfes.gov.uk/consultations/sor/results_sor.htm

APMs - new ways forward

From September 2003 schools will have much greater freedom on how Annual Parents' Meetings (APMs) should be run, writes June Nisbet of the School Governance Unit at the Department for Education and Skills.

All the requirements on how these meetings should be organised and managed, the detailed procedures, including rights to vote and arrangements for handling parental resolutions, are to be swept aside. Instead, schools will be able to run the meetings to suit their local circumstances.

The current lengthy agenda for meetings spelt out in the 1998 School Standards and Framework Act has been replaced in the Education Act 2002 by a simple requirement on schools to hold a meeting once a year. This meeting is open to all parents of registered pupils, the head and anyone else the governing body decides to invite, and its purpose is simply to provide an opportunity to discuss how the school is run.

Although this guaranteed right for parents to question school governors will remain, regulations will set out the circumstances under which schools might be exempted from holding such meetings. These will preserve existing exemptions for special schools in hospitals and schools with mainly boarding pupils, as well as relieve governing bodies from the need to hold an annual parents' meeting following an Ofsted Inspection. Schools already have to hold a separate meeting with parents to discuss the post Inspection Action Plan,

so the burden of holding a separate meeting is being removed.

Where schools can demonstrate that they have good mechanisms in place for involving parents, ministers are keen to widen these exemptions further. The guaranteed right for parents to have the opportunity to engage in a two way dialogue needs to remain – though there is no reason why that should be pegged to a single occasion in



the school year. But merely demonstrating that the school has good arrangements for providing information will not be enough.

One size does not fit all. Schools are very different. But what is important is that every parent, wherever they are, should feel genuinely involved in decisions taken about their child's school. So we are open to consider alternative ways of schools being able to demonstrate genuine parental involvement, beyond information sharing, which may make the requirement to hold an annual parents' meeting unnecessary.

Teachers work better if they feel that they have the support of parents, and pupils need shared values between home and school to get the best out of their education. Involving parents is important. We all know that the sterile company board model hasn't achieved it. That's why we are asking governing bodies to think creatively about other options which might work better in their schools.

Do let us have your comments and suggestions on how your school could involve parents in alternative ways.

This is your opportunity to shape new legislation. We look forward to hearing your views!

Email your suggestions to ian.alderson@dfes.gsi.gov.uk or send your comments to him at the **School Governance Unit, 3rd Floor, Vincent House, C/O Mowden Hall, Staindrop Road, Darlington, County Durham, DL3 9BG** by the end of April 2003.

How to... pack 'em in at the APM

In the last edition, Janice Blome, a governor in a primary school in East London, asked for tips on how to get more parents to attend the APM. Here are some of the ideas sent in....

- 1 Keep the meeting short
- 2 Keep the talking to a minimum and ask for questions to be submitted well before the meeting
- 3 Keep parent involvement high – have break-out groups where parents can discuss specific topics
- 4 Use visual aids to break up the talking – show a video of the school's activities made by the pupils
- 5 Issue hand-made personalised invitations stressing the importance of parents' input
- 6 Start the event with a performance from the school's choir/drama/dance/gymnastic group – most parents will attend to support their children
- 7 Make it a fun, social event
- 8 Prepare a children's room where children can play under supervision leaving the parents to concentrate on the APM
- 9 Give out awards to staff/parent volunteers who've done a good job throughout the year
- 10 Focus on the future – a long review of last year's achievements is a turn off – parents want to know what's in store for the year ahead!

Tackling bad behaviour

Visit Chosen Hill School in Gloucestershire and you won't be met by an official-looking receptionist. Instead, you'll be welcomed by pupils, writes **Sharon Wheeler**.

Sue Turner, headteacher of the 1,400-pupil school in Churchdown, believes in giving students responsibility. "It's about respect. It makes a lot of difference to how a behaviour package works," she says.

Mrs Turner believes this policy is vital to students gaining pride in their school. Aside from pupils greeting visitors and running messages, sixth formers are part of the school cleaning team. Chosen Hill also has active student councils and assemblies every day, meaning each child sees their year head daily.

"We want to celebrate success and show it's cool to be clever," says Mrs Turner. "Respect for each other is so fundamental. It's a totally simple agenda which works."

Her words are echoed by the chair of governors, Roy Christie. He praises the easy relationship between staff and pupils, and also points to the breadth of activities available in the school, including music, drama, sport and a range of societies.

The link between good behaviour and raising standards is one the government is taking seriously. In December last year the education and skills secretary Charles Clarke announced government plans to invest £470 million over the next three years in a new national behaviour and attendance strategy.

Mr Clarke says: "The mission of this government is to raise education standards and attendance and good behaviour are preconditions for effective learning."

The secretary of state has

pledged to not only tackle poor behaviour among pupils but also to defend school staff.

He says: "Heads, teachers and other school staff deserve respect. There can never be justification for subjecting them to assault – verbal or physical."

The new strategy has two strands – universal and targeted. The universal strand will provide all secondary schools with audit

from day one for fixed-term as well as permanently excluded pupils.

An important feature of BIPs is supporting teachers by giving them easier access to other professionals such as social and mental health workers who can help with behavioural problems as well as education welfare officers and police officers based in schools.



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and training material and expert advice to help them manage behaviour and attendance. The targeted strand will provide intensive support for schools with serious problems through the Excellence in Cities (EiC) programme. This will involve extending Behaviour Improvement Projects (BIP) – packages of measures currently supporting targeted schools in 34 LEAs in high crime and truancy areas.

By 2005 BIPs will be helping about 400 secondary and 1,500 primary schools in 61 LEAs (including all EiC LEAs) and 89 Excellence Clusters. BIPs deliver support packages tailored to local needs, including multi-agency behaviour and education support teams, in-school Learning Support Units, Learning Mentors and other key workers for children at risk of truancy or exclusion, and full-time education

About 100 police officers are already in schools as part of the Safer School Partnership. The scheme, part of the prime minister's Street Crime Action Group, is focused on selected schools in 30 LEAs in areas of high street crime.

Mr Clarke wants to see parents of badly-behaved pupils taking responsibility for the actions of their children. "Parents have a responsibility for getting their children to school and making them behave properly when they get there. But I know that some parents need help to do that," he says. A number of LEAs are about to begin Pathfinder projects, using existing legislation, that will combine pressure and support to guide parents.

This will mean fast-track prosecutions for parents who do not ensure their child attends school regularly. Parents who have ignored or condoned

truancy will be given 12 weeks to achieve a sustained improvement in their child's attendance and given help to do that. A court hearing date will be set for the end of that period and if attendance does not improve, a hearing will then take place. If found guilty, parents could face a fine or even imprisonment.

The Anti-Social Behaviour Bill, to be considered by Parliament this session, will enable LEAs and police officers to issue fixed penalty notices to parents who fail to ensure their children attend school regularly.

The Bill will also give LEAs and schools the statutory right to ask parents to sign parenting contracts committing them to attending parenting classes with the aim of improving their child's behaviour or attendance.

The DfES is also looking at ways of making Home-School Agreements, which spell out the responsibilities of the school and what it expects of pupils, more effective.

High expectations

Headteachers agree that building a good relationship with parents and encouraging children to want to come to school are crucial to good behaviour. Ed Wickins, headteacher of Brockworth School, near Gloucester, says attendance and behaviour are connected. "Our ethos is for children to feel good about coming to school, to be successful, happy and to behave well."

Brockworth School, which was put into Special Measures following a 1999 report, was recently found to be better than satisfactory in terms of behaviour and attitude. Mr Wickins puts that down to ensuring expectations are high.

"A lot of time, effort and

energy has gone into helping teachers to improve behaviour management and to teach lessons which engage, enthuse and excite," he says.

And he pays tribute to the school's Social Inclusion Unit, which works with pupils at risk of exclusion, those with a school phobia and those who can't cope with lessons. Mr Wickins adds: "We've changed it around from a school which had to resort to permanent exclusion to maintain control, to a school which hates to permanently exclude."

This idea of influencing behaviour by keeping pupils interested is vital, says Mark Dickens, chair of Brockworth School governors. "It's about keeping them engaged in the education community. To some the main problem is the relevance of education. Many see it as something they have got to do, rather than something that will assist them." He advocates relevant work experience as a way of engaging restless youngsters.

The question of discipline is one that concerns both teachers and governors. Mr Dickens says: "Teachers may feel undermined by what they can and can't do in regard to discipline. Children think they can get away with more." He supports the idea of parenting classes. "Parenting doesn't come with a book and you can't send them back! You're left to float on your own."

Roy Christie, chair of governors at Chosen Hill School, also pinpoints the discipline issue as one needing more discussion. "We need a review of how we can discipline fairly... Teachers have to have a few more teeth sometimes."

For more information visit

www.transformingconflict.org/

Viewpoint

We asked Steve Acklam, Chief Executive of the School Governors' One-Stop Shop, for his views on governor recruitment



As Chief Executive of the School Governors' One-Stop Shop I spend a significant part of my time persuading people to become school governors. The most common concerns I encounter are based on misunderstandings, ie I'm too young; I don't have the right skills; I don't have children; it will take up too much of my time.

Schools need to ensure that potential volunteers realise that these are misconceptions and that the belief that children should have the best chance of achieving their aspirations, and the commitment to help make this happen, are the key qualities.

As part of developing my own knowledge I became a governor myself and so gained first hand experience of issues relating to the budget, school performance and pupil discipline. I was appointed quickly into an LEA vacancy and onto a welcoming governing body. Schools and governors can make a major difference here too, by making early contact with volunteers and keeping them in touch with the progress of their application.

Making new appointees aware of the training options and being willing to explain to them issues that may be clear to those who have served longer are also important.

Recruiting and keeping governors is key to the smooth running of any school and the One Stop Shop aims to help make this process easier for schools and volunteers alike by understanding their needs, responding swiftly to questions and requests and managing expectations.

To find out more visit www.schoolgovernors-oss.co.uk

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We're always keen to hear readers' views on recruitment and any other issues. Write to the Editor (see back page for contact details)

Bureaucracy – cutting red tape

Government policy is to be scrutinised by headteachers under Department for Education and Skills plans.

One headteacher from each region will be part of the Implementation Review Unit that will assess the impact on the school workforce of policies under development. This should mean fewer initiatives for schools, better management of those that are implemented (including their trials and reviews) and removal of those that are no longer necessary.

The panel of headteachers will meet every quarter and have direct access to ministers every six months. They will also be expected to act as a local champion for reducing bureaucracy, talking to neighbouring schools, encouraging local education authorities to do their part and making sure grass roots concerns are communicated to the DfES. It is hoped that the unit will be set up once agreement has been reached with teaching unions and associations.

LIG funding for leadership

Maintained secondary schools in deprived areas and those facing tough challenges elsewhere are getting more money to strengthen leadership and raise standards in the classroom.

Through the new Leadership Incentive Grant, 1,400 schools will get £125,000 a year for the next three years to focus on leadership at all levels, with governing bodies taking part in discussions to identify their school's strengths and weaknesses.

Schools will work together to establish a culture of high expectations and tackle weak and poorly-motivated staff.

For more information, call 0207 925 5885, or visit www.standards.dfes.gov.uk/schoolimprovement

The National Professional Qualification for Headship (NPQH) is to become mandatory for teachers who wish to become heads.

From 1 April 2004, all teachers appointed to their first headship in the local education authority maintained sector, including nursery schools, must either hold the qualification or at least be working towards it. For further information on the National Professional Qualification for Headship visit www.ncsl.org.uk

New government proposals to free teachers to teach

In October last year the government published a suite of documents entitled *'Time for Standards'*, setting out a series of proposals to raise standards by freeing teachers to focus on teaching, including changes to the teachers contract.

Since then, discussions have been taking place with the teacher, headteacher and support staff unions and associations on a national agreement about the principles of this workforce reform package.

Proposed contractual changes include:

- A guarantee of at least 10% of timetabled teaching time for planning, preparation and assessment from September 2005, vital in allowing teachers to prepare high-quality lessons and take account of individual learning needs;
- An annual limit on cover of 38 hours from September 2004;
- From September 2003, no teacher will be routinely required to undertake clerical and administrative duties. This includes such things as:
 - collecting money
 - chasing absences
 - record keeping, filing, photocopying

- processing exam results
- administering examinations
- administering teacher cover
- ICT trouble shooting
- ordering supplies and equipment
- minuting meetings
- managing pupil data.

Delivering these contractual changes will require more challenging roles for the 50,000 new support staff that will be recruited during this Parliament. With appropriate management and supervision, they can undertake some of the work currently being carried out by teachers.

It will be important for governors to consider whether their schools can make more use of new and existing support staff.

These developments will be backed up by proposals for improved training and career structures for support staff.

This will not be at the expense of teacher numbers, where there is a commitment to an extra 10,000 over the life of this Parliament. More details of the proposed reforms can be found at www.teachernet.gov.uk/remodelling

Induction programme for newly-qualified teachers (NQT)

Governors are being encouraged by the Department for Education and Skills to give their support to induction for newly-qualified teachers (NQTs).

Induction is an essential part of beginning to teach, as it allows NQTs the chance to build on their initial teacher training and sets the pace and direction for their continuing professional development (CPD).

Early evidence indicates that good-quality CPD, including the induction programme, can contribute to teacher retention.

It also ensures that new entrants to the teaching profession reach a uniformly high standard and are ready for the challenges they will face in the classroom. Headteachers must ensure that no NQT teaches more than 90 per cent of a normal timetable during the induction period, to give them time to learn.

More information can be obtained by visiting the DfES and Teacher Training Agency websites, at the following addresses:

http://www.dfes.gov.uk/publications/guidanceonthelaw/5_99/index.htm

<http://www.canteach.gov.uk/support/index.htm>

Specialist school expansion

All secondary schools can become specialist if they wish to under new government plans.

The funding cap on the number of specialist schools will be lifted, meaning that any school that meets the required standard can join the scheme.

The specialist school programme helps schools improve their performance both across the curriculum and in their specialist area.

Any maintained secondary school in England can apply to be designated as a specialist school in one of eight specialist areas: languages, sports, arts, business & enterprise, technology, engineering, science, and mathematics & computing.

The Department for Education and Skills also announced the creation of the Partnership Fund so that more schools can take part.



This fund will enable schools that have shown an entrepreneurial approach to raising sponsorship but have struggled to reach the normal £50,000 target to get financial help. With first year funding of £3 million, the fund will be run in conjunction with the Technology Colleges Trust.

For more information visit www.standards.dfes.gov.uk/specialistschools

The School Governors' Centre website (www.dfes.gov.uk/governor) is being replaced as part of the general move to improve the electronic delivery of government services.

Called GovernorNet, the new service will be easier to access and use. To be launched on 31 March this year, it will also feature more information and links to external sites.

For further information contact the project team on 01325 391184.

As part of its 2003 Achievement in Education Awards, Edexcel is encouraging nominations for school or college governors who deserve recognition for their outstanding contribution to education.

For more information visit www.edexcel.org.uk or call 0207 7585515.

The deadline for nominations is March 14 2003.

Pathfinder pilot opens school doors to the community



Schools in 25 local education authorities are to be given the chance to revolutionise the use of their school buildings.

Under a Pathfinder project, the LEAs will test out the idea of extended schools, offering a range of services beyond the normal school day to pupils, families and the wider

local community. These might include adult education, health and childcare services, and facilities for sport and information and communications technology. Teachers will not be expected to put in extra work to offer extended schools services.

The Department for Education and Skills has sent its publication, *Extended Schools: providing opportunities and services for all*, to the governing bodies of every school. The booklet can also be obtained by calling DfES Publications on 0845 602 2260 or by emailing dfes@prolog.uk.com

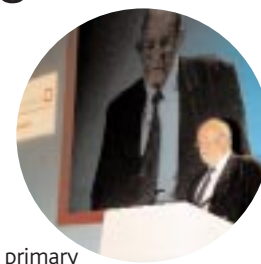
'Making a difference together'

Last autumn, the Department for Education and Skills invited all secondary heads to a series of one-day conferences – *Making a difference together* – to join discussions to help shape the future direction and policy of secondary education.

At the heart of the

events were workshops, in which ministers and senior civil servants participated, on leadership, collaboration and specialism, and workforce reform.

Following the success of the secondary events, the DfES now plans to hold a series of half day conferences in February and March for 2,000



primary school heads.

For papers relating to last year's secondary events visit www.teachernet.gov.uk/makingadiff

Honouring achievement

Among those who received awards in the New Year's Honours list were ten headteachers, 11 teachers and school support staff, and eight governors.

Congratulations go to the following governors: **David Cook** of St Michaels CE Juniors; **Patricia Fitzgerald**, Athelney Primary; **Anthony Greenwood**, Sir Jonathan North Community College & Lancaster School; **Barbara Gull**, Maesbury County Primary; **Eric Kinston**, Pingle School; **William Paulley**, Durweston First; **Gillian Penn**, Aldrynton Primary and **Mary Rackham**, Sidegate Primary.

To nominate a head, teacher,

member of the support staff or governor all you need to do is contact the Department for Education and Skills, setting out what the individual has achieved. The Department needs some personal details: full name and title; full home address and postcode; date of birth; length of service in current job and in career. In case of disappointment, the Department asks that the person put forward is not informed of their nomination as not all nominations are successful. Nominations should be sent to: amanda.thomas@dfes.gsi.gov.uk or call **Amanda Thomas on 0207 925 6239.**

Governors web

www.teachernet.gov.uk/exclusion

Latest guidance on avoiding exclusions.

www.teachernet.gov.uk/visits

The DfES has given LEAs £2 million to train educational visits co-ordinators in-school. See *Standards for LEAs in Overseeing Educational Visits* on the website or call 0845 6022260 to order a copy.

www.nagm.org.uk

National Association of Governors and Managers (NAGM)
Tel: 0121 643 5787. e-mail: governorhq@nagm.org.uk

www.ngc.org.uk

National Governor's Council (NGC)
Tel: 0121 616 5104 / Fax: 0121 616 5105
e-mail: office@ngc.org.uk

www.governors.fsnet.co.uk

Information for School and College Governors (ISCG)
Tel: 0207 229 0200 / Fax: 0207 229 0651
e-mail: iscg@governors.fsnet.co.uk

Governors diary

13-15 March 2003, NEC Birmingham

The Education Show

The Education Show includes an exhibition of over 600 educational resource suppliers, policymakers and teacher associations plus a programme of INSET seminars.

www.education-show.com

Autumn 2003

DfES/Ofsted National Governors Conference

The report of last year's conference, which was held in November, has been published. To get a copy call 0845 6022260 or visit www.dfes.gov.uk/governor/index.cfm

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| | |
|---------------------|----------|
| Title | Initials |
| Surname | |
| Address | |
| Postcode | |
| Age range of school | |

Postbag



More power, not less!

There appears to be a dichotomy in the new Education Act which on the one hand gives more power to governors, allowing them to choose the size of the governing body, yet on the other takes away their powers relating to admissions policy. The key factor in the life of the school is the ability to admit pupils, and governors should have more power to do this, not less.

Patricia Cooke
Governor, Colchester

The Department replies:

Co-ordinated admission arrangements will not

affect governing bodies of foundation and voluntary aided schools' abilities to determine and apply their own admission arrangements. They will consult on and determine admission arrangement in the usual way. Co-ordinated schemes are an administrative process in which the LEA acts as a clearing-house so as to avoid multiple offers of places for some children while others have none.

The LEA must forward all applications to the governing body who will apply their

admission arrangements and tell the LEA which children should be admitted, in which order. If there are multiple offers, the LEA applies a scheme agreed with all admission authorities to decide which place to offer.

(For more information on admissions see page 2)

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

PFI pack

A Private Finance Information pack, designed specifically for governors, was launched at the National Governors' Council and DfES conference in November.

Copies of the pack, which includes a video and booklet, can be obtained from **DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ** quoting **PFIGOVGUIDE**.

PGR guide

The DfES has published best practice guidance

to help Parent Governor Representatives and LEAs carry out their roles effectively. For copies call DfES Publications on 0845 6022260. For more information visit www.dfes.gov.uk/parep

NAGM Smartcards

The smartcards are designed for new governors but serve as a snappy reminder of the basic tasks facing all governors. Guidance on 20 aspects of the governor's 'job' are also available from www.nagm.org.uk or call 0121 643 5787

SEN Update

The Special Educational Needs (SEN) Update will no longer be automatically sent to schools.

For copies of the current edition, issued in November and featuring articles on the new disability duties on schools and LEAs and changes to the SEN tribunal and partnership working, visit the SEN website at www.dfes.gov.uk/sen

To subscribe to the SEN update free write to **DfES SEN Subscription, PO Box 99, Sudbury, Suffolk CO10 2SN**

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