

Governors

Miliband proposes new 'School Profile'

The introduction of a new School Profile, further reductions in bureaucracy, and continuing governor involvement in key policy debates were just some of the important issues outlined by David Miliband, schools standards minister, at the annual DfES/Ofsted National Governors' Conference in March.

Speaking via a video-link from Harton Comprehensive School in South Shields, Mr Miliband praised the work of governors throughout the country before focusing on the government's key responsibilities in supporting the work of school governors.

Helping schools to improve, said Mr Miliband, is an important government role. He highlighted the new Ofsted inspection

process for shorter, more frequent inspections building on the school's own self evaluation, and a single school development plan, as ways of helping schools to improve while reducing the burden of inspection.

The proposed introduction of a School Profile, he added, could also help parents and carers gain a broader and deeper understanding of the performance, achievements and aims of schools.

The School Profile, further details of which were revealed by Mr Miliband at the Secondary Heads Association's annual conference in Harrogate, could include information on pupils' attainment and progress and the school's most recent Ofsted assessment. It could also include information

on what the school offers, how the school serves its pupils and the community, and its priorities for the future.

The exact format of the profile, which could replace the Annual Governors' Report, will be open for consultation until 18 June with a view to introducing it next

September. Visit www.dfes.gov.uk/consultations for details.

In terms of cutting bureaucracy, Mr Miliband stated that there had been a 50% reduction in the amount of paperwork sent out to schools and he pointed to the new Online Ordering service for governors and heads as an important way forward (see page 7). He also stated that the government has a responsibility to 'establish a genuine partnership with the representative organisations of governors when it comes to major policy debates'.

He gave governor representation on the School Funding Implementation Group and the partnership between the national governor organisations and the National Remodelling Team as examples of how important the government viewed governor involvement.

Raising the profile of governors was also seen by Mr Miliband as a key government responsibility, and he praised the work of the School Governors One-stop Shop, which has recruited over 4,500 new governors. The minister also re-emphasised the government's commitment to ensuring that national leadership agencies – such as the National College for School Leadership (NCSL) – take account of the ► **P2**



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governor leadership role.

New challenges facing schools, including workforce reform, funding and changes to the curriculum – particularly the Primary Strategy, Key Stage 3 and the recommendations of the Tomlinson Report (see page 3) – were also highlighted.

"I think the direction of travel, when it comes to reform, is a clear one," stated Mr Miliband. "It combines intelligent accountability and scrutiny with real local flexibility to meet local needs. If we can take those two principles and apply them to our schooling system then I think that the sort of gains that we have seen over the last five years can be repeated over the next five or six as well." For Mr Miliband's full speech visit www.governornet.co.uk/govsconference2004



Minister outlines new school relationship

A new relationship with schools to help deliver personalised learning tailored to the talents and needs of every pupil has been launched by David Miliband, school standards minister.

Speaking at the North of England Education Conference earlier this year, Mr Miliband said that a strengthened accountability framework, a simplified school improvement process and improved information and data management would form the bedrock of a new relationship between the DfES, LEAs and schools. The minister also proposed replacing the school governors' annual report with a new School Profile (see above).

www.dfes.gov.uk/speeches

For examples of how schools are delivering personalised learning – where teaching is tailored to the needs of individual pupils to enable them to reach their full potential – visit www.teachernet.gov.uk/schoolsinfocus

SEN Action Plan launched

Removing Barriers to Achievement – the Government's Strategy for Special Educational Needs – sets out the government's vision for enabling children with special educational needs to realise their potential. The strategy, which was launched in February, also sets out a programme of sustained action and review over a number of years to support early years settings, schools, and local authorities in improving provision for children with SEN. The programme focuses on four key areas: early intervention, removing barriers to learning, raising expectations and achievement, and delivering improvements in partnership.

For more information on special educational needs visit

www.teachernet.gov.uk/sen

Financial management support for schools

The National College for School Leadership (NCSL) and KPMG have developed a package of financial management support for schools to help with budget management and to create greater financial stability.

Partner organisations, including the National Governors' Council and the National Association of Governors and Managers, have advised on its production. The support package includes a dedicated website that offers advice and support on a range of financial management issues. It also makes available in one location a collection of key documents and publications and provides direct links to other relevant sites. The website can be accessed at www.ncsl.org.uk/mediastore/image2/fin_mgmt/index.htm. Headteachers, governors and budget managers can seek advice via the website. This advice will draw on expertise from the DfES, participating Local Education Authorities, professional associations and KPMG consultants, providing prompt answers to financial management questions.

Further support for schools and LEAs will be made available during 2004-05 through a series of workshops and dedicated consultancy support. NCSL and KPMG will make appropriate arrangements with schools through their LEAs. For further information on school funding visit www.teachernet.gov.uk/schoolfunding

For financial benchmarking information visit www.teachernet.gov.uk/schoolfinance



■ Meanwhile, investment in education is set to rise, following the Chancellor's budget announcement in March. Education spending in the UK will be 5.6% of Gross Domestic Product in 2007-08, an increase from 5.4% in 2004-05.

In his budget speech, the Chancellor set out the government's commitment to get resources to the front line with money going direct to heads to spend on their schools' priorities. He confirmed the total cash sums that schools will receive in 2004-5 by way of direct per pupil payments. These equate to £55,000 for a typical 250 pupil primary school and £180,000 for a 1,000 pupil secondary school. These totals combine payments in respect of the School Standards Grant and Devolved Formula Capital which were announced previously. Schools should now have had their individual allocations for 2004-5 confirmed by their LEA. www.teachernet.gov.uk/budget2004

Tomlinson proposes new 14-19 diploma

Proposals to introduce a new diploma framework were published in February as part of the Interim Report of the Working Group on 14-19 reform.

Once the final report is published in the autumn, the secretary of state, Charles Clarke, will then measure the proposals against four key tests – excellence, links to work, assessment and disaffection.

'Excellence' will ensure that the proposals stretch all learners, including the most able, and recognise different types of achievement. 'Links to work' will examine whether the proposals provide an improved structure and better content for vocational learning for students. 'Assessment' will look at whether assessment is appropriate and manageable for different types of courses and learning for pupils and teachers alike. And 'Disaffection' will look at whether the proposals boost participation in post-16 education where, historically, England has had low levels of participation. The Working Group, chaired by former chief inspector of schools Mike Tomlinson, was established to report on a new structure for the 14-19 phase of education. Building on the strengths of the current system, and taking into account the tests, the group has proposed a diploma structure. The group believes this structure for reform will meet the criteria set by Charles Clarke and ensure that more learners have basic literacy, numeracy and information and communications technology skills. It will also offer more vocational and academic choices for 14-19 year olds. A consultation will now take place on the proposals. www.teachernet.gov.uk/14-19

Teachers' pay changes

The latest changes to teachers' pay were introduced on 1 April 2004.

Following the November 2003 recommendations of the School Teachers' Review Body (STRB), all pay scales were uprated by 2.5%. Changes to recruitment and retention payments also mean that the set scale of five allowances ceases to exist, and payments in future must be made on a fixed-term basis only. Only those teachers in receipt of fixed-term payments under the previous arrangements keep them automatically from 1 April, and governors must make swift decisions on their future policy on recruitment and retention payments, especially where they have teachers whose allowances and benefits are ceasing.

The STRB made a further report in March 2004 that covered changes to the upper pay scale, local pay, threshold assessment and a variety of other matters. Apart from matters which are the subject of longer-term discussion, the outcome of consultation is likely to be known in May.

Further information on all these issues, including the April pay order setting out the changes and accompanying new statutory guidance, is at www.teachernet.gov.uk/management/payandperformance/pay/2004

Remodelling the workforce



Mira Katbamna talks to Barnes Primary School's head and chair of governors about their plans for workforce reform

"Remodelling is all about looking at the whole school and developing your strengths," says Liz Calwell, chair of governors at Barnes Primary School in Richmond.

Change has happened organically at the small community school, and the governing body has played a key role at every stage. Even before they started workforce remodelling, staff and governors were working together, thinking about what they could do with the staff they already had, and who was best for which job. Since then, the school has made the most of workforce reform.

"When it's difficult to see 'outside the box', the governors can bring experience from a different perspective," says Liz. "We don't see remodelling as a separate thing, because it's about the effectiveness of the school." Headteacher Mrs Felicity Sugden (*pictured*) believes that the support of the governors has been integral to their success. "If Liz had been there going 'Stop! Explain this! You can't do that!' it would have been very difficult!"

That team work has seen the school cultivate the talents of the entire staff. A formidable team of Teaching Assistants (TAs) teach French, cover absences, manage the planning of school visits, mark all maths homework for Key Stage 2, deliver the school's Gifted and Talented programme, and

mark exams. The school has even roped in their caretaker, as Liz explains. "Our caretaker has attended several courses to enable him to deal with challenging behaviour – and has been extraordinarily effective with some of our boys!"

Like most schools, funding has been a key issue. After a difficult year last year, the staff and governors are looking forward to having a little more room in this year's budget, and are thinking about what they can do next. Future plans include a PE coach and using the school's skilled TAs as much as possible.

Barnes Primary is one of the Early Adopter Schools working with the LEA and the National Remodelling Team (NRT). The NRT, which was established by the DFES within the National College for School Leadership, provides guidance, support and practical advice to schools going through the remodelling process. In particular, the NRT has, along with the national governor organisations, published a second governors' information pack about workforce remodelling. The pack can be downloaded from www.remodelling.org/governors_resources.php (along with the previous pack). Meanwhile, Liz and Felicity are clear about their advice for other schools and governing bodies looking at remodelling their workforce. "Look at the positives – workforce reform has helped to raise standards, it's given teachers more time for teaching, and it's given us a much wider pool of talents and skills." www.teachernet.gov.uk/remodelling

Doncaster has also opened its doors to the community. Headteacher Carol Ann Grove describes the scheme as an opportunity to help a community hit by the closure of Hatfield Main Pit and suffering very high unemployment. She says: "We want to raise standards, aspirations and the pupils' and the community's self-esteem, as well as the pupils' achievements. They're fabulous kids and deserve the best."

The school, which has 380 pupils, is a recent amalgamation of two primary schools. Chair of governors Fred Turner attended the school more than 40 years ago when it was a secondary modern school. He says: "The shell is the old building and until recently some of it hadn't changed since I was there! But now it's bright, vibrant and an excellent learning environment. We've got some super facilities and will use them to the best of our abilities."

Long Toft now boasts a new sports hall and activities which include a breakfast club, a lunchtime club, line-dancing, drama, music, choir, art, basketball, a French club and computer clubs for both children and parents, plus a lunchtime gardening club run by Brian Bayes, the vice chair of governors.

Fred says: "The gardening club started as something to keep disaffected pupils doing something useful, but soon other children wanted to be in the club, so we opened it up and got more people from the community involved as well."

"We've got a great opportunity here for people in the area. For example, most don't have their own computers, so they can come in and use good facilities. My hope is that in five years' time we'll have a vibrant school that is being used by the whole community."

www.teachernet.gov.uk/extendedschools



10 top tips to becoming an extended school

- Talk to other local providers of children's services – are there opportunities to work together?
- Get to know the community. Audit existing services and consult pupils, families, teachers and school staff and the wider community
- Decide realistically what the school can offer
- Get teachers and other school staff on board from the beginning
- The work should not fall to teachers. Consider the need to employ a co-ordinator or a project manager
- Set up a steering group/committee of key stakeholders to oversee, and be accountable for, the development of extended services
- Speak to other schools in the area. Can you work together to offer extended services?
- Extended schools are not necessarily about having to secure additional funding. Think about how you can use what you've already got
- Look to what the community can offer
- Finally, agree a vision. Plan and focus services so they can contribute to supporting school improvement, families and communities



Safeguarding children

New proposals for delivering more coherent services for children, first set out in the Green Paper *Every Child Matters*, are now being implemented.

The new Children Bill will require integrated planning of children's services, including a Director of Children's Services accountable for all local authority children's education and social services.

As a first step, from 1 June 2004, section 175 of the Education Act 2002 comes into force. Governing bodies and schools have always had a common law duty of care towards pupils but from this date they will have a statutory duty to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of pupils.

They will also have to ensure that the safeguarding arrangements in their school reflect guidance issued by the secretary of state.

Governing bodies will need to obtain a copy of the new guidance *Safeguarding Children – Child protection: Guidance about child protection arrangements for the Education Service*, which is expected in June (see Spectrum or visit publications.teachernet.gov.uk for ordering details). Governors will need to review a range of policies including health and safety, bullying, and providing for children with medical needs, as well as child protection. The emphasis should be on minimising risk and providing mechanisms for addressing concerns.

Anti-discrimination legislation

Governing bodies need to make sure that their personnel practices take full account of the new anti-discrimination legislation.

The regulations, which have been in force since December, apply to all aspects of employment, including recruitment, terms and conditions, promotions, transfers, training and dismissals.

They make it unlawful to discriminate directly or indirectly, or harass or victimise anyone because of their actual or perceived sexual orientation, or because of their religion or belief.

Governors should refer to guidance and/or seek help from their LEA. Visit www.acas.org.uk and www.lg-employers.gov.uk/diversity/index.html for details.

New heads to have NPQH

New regulations on headteacher appointments came into force on 1 April 2004. They require all teachers for whom this will be their first headship post to hold the National Professional Qualification for Headship (NPQH) or be working towards it.

www.ncsl.org.uk/npqh or www.governor.net.co.uk/laurencepollock

Truancy and exclusions

The Anti-social Behaviour Act 2003 introduced parenting contracts, parenting orders and penalty notices following truancy or exclusion. These came into force in February.

www.dfes.gov.uk/behaviourandattendance

Constitution, procedures and new schools

Amendments have been made to governance regulations on constitution, procedures and new schools. They include changes to: the quorum for governing bodies; election of parent governors for maintained nursery schools; disqualification in cases of mental disorder; and bankruptcy. Details on the amendments can be found at www.governor.net.co.uk/procedures

More schools go specialist

The first music and humanities colleges celebrated the award of specialist status at the end of January.

Four humanities, one music college and a combined music, maths and computing college will begin operating as specialist schools in September, along with more than 200 other schools. This takes the total of specialist schools in England to 1,686.

More combined specialisms were also recorded as schools were awarded arts and science status, business and enterprise with sport, maths and computing with languages, sports and performing arts, and science with maths and computing.

Out of the new 238 specialist schools, 53 schools benefited from sponsorship money from the government's partnership fund. This fund enables schools to get financial help if they have shown an entrepreneurial approach to raising sponsorship, but have struggled to reach the £50,000 target.

www.standards.dfes.gov.uk/specialistschools

Tackling drugs in school



New guidance on drugs in schools has been launched to help teachers educate their pupils about drugs and help schools manage drug-related incidents more effectively.

Drugs: Guidance for Schools replaces previous government guidance and includes information on supporting pupils who are affected by drug problems. It also includes guidance for schools and governors on how to develop a school drug policy and looks at how schools can put together a drug education programme that is developmental and appropriate to the age, maturity and ability of pupils. For a copy of the guidance call DfES publications on 0845 602 2260, quoting ref: 0112/2004 (summary); 0092/2004 (guidance). www.dfes.gov.uk/drugsguidance

Heading in the right direction

On 24 February, education and skills secretary Charles Clarke rounded off a series of 11 conferences in which over 1,200 secondary headteachers came together to take stock of the current reform agenda and explore issues around personalised learning.

Headteachers looked at how best to lead inspirational teaching in schools, address variable performance across departments, get the most out of the Key Stage 3 strategy and raise pupil aspirations.

www.teachernet.gov.uk/secconfs
Meanwhile, new ideas for developing

primary leadership were discussed by more than 800 headteachers and schools minister Stephen Twigg at a recent conference on the potential of the Primary Leadership Programme.

The Primary Leadership Programme is a joint initiative of the Primary Strategy and the National College for School Leadership. All of the headteachers were Primary Strategy Consultant Leaders who are working with other local schools to improve pupil performance, particularly in literacy and numeracy, over 2004-6. www.ncsl.org.uk/primarystrategy

FOCUS ON...

SEN Governor

What does an SEN Governor do?

Being a Special Educational Needs (SEN) governor is about doing your best to make sure pupils with SEN get the help they need to access the curriculum and to participate fully in the life of the school – that's what makes it so worthwhile!

As an SEN governor you are the link between the governing body and the school in relation to pupils with Special Educational Needs. It's your role to help raise awareness of SEN issues at governing body meetings and give up-to-date information on SEN provision within the school. You also help review the school's policy on provision for pupils with SEN and ensure that parents have confidence in this provision.

What are special educational needs?

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. It's important to remember that pupils do not have SEN because English is their second language or because they have a physical disability or medical condition.

Be informed

There's certain basic information that every SEN governor should know.

How the school identifies children with SEN – Make sure you understand how the school identifies a pupil with SEN and what happens once a pupil has been identified.

How SEN money from LEAs is allocated and spent – Different LEAs organise SEN funding in different ways. You should understand how your LEA provides SEN resources and how your headteacher and governing body decide how these resources are spent for all pupils with SEN in your school.

The school's SEN policy – You should know your school's policy on SEN and make sure it's reviewed regularly. Regular reviews are vital to ensure that the SEN provision reflects the changing needs of the school, its circumstances, and the law.

Develop good relationships in the school – Developing good relationships with the key people involved in the school is essential. It's particularly important to get to know the head and the SEN Co-ordinator (SENCO).

Good practice checklist

- Arrange class visits with the head/SENCO to gain an understanding of how your school delivers SEN provision
- Set up regular meetings with the SENCO
- Attend governing body meetings and take a central role in discussions about SEN
- Visit the school as often as you need to, to be able to stay informed and attend LEA training for SEN governors
- Find out what links your school has with other local schools, SEN support services and parents

Further information

Visit www.teachernet.gov.uk/sen

Useful publications – *A Guide for SEN Governors*. Call 0845 6022260, quoting DfES0035/2003, for a free guide and video.

14-19 Pathfinders – more choice for students one year on



Education Photos

14-19 Pathfinder schools are offering greater choice and flexibility in their curricula for 14-19 year olds, particularly in vocational training.

This is one of the main findings from *14-19 Pathfinders – An Evaluation of the First Year*, a new report conducted by the Universities of Leeds and Exeter which looks at the progress made

by the 25 phase one Pathfinders over the past year. The report reveals that Pathfinders have quickly adopted collaborative working with other schools, colleges and training providers, with all Pathfinders reporting expected or better than expected progress.

As a result, they now offer more curriculum choices, particularly for 14-16 year olds, mainly in the provision of vocational and work-related learning in colleges, workplaces, and with training providers.

For more details of the report's findings visit www.dfes.gov.uk/14-19pathfinders

New communication services set to cut paper in schools

New forms of communication are set to revolutionise the way schools and governors receive information from the DfES.

An Online Ordering service, currently being piloted, will allow schools and governors to order DfES publications, CD-ROMs and videos online. A monthly email will alert headteachers to documents considered essential reading. A second development is also underway to integrate and simplify the Department's websites for schools.

Meanwhile, more than 1,000 teachers and governors are involved in the Teachers' TV pilot, an independent channel offering education news and professional development. If the pilot is successful, it could be launched nationally on Freeview, cable and satellite digital platforms this winter.

Schools for the future

A programme to transform school facilities for all secondary pupils has been launched.

Building Schools for the Future will see many secondary schools getting new buildings or improvements to existing ones from 2005.

The government's aim is for all secondary pupils in England to be learning in 21st-century facilities by 2015.

For the latest information visit www.teachernet.gov.uk/bsf



GCSE/GNVQ performance tables show 'upward progress'

The latest GCSE/GNVQ performance tables reveal that specialist schools are outstripping non-specialist schools and that schools facing challenging circumstances are improving at double the national rate.

The tables, which were published in January, include value-added results. They show that 97 out of the 133 schools that achieved excellent value-added results at both key stages were comprehensive schools. Welcoming the results, school standards minister David Miliband said: "The GCSE/GNVQ results show that we are making steady upward progress in the numbers gaining five or more passes at grades A* to C." Full details at www.dfes.gov.uk/14-19/

governornet

GovernorNet provides up-to-date information on all aspects of school governance and links to other useful sites at www.governornet.co.uk

What's new on GovernorNet

Recent items added to the site include the finalised 2004 versions of **A Guide to the Law for School Governors**, which are accessible as web pages a chapter at a time, or downloadable in portable document format (PDF) or in Word.

www.governornet.co.uk/gttlbutton

We have also introduced **Overview** pages to make the site content more manageable. Put 'overview' into the search function to find these. There are over 40 topics, including **child protection, clerk, committees, effective governance, and governing body procedures.**

The **Recent Additions** section lists everything posted on the site since January and includes: Ofsted's **Radical Review of School Inspection**; the new **DfES e-consultation website**; and **Financial Management in Schools Programme**. Visit www.governornet.co.uk/recentadditions

Current site developments include improvements to the **Search** facility and further enhancements to the **Discussion Board** and the **Year Planner** tool.

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.nagm.org.uk

National Association of Governors and Managers (NAGM)
Tel: 0121 643 5787. email: governorhq@nagm.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.schoolgovernors-oss.co.uk

Advice and guidance on all aspects of governor recruitment.

www.teachernet.gov.uk

Linking you to education resources and information.

Events

Educating Sick Children Seminars – June 2004

Governors are invited to attend regional seminars in June. The seminars are designed to raise awareness of the education of sick children.

Contact Karen Harris at Manchester University on 0161 275 3534 or email karen.harris@man.ac.uk for further details.

Details are also available on

www.dfes.gov.uk/sickchildren

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Governors on tape – Visually impaired governors can listen to *Governors* newsletter on audio tape. For a free tape, call 020 7925 5268.

Postbag



Longest serving governor

It is quite likely that the longest serving governor is Mrs Lily Kirman of East Halton, North Lincolnshire.

The Grimsby Telegraph of 4 July 2003 included a report of Mrs Kirman's visit to East Halton Primary School to present a healthy eating award to the headteacher. The article also mentioned that Mrs

Kirman was a governor for 65 years.

Revd T R Shepherd Foundation governor Oxfordshire

We talked to Mrs Kirman's daughter and she confirmed that her mother had served as a governor at East Halton Primary School for 65 years, retiring from the governing body at the age of 100.

(Sadly, Mrs Kirman died earlier this year, just days before her 108th birthday).

We want to hear from you!

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

Governor ICT guides

Becta is producing a range of guides for governors on ICT in schools. For more details email

governorguides@becta.org.uk

Guide to the Law

The Guide to the Law (Chapter 15) has been amended to clarify that governing bodies are free to manage childcare and other integrated services directly.

www.governornet.co.uk/gttlamendch15ip

School Improvement and Excellence website

The School Improvement and Excellence team has launched a website bringing together the School Improvement and Excellence in Cities policy areas.

The site provides information on schools

facing challenging circumstances and the initiatives that have been undertaken.

It also features a Hotseat where users can put questions to DfES experts. For more information visit

www.standards.dfes.gov.uk/sie

e-Learning Credits

The deadline for spending eLC funding is 31 August.

eLC is funding which is given to schools to spend on multimedia resources. This year each school received £1,000 worth of eLCs plus almost another £10 per pupil.

For details of how to make the most of your school's eLC funding visit www.curriculumonline.gov.uk

More investment in interactive whiteboards
Speaking at this year's

BETT education technology show, secretary of state Charles Clarke announced £25 million in new funding for expanding the use of interactive whiteboards in schools.

The interactive whiteboards are large, touch-sensitive boards interfaced with a computer and projector that can use video, animation and graphics – along with sound – to help teachers deliver engaging and creative lessons to pupils.

In addition to the announced funding, from April 2004 schools will have the freedom to buy interactive whiteboards using devolved formula capital funding.

For further information visit www.dfes.gov.uk/ictinschools/ict_active/

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