

A message from John Richards, Director of Children's Services

During my first term as Director, I have had the pleasure of meeting many chairs of governors, my termly briefing session, meeting head teachers at least once, meeting the Governors Reference Group and visiting 39 schools.



I have been impressed by those head teachers and teachers who I have met. Their dedication to children and young people has shone through. I have seen so many talents displayed by pupils: art, drama, music and creative writing. I am proud of what is being achieved. A number of primary schools have been judged outstanding which is wonderful and should provide inspiration and aspiration for others.

We have now started on our journey to excellence and I look forward to sharing our progress with you over the course of the year.

Thank you to all governors for the vital work you do with the children and young people of Peterborough

A DATE FOR YOUR DIARIES.....!!

**PETERBOROUGH GOVERNOR
CONFERENCE 2009**

Tomorrow's Leaders Today

We are pleased to announce that the next Peterborough Governor Conference will be held on **Thursday, 26 March 2009 at The Holiday Inn Peterborough West** (Thorpe Wood).

The National College for School Leadership (NCSL) is working together with national and local partners to equip governors to take steps now to ensure that schools have the right leaders in the future. We believe that appointing the right leaders and supporting their development makes more difference to pupils than anything else a governing body does.

The NCSL have published a toolkit and resources designed to help you take a

practical approach to, not only, finding, developing and keep good headteachers, but also to identify the right leadership model for your school. Working with the NCSL succession planning consultants, the conference will launch the toolkit for Peterborough governors and will help you to put together a plan of action that is appropriate for your school.

Two free places are allocated to each governing body subscribing to the Peterborough Governor Development Service. Further places can be purchased by subscribing governing bodies and by those governing bodies who 'Pay as they Use'. A popular feature of these events is the opportunity to meet and network with other governors and plenty of time is allocated for this during the day.

Conference fliers and booking forms are already in schools. For more information speak to your clerk, or chair of governors, or visit our website at:

www.peterborough.gov.uk/page-15843



Governor's Responsibilities For Health and Safety

Health and safety responsibilities derive from the Health and Safety at Work etc. Act 1974, and the associated Management of Health and Safety at Work Regulations 1999.

The Management of Health and Safety at Work Regulations make it an explicit duty for Employers to assess and control the risks from their work activities. Risk assessment now forms the corner stone of all successful health and safety management.

"The Employer must so far as is reasonably practicable, safeguard the health, safety and welfare of its employees and others".

The table below defines who the employer is.

Type of School	Employer
Community School	Local Authority
Voluntary Controlled School	Local Authority
Voluntary Aided School	Governing Body
Foundation School	Governing Body
Academy	The Board

Employer's Responsibilities

(Section 2 of the Act)

The Employer must provide:

1. Safe plant and systems of work.
2. Safe handling, storage, maintenance & transport of articles and substances.
3. Necessary information, instruction, training and supervision.
4. Safe place of work, safe access and egress.
5. Safe working environment with adequate welfare facilities.

Governing Bodies That Are Not Employers

Even if not employers, governing bodies must take reasonable steps to make sure that the school buildings, equipment and materials are safe and do not put the health of anyone at risk whilst they are on the premises. Together with the headteacher, the governing body must comply with any directions given by the LA concerning the health and safety of persons in school or on school activities elsewhere.



A governing body that is not the employer may choose to undertake risk assessment duties if it has appropriate competence. If the governing body do not carry out risk assessments they should ensure they are carried out by a qualified member of staff.

Further Information:

The duties of governors are given within the Peterborough City Council H&S policy which can be found on Insite (This is available via your school or by contacting the Governor Services Team)

[http://insite/sites/intranet/corporate/Employee%20Information/Current%20Health%20and%20Safety%20Policy%20\(07\).pdf](http://insite/sites/intranet/corporate/Employee%20Information/Current%20Health%20and%20Safety%20Policy%20(07).pdf)

Useful information on the following website:

www.governornet.co.uk

(See Health and Safety and A Guide to the Law)

Training

The next governor training will be held in Autumn 2009. Our on-line Health & Safety training is available from www.elc-gel.org.

The Council runs risk assessment training when sufficient interest is registered. Please contact the Governor Services Team to register your details. The cost is met by your Peterborough Governor Subscription.

Contact:

Lynda Broughton, Children's Services/Asset Development Officer

Tel 01733 863989

Email: lynda.broughton@peterborough.gov.uk

STOP PRESS

Congratulations to Heritage Park governing body for being only the 5th school in the country to achieve the Governormark accreditation.

'Appointed Governors' Training Update

The headteacher's annual performance review starts during the summer term. Governing bodies should therefore identify their 2 or 3 'appointed governors' before the start of this process.

New regulations were introduced in 2007 ensuring that performance management is fully embedded as an entitlement for teachers and headteachers in all schools. They provide fairness, clarity and consistency within a national framework. It is important that the 'appointed governors' are familiar with the regulations. Two training sessions therefore provide support both for those governors new to the process or those wanting to refresh their knowledge of the process.

The topics will include a brief overview of the revised performance management scheme, the process for reviewing the headteacher's performance, the role of governors and maintaining a satisfactory work/life balance. By the end of the session, governors will be clear about the process they must follow to carry out the review.

These are popular sessions and early booking is recommended.

Course Code: XHPR/02

Date: Thursday 25 June 2009

Venue: Peterborough College of Adult Education

Time: 7pm – 9pm

Course Code: XHPR/01

Date: Tuesday 15 September 2009

Venue: Deafblind UK

Time: 7pm – 9pm

To book your place simply email governor.development@peterborough.gov.uk (or call 01733 863694)

Primary Capital Programme

Peterborough Children's Services heard in November that its Primary Strategy for Change had been accepted by the DCSF, subject to a few minor changes. This means that in 2009 – 2010 we will receive £3 million pounds of capital funding to spend on improving primary schools, with a further £5.3 million in 2010 – 2011. This is a long term programme and we should receive funding for many more years after that, although details of amounts have not yet been announced.

This is obviously a fantastic opportunity for Peterborough and, although with 59 eligible schools we cannot do all we would like, we will ensure we make good use of this and other funding sources to achieve real improvements. Plans were outlined in the Strategy that was circulated to governors last summer. The focus is on improving buildings to raise educational standards and deliver 21st century teaching facilities.

We have already started discussions with the schools involved in the first couple of years of the programme and work will start during the next financial year. Together with producing buildings equipped to deliver high quality education we are focusing on reducing schools' energy and water use through various 'green' features, including increased use of natural light and ventilation, improved insulation, sedum roofs, ground source heating and rainwater harvesting.

Contact:

Alison Chambers, Asset Development Officer

Tel: 01733 863975

Email: alison.chambers@peterborough.gov.uk



A roll of sedum being craned onto Newborough School to form part of the green roof. (pictured above)

Gifted and Talented Update

The YGT (Young, Gifted and Talented Programme – developed by CfBT and DCSF) have published a checklist of quality standard indicators to help schools self-evaluate their provision.

Is your school at entry level, developing or exemplary?

The leadership element details as follows:

ENTRY LEVEL

(the baseline standard of practice, with scope for improvement)

A named member of the governing body, Senior Management Team and the lead professional responsible for Gifted and Talented education have clearly directed responsibilities for motivating and driving gifted and talented provision.

The head teacher actively champions gifted and talented provision

DEVELOPING LEVEL

(effective in meeting pupils' needs but scope reinforcing and progressing)

Responsibility for gifted and talented provision is distributed, and evaluation of its impact shared, at all levels in the school/college. Staff subscribe to policy at all levels.

Governors play a significant supportive and evaluative role

EXEMPLARY LEVEL

(excellent practice, with scope for disseminating beyond the school)

Organisational structures, communication channels and the deployment of staff (e.g. workforce remodelling) are flexible and creative in supporting the delivery of personalised learning. Governors take a lead in celebrating achievements of gifted and talented pupils

The website gives full details of the standards plus a useful governors page. <http://ygt.dcsf.gov.uk/>

The role of the G&T governor

There is no statutory requirement to have a Gifted and Talented (G&T) governor. However, schools who have a governor whose responsibility is for G&T have found that their 'critical friend' helps deliver the programme more effectively.

- A G&T governor raises the profile and status of the G&T programme among pupils, parents, colleagues and other schools in your area.
- A G&T governor can ensure that funds from the school budget are allocated to the G&T programme

Training for Governors

A training session for all interested governors in primary schools is available on Wednesday 4th March at the Salvation Army Centre 7.00pm – 9.00pm

Developing a Gifted and Talented policy

- One 'size' doesn't fit all for a G&T policy, but there are common themes that will be useful to consider.
- Your G&T policy is a management action plan and a mission statement all in one. It expresses the school's aims for G&T pupils and describes how those aims will be met.
- Your policy should challenge the myth that having a G&T programme is elitist. The policy should 'champion' gifted pupils and their needs.
- Your policy clarifies what G&T is and how your school will support these pupils.

Your policy should include

- Your policy should include
- Key documents that will lead to development of an action plan
- Your school's beliefs, values and learning ethos.
- A statement about how this can be achieved: what staff need to do and what pupils need to do.
- How your school defines giftedness and talent
- Methods for identifying giftedness, talent, latent potential and underachievement
- What systems will be put in place to organise the G&T policy
- How the G&T register will be compiled and used.
- How pupils' work and achievement of the school's aims and objectives will be monitored and evaluated.
- How often will you review your policy.

The policy is a roadmap, telling you where you are now and where you want to go, documenting your school's progress

For more information on Gifted and Talented programme contact:

Iain Simper, Gifted and Talented Co-ordinator Tel: 01733 864019

Email: iain.simper@peterborough.gov.uk

To book a course place contact:

governor.development@peterborough.gov.uk or ring 01733 863694

Governors E-Learning

Don't forget, as part of the Peterborough subscription package, governors are able to access an on-line learning package, Governors E-Learning (GEL). This training will supplement conventional face to face training rather than replace it. It provides an opportunity for governors to access training more easily from their own homes, offices and schools and promote discussion about a range of topics in governors' meetings. Clerk's information pages are also available.



New modules: Role of SEN governor and Monitoring Performance Data + Targets.

You can access the new site by visiting www.elc-gel.org and then clicking on **REGISTER**. You will then receive an email from Peterborough Governor Services Team confirming your access status during the next working day.

For further information, please contact Governor Services Team on 01733 863642 or email governor.development@peterborough.gov.uk.

Introducing Children's Trusts

The Children's Plan sets out the Government's aim to make the UK the best place in the world in which to grow up. The role of Children's Trusts is to turn this vision into reality. In particular, Children's Trusts will play a central role in bringing together all the services needed to ensure all children are safeguarded.

What are Children's Trusts?

Children's Trusts are local partnerships which bring together the organisations responsible for services for children, young people and families in a shared commitment to improving children's lives. They develop the local strategy for improving children's lives by delivering better services, including their health and wellbeing.

They promote strong joint planning and commissioning of services, by focussing on a number of key priorities. They listen to the views of children and young people – as well as their parents and carers; promote joint working between all professionals working with children and young people; ensure effective commissioning services for children and young people; and overcome unnecessary barriers to sharing and using information.

Peterborough's Children's Trust Arrangements

Peterborough's Children's Trusts Partnership Board was launched in April 2008, building upon several years of successful partnership working. Organisations include Peterborough City Council, Cambridgeshire Constabulary, NHS Peterborough, Peterborough Safeguarding Children Board and the Cambridgeshire and Peterborough Mental Health Partnership Trust. Schools are represented through three headteachers from a primary, a secondary and a special school and the Chair of the Governor Reference Group.

The Proposed Duty to Co-operate

There is a legal duty for a number of statutory organisations to co-operate to improve outcomes through Children's Trusts arrangements. In November 2008, the government announced that it will introduce legislation to strengthen Children's Trusts. This includes extending the 'duty to co-operate' to schools and requiring local agencies, including education providers, to jointly own, deliver and be held accountable for their local Children and Young People's Plans.

For further information on Children's Trusts, please visit:

www.everychildmatters.gov.uk/aims/childrenstrusts/

Schools' contribution to well-being & OfSTED

January sees the end of the consultation period on the draft guidance on the duty of schools to promote well-being. The final outcomes will be reflected in Ofsted's new inspections framework in 2009.

Although it is recognised that schools' central mission is to promote their pupils' achievement and help them realise their potential as learners, it is also made very clear in the vision of the 21st century School that a school's

strong school-level indicators to improve the information available to schools for assessing the well-being issues their pupils face and evaluating their contribution to promoting well-being. Ofsted will use the indicators as evidence of the effectiveness of a school's contribution to well-being. Indicators will be a combination of quantitative outcomes for each Every Child Matters (ECM) outcome and parent/pupil perceptions of a school's contribution to well-being. It is proposed that indicators will include, for example, measures of attendance and attainment data plus parent/pupil views on, for example, how good SRE and drugs education is at the school.

Assessing the promotion of well-being is not straight forward but it is hoped that the school-level indicators will provide consistent, benchmarked data that will help schools and inspectors to consider their effectiveness in this area.

It is important to note that whilst schools can influence a range of outcomes beyond those relating to achievement they should not be held fully accountable for those outcomes. There is no intention to hold schools to account for well-being outcomes over which they have limited influence such as levels of childhood obesity or teenage pregnancy rates.



role is wider than this and should also be concerned with developing the whole child/young person.

The aim of the guidance is to help schools understand what is meant by well-being, their role in promoting well-being and what it looks like in practice, and the support schools should expect from the LA, Children's Trusts and other partners.

The duty should not be about schools undertaking additional activities but how to discharge existing functions to better support well-being. In essence it is about encouraging schools, governor, local authorities and other services/partners to work together to improve the well-being of children and young people.

The DCSF and Ofsted have been working to develop

Good Personal Social and Health Education (PSHE) is clearly an outcome of promoting well-being and it is expected that the duty to promote well-being and the indicators will raise the profile of PSHE in schools. Recommendations from a recent drugs and SRE review have been accepted by the Government which means that PSHE will now become a compulsory part of the curriculum from KS1-4. A review is currently underway to agree how best to make PSHE compulsory. The report is expected by April 2009 so further information will be shared in the next newsletter.

Contact:

Gaynor Mansell, Healthy Schools/PSHE Co-ordinator

Tel: 01733 863699

Email: gaynor.mansell@peterborough.gov.uk

Safeguarding in Education Update

Education Safeguarding Procedures

The new Education Safeguarding Procedures have now been updated. Schools will have received their hard copy together with a model school child protection record to act as a good practice example. This last document was provided on the recommendation of a serious case review. Most schools were able to send a representative to a procedures launch event or the recent Child Protection Information Network meeting, when there was a short presentation on the main changes. Please contact me if you would like an electronic copy of the procedures and/or the Power Point slides

Safe Employment Update

The safe employment agenda continues to be an important issue and one which is receiving increased attention from Ofsted. Heads and Chairs have been sent the latest Ofsted safeguarding standards which in some cases expand on the requirements in the DCSF guidance. In addition recent Ofsted inspections have resulted in even further requirements being identified and this is currently being discussed with Ofsted in order to be able to provide clarification on any further required standards. A model safe recruitment policy has also been provided for schools and governors to adopt or adapt as they wish

Safe recruitment training has recently been updated by NCSL and governors are strongly urged to avail themselves of the available 'face to face' and on-line training. The new Vetting and Barring Scheme will be phased in from Autumn 2009 and more information will be available in the New Year

A few important reminders:

- Appointment panels are strongly recommended to use the PCC reference request template or equivalent which specifically asks for any past concerns about suitability to work with children
- Wherever possible references should be taken up before interview
- Appointment panels should agree a core of questions to be asked to all candidates, supplemented by questions resulting from references and information on application form including gaps in employment
- Newly appointed employees should receive clear guidelines on safe working practice and maintaining professional boundaries

Contact: Jenny Parris
Special Projects and
Attendance Welfare Manager
Tel: 01733 863713
Email: jenny.parris@peterborough.gov.uk

Internal Audit Financial Management Standard in Schools December Update (FMSiS)

As the Local Authority's External Assessor I am pleased to report the second round of primary school External Assessments are going well, with all schools receiving a visit before Christmas. Each visit has resulted in an action plan detailing areas that need to be addressed in order for a school to meet the Standard, and as I write this 1 school has passed already, with a handful very close to passing.

My team is currently compiling examples of best practice noted on our travels which, with the permission of those schools involved, I intend to share among all schools. Hopefully this will be a useful tool to assist all schools in meeting the Standard's requirements with greater ease in the future.

The time is fast approaching for the final year of primary school External Assessments to take place during 2009/10, and also the re-assessment of the secondary schools. The DCSF FMSiS toolkit can be accessed at www.fmsis.info I will be contacting those schools shortly with details of the process, guidance on achieving the Standard and our own local version of the Standard which includes more detailed

guidance on evidence criteria. Once again, I can't stress enough the importance of a complete and informative Self Assessment document. This gives us, as the External Assessor, clearer direction which in turn reduces the level of schools staff input required.

Finally, governor support and involvement is fundamental to this process, and I'd like to thank those of you involved in supporting your schools to achieve the Standard during the External Assessment process.

Contact:
Sarah Maxey, Principal Auditor/PCC Internal Audit
Tel: 01733 384551
Email: sarah.maxey@peterborough.gov.uk



Secondary Team Update for Governors

National Challenge

The National Challenge is a government funded programme to ensure that by 2011 in every secondary school in England at least 30% of students will achieve 5 or more GCSE grades at A* - C including English and mathematics. Three of our secondary schools are National Challenge Schools. The documents for the National Challenge, which are useful for ALL schools, are available on

<http://www.dcsf.gov.uk/publications/nationalchallenge>

The funding available nationally is £400m. The additional funding for our schools will be used to fund various developments including a National Challenge Adviser for every school below the floor target as well as a range of bespoke school improvement solutions. Each school must develop a single, robust, highly focussed school improvement plan focusing upon raising attainment (a Raising Attainment Plan or RAP).

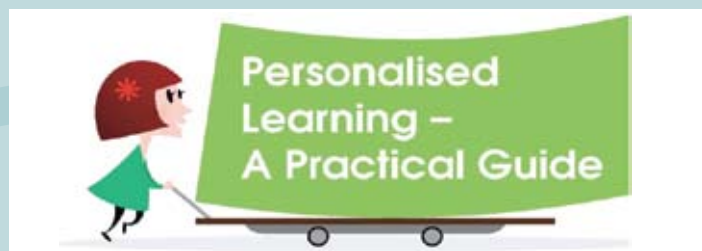
Coasting Schools

Coasting Schools is the government's latest initiative, following closely after the National Challenge. It was announced by Ed Balls, the Secretary for Schools in November and its purpose is to ensure all students do well, not just in the standards they reach but also the progress they make from the time they enter the school to the time they leave.

The LA's view is that the term 'coasting schools' is not a pleasant one and that it can mean lots of different things! Headteachers and governors are understandably concerned about any adverse publicity and branding. We are still awaiting full details from the DCSF about this initiative, but it is likely that it will bring additional School Improvement Partner time for schools and possibly some extra funding.

New publications

As well as the National Challenge resources mentioned above there are two new documents that might be of interest to all governors.



- **Personalised Learning – A Practical Approach**
This booklet sets out clearly the range of ways that schools can use to support individual students in their learning, including high quality teaching and learning, target setting and tracking, focused assessment, intervention, pupil groupings, the learning environment, curriculum organisation, the extended curriculum and supporting children's wider needs.

It is designed to help school leaders, including governors, School Improvement Partners and teachers to explore and develop key aspects of personalised teaching and learning. You can download this publication or order copies online at www.teacher.gov.uk/publications using reference DCSF-00844-2008DOM-EN

- **The Assessment for Learning Strategy (AfL)** – this booklet sets out the aims of the Strategy, the benefits of AfL and provides support for schools in their planning for introduction over a three year period. Schools have also had funding to support this in their Standards Fund allocations for 08-09.

You can view or download this publication at www.teachernet.gov.uk/publications

Contact:

Carole Archer, Head of Schools [Secondary]

Tel: 01733 863716

Email: carole.archer@peterborough.gov.uk



department for
children, schools and families

Contact Us...

The governor service team is available to advise chairs, clerks and individual governors on all aspects of school governance, legislation and local issues. Please contact the team as follows:

Tessa Barcham (Governor Service Manager) **Tel:** 01733 863697

Sally Weald (Assistant Governor Service Manager) **Tel:** 01733 863720

Linda Styles (Governor Service Administrator) **Tel:** 01733 863694

Anna Ward (Governor Service Administrator) **Tel:** 01733 863642

Email: governor.development@peterborough.gov.uk

Fax no: 01733 863641

More information can be found on our website:

<http://www.peterborough.gov.uk/page-7179>