



DIPLOMAS:
Widening
educational
opportunities

the network

Reviewing the effectiveness of **Children's Services,** support for schools

SINCE your last newsletter Mohammed Mehmet has moved on and I am working for the next few months as the Interim Director, Children's Services, while the Council recruits a permanent Director.

It is a huge privilege to be asked to carry out this role, and I am thoroughly enjoying the work. I have been to many of the schools and met as many people as possible – and I am genuinely impressed by the calibre of people and the commitment you all have to improving results for children and young people in the City.

As a relative newcomer, I am intrigued to find such a complicated landscape – there is so much variety in the system, so many special initiatives, so much change that I sometimes wonder how you manage to stay focused on the most important thing – providing great learning environments for great teachers to inspire young people to learn.

The Council has an important part to play, of course, but our advisors and consultants are only one source of input into the activities that shape learning outcomes in schools. Your own stewardship, and the work you do with Heads and the staff teams in the schools, matter more.

That doesn't mean, though, that we should be complacent about our inputs – in fact, given the limited resource we have and the limited amount of time per school we can spend, it makes it much more important that we don't waste any of the resources and effort we put in on poorly designed or executed activities.

So we are reviewing the effectiveness of our schools support activities, along with pretty much everything else. My focus is on addressing a

by Ben Ticehurst

interim director of
children's services



collection of fundamental issues which, when solved, will mean the teams that work with and in your schools, and with your children and young people in other settings, will be better able to focus on the things that matter.

Inevitably, we have had to appraise the financial arrangements in Children's

Services and in schools funding. Frankly, there is a big task to be done to haul our housekeeping into the 21st century.

We have already explained to the Schools Forum, which decides on the distribution of schools' funding, that the core formula, not updated here for 17 years, is hopelessly out of date and has to be replaced.

Please engage with us on this: change is unavoidable; it will change the pattern of funding; some schools will gain and others will lose.

We expect the process to take at least two full years, so that gains/losses are dampened, and once done, I will make sure you have a fit-for-purpose finance function so that we never have to adopt such dramatic remedial work again.

To finish on a more cheerful issue, I am hugely optimistic from what I've seen in our schools that results will continue to improve and then move beyond anything previously achieved in the next few years.

We already have some outstanding schools – well done to them! – and I know others will soon join them.

Thank-you for the work you do: my pledge to you is to match your efforts with a modern department that supports you, your Heads and your staff teams as effectively as any in the country.

Please note... important telephone changes

The Governors Helpline Telephone Number will be changing from February 2008 to:

01733 863642

From April 2008 the booking arrangements and phone numbers for booking training courses will change.

For Peterborough courses call: **01733 863694**

Email: governor.development@peterborough.gov.uk

For Cambridge led course call: **01223 717288**

Email: governor.training@cambridgeshire.gov.uk

Parent Governor Representatives

PETERBOROUGH has two Parent Governor Representative's posts representing primary, secondary and special school sectors.

They have seats on Overview and Scrutiny Committees dealing with education issues, where they have the same rights to speak and vote as City Councillors. Parent Governor Representatives serve for a three-year term of office. They receive training and support for their role from the City Council's Democratic Services team.

Maggie Kirkbride was appointed as your representative in June 2007. In Spring 2008, we will be seeking nominations for the other Parent Governor representative vacancy from eligible parent governors.

The parent governor representative Maggie Kirkbride can be contacted by e-mailing pgr.mk@ntlworld.com

For further information about parent governor representatives and the current vacancy contact: Governor Development Team
E-mail: governor.development@peterborough.gov.uk



Gary Widdows and Yvonne Field - part of the integrated processes team

Heads and governors briefing

THE next heads and governors briefing with LA Officers and the cabinet member for Education and Children's Services is being held on Tuesday 6th May 7.00 pm – 8.30 pm. Further details with an agenda will be sent out prior to the event.

Integrated processes for collaborative working

THE Children Act 2004 places a duty on children's services within local authorities to make arrangements to promote the well being of children through collaborative working with relevant partners.

Part of this is to ensure that the children's workforce across the city is using integrated processes to ensure better outcomes for children and young people. There are four work streams that underpin the integrated processes projects and these are as follows:

Common Assessment Framework (CAF) - a standardised approach to conducting an assessment of a child's needs and deciding how those needs should be met. It is intended to provide a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development. Practitioners will then be better placed to agree, with the child and family, about what support is appropriate.

The CAF is crucial to schools in raising pupil achievement. Some pupils fall behind in their learning and therefore are at risk of not making the progress of which they are capable and that OfSTED expects. In many cases schools identify these pupils, assess their learning needs and intervene effectively to ensure that progress is made but for some children and young people the stumbling blocks to their learning lie in their lives outside schools. In these cases schools cannot remove the barriers to learning themselves and need the involvement of colleagues from other agencies.

Examples of the CAF forms, practice guidance and a check list for schools to use were sent to Chairs of governing bodies at the end of the Autumn term.

The Lead Professional – will take the lead in the CAF process, acting as the single point of contact for a child, and their family, coordinating provision when a range of services are involved, and an integrated approach is required. The Lead Professional will ensure that service delivery is co-ordinated and achieves the intended outcomes.

Information Sharing – an effective information

sharing framework will underpin all of the key elements of the integrated processes. Peterborough service providers will need to define and agree the common rules, values and principles for information processing / sharing between all service delivery (statutory or voluntary) organisations.

eCAF/ContactPoint - the deployment of a range of secure, electronic systems for information processing / sharing which will underpin the drive toward integrated processes. Development is driven by a number of both national and local initiatives, including:

■ **eCAF** - A project to deliver the electronic enablement of the Common Assessment Framework in advance of the national system.

■ **ContactPoint** - a national system, provided by the DCSF, which will record every child and young person in the area enabling practitioners to identify who is working with a child or young person, making it easier to deliver more coordinated support.

■ **Integrated Case Management System (ICMS)** – the development of a single case management solution across multiple service delivery agencies, enabling a "single view of care" concept to be realised.

Yvonne Field is the consultant managing the integrated processes project team and key activities have now taken place. There have been workshops and development of the Vulnerability Matrix, review sessions for the Lead Professional role (which has identified areas that need further development), as well as workshops in specific areas on how we can engage parents and carers in the CAF process.

Gary Widdows has been appointed as eCAF/ContactPoint implementation manager. Gary will be running a pilot implementation scheme for eCAF with an interim system across all partner agencies; this will ensure we are ready for the national system in 2009/2010.

**If your school would like to take part in a reference group to contribute to the handbook and toolkit for integrated processes then please contact Yvonne Field at yvonne.field@peterborough.gov.uk
Tel: 01733 863933**

**If your school is interested in taking part in the eCAF pilot or would like further information on this then please contact Gary at gary.widdows@peterborough.gov.uk
01733 863961**

**Governing bodies wishing to learn more about the CAF process in schools should contact Fernley Copping at fernley.copping@peterborough.gov.uk
Tel. 01733 863645**

Anti-bullying Week 2007

Safer Together, Safer Wherever

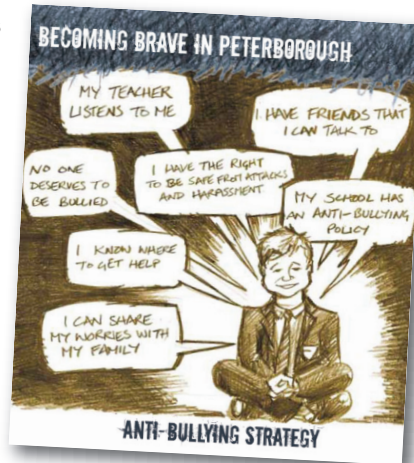
SCHOOLS and other educational settings are at the heart of their communities and, for most children and young people, schools are central to their everyday lives. The way in which children and young people socialise is changing; virtually all schools now offer extended services and many more children and young people use electronic means to communicate with their peers.

The relationship between school and community bullying and the changes to the way that children and young people use modern technology, have significant ramifications for governing bodies, school leaders, teachers and parent/carers alike.

The theme for Anti-Bullying Week 2007 recognised that cyber bullying can and does happen outside of school. All schools received a resources/support pack in preparation for this week and had the opportunity to log onto the website

www.anti-bullyingalliance.org.uk for further tips, case studies, briefings, governor and parent support materials.

Our schools in Peterborough were involved in two exciting projects (organised in partnership between PCC Children's Services PSHE team, BRAVE group, our local Police and Action



Works Theatre in Education.)

In primary schools, children took part in E-engage-interactive on-line sessions with other schools which enabled them to think about the issues and effects of bullying and discuss safety strategies with experts in the "control room" including teachers, IT specialists, PCSo's and Police Officers.

Secondary schools were invited to send students to watch a performance of "Silent Scream"- a one person play with live percussion which explores the horrors of bullying and victimisation.

January 2008 saw the invitation to schools to attend the LA's Anti-Bullying Conference which outlined our Anti-Bullying Strategy for Peterborough and introduced visiting speak-

ers/guests in support of this continuing work and support for schools and communities.

A copy of the "Becoming Brave in Peterborough" Anti-Bullying Strategy for each governor was sent to clerks in January 2008. If you did not receive a copy please contact your clerk.

Contact: Jackie Remnant, PSHE Co-ordinator (Primary).
Email: jackie.remnant@peterborough.gov.uk

Million Meals Campaign

SCHOOL meal take-up and free school meals now form part of the Public Service agreement (PSA) 12 'Improve the health and wellbeing of children and young people'.

These set out the key improvements that the public can expect from government expenditure.

Eating well is not only important for our health and wellbeing; it also affects our mood and performance. Since September 2006, every pupil taking a school lunch is guaranteed, by law, a balanced, nutritious meal. The challenge now is to make sure they are eating them! The 'Million Meals' campaign aims to do just that.

Developed by the School Food Trust and supported by a range of well known organisations, the 'Million Meals' campaign has a simple aim – to ensure a million more children are eating school lunch by the end of 2010.

The campaign focus is on helping schools to increase the number of pupils eating school meals by providing practical advice on the approaches which work best. We are asked to respect our pupils as customers, giving them time to



eat and teaching them why good food matters. We are also asked to promote school food to parents. The

National Healthy Schools Programme encourages schools to use a whole school approach to embed healthy eating messages. By working towards the National Healthy Schools criteria, you will be working towards integrating healthy choices into the whole school day. Consistent and clear messages across the classroom, school dining room and other school activities will help explain and reinforce healthy eating habits and will mean children can more easily recognise the connection between what they learn in the classroom and what

they eat in the school dining room.

In support of the Million Meals campaign the School Food Trust has developed a series of approaches which have been used by schools to increase take-up of school meals. 'TENplates', is backed up by six simple steps which give you practical tips on how to put these approaches into practice as well as further suggestions from schools

which have already implemented them successfully. They can be accessed on the school food trust website:

www.millionmeals.schoolfoodtrust.org.uk

Adults, from teachers to catering staff and parents and carers, have a huge influence on pupils' attitudes and the choices they make both within school and outside it. Having adults as role models, who endorse the food by actually eating it themselves will send a message to pupils that what is on offer is of a high standard.

Perhaps you as governors have already found the time to visit the school at lunch time and enjoy a school meal with the pupils. Please act as an ambassador for school meals and pass on the good news to parents.

Contact:
Gaynor Mansell, PSHE Manager
gaynor.mansell@peterborough.gov.uk

“Diplomas are qualifications, which will give young people an insight into work and provide the skills, knowledge and understanding they need for further or higher education and employment”



Diplomas

a briefing for Peterborough school governors



DIPLOMAS, developed in collaboration with employers and universities, are part of the government's 10 yr reform programme for 14-19 education. Focusing upon developing the skills needed to compete in a rapidly changing global economy, they will make our young people more employable and better equipped to cope with the changes and challenges of the 21st century.

Designed to encourage more young people to continue in learning for longer, diplomas provide innovative, flexible, work-relevant and valued alternatives to traditional academic learning. Offered across 17 'lines of learning' at different levels, diplomas are robust, marketable qualifications, which will challenge and inspire young people of all abilities, through first hand experience and insight into the world of work.

Diplomas in Peterborough

Over the next two years the government will make 17 diplomas available, 14 directly related to business 'sectors'.

Peterborough has to prepare for 2013 when it will be an entitlement for every young person to study any one of the 17 diplomas. Team Peterborough, our local 14-19 partnership of learning centres, will gradually introduce the diplomas through the government's Gateway bidding process.

We have to demonstrate how competent we are as a city to deliver the diplomas, which demand collaborative working across groups of schools, colleges and other learning providers, including local employers. The blue grid is the national timeframe and Peterborough's plans for the first phase.

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Diploma Sector	Nationally available	Peterborough hopes to offer
Information Technology Society, Health & Development Engineering Creative & Media Construction & Built Environment	2008	2009 2009 2009
Land Based & Environmental Studies Business, Administration & Finance Hospitality & Catering Hair and Beauty Manufacturing & Product Design	2009	2009 2009
Travel & Tourism Sport & Leisure Retail Public Services Humanities Science Languages	2010	

MORE ABOUT DIPLOMAS

Structure of Diplomas

Principal Learning

- Gives the industry title for the diploma. eg: hair and beauty.
- covers the development of knowledge, understanding and skills endorsed by a particular industry/sector

Additional/specialist learning

- in-depth study of a topic within the sector of learning
- or complementary learning to broaden studies eg: at Advanced Level and at A level.

Generic learning

- Functional skills in English, maths, ICT
- Personal, learning and thinking skills: independent enquirers, creative thinkers, team workers, self-managers, effective participators, reflective learners.

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- Extended project
- Experience of work/context-based experience

Levels

Foundation diploma

- Broadly same as doing 4-5 GCSEs at level 1 (grades D-G)

Higher Diploma

- Equivalent to 7 GCSEs at level 2 (grades A*-C)

Progression

- Equivalent to 2.5 A levels (Level 3)
- Comprises Principal and Generic learning but

not additional/specialist learning
- attracts possible 300 UCAS points

Advanced

- equivalent to 3.5 A levels (level 3)
- UCAS tariff assigns maximum possible 300 points for Principal Learning & Extended Project, plus 120 points for additional/specialist learning

For further information please contact either:

Sheila Bowler, IAG 14-19 Advisor
sheila.bowler@peterborough.gov.uk

Miranda Boughton

Team Peterborough Administration Manager
miranda.boughton@peterborough.gov.uk

New vetting and barring scheme

THE Safeguarding Vulnerable Groups Act has enabled the introduction of a new Vetting and Barring Scheme as from Autumn 2008. It is part of series of government initiatives and guidance aiming to prevent unsuitable people working with children and other specified groups. Further information will be made available over the course of the year. Governors, however should be aware of the following basic principles:

- The term employers refers to employers and managers of volunteers
- The term employees refers to both paid and unpaid work/activities
- Certain activities are known as **regulated activities**

- involves contact with children or vulnerable adults
- is of a specified nature such as - teaching training care supervision advice treatment or transport
- occurs frequently, intensively or overnight
- in a specified place such as school or care home
- fostering and childcare
- certain defined position of responsibility eg school governor trustee of charity, director of social services

- Persons undertaking regulated activities must be registered with the Independent Safeguarding Authority (ISA)
- A barred person may not undertake a regulated activity
- An employer may not employ in a regulated activity a barred person or someone who is not ISA registered and will commit a criminal offence if they fail to check the status of an applicant
- Certain activities are known as **controlled activities**

- ancillary support work in general health, NHS, adult social care and FE settings (three or more days in a 30 day period)
- those working with frequent access to sensitive records
- Employers are required to check the status of those employed in controlled activity
- They can still be employed providing sufficient safeguards have been put in place
- Employers have a duty to refer relevant information to the ISA
- The ISA will inform employers if the status of someone registered with the ISA changes – if they subsequently become barred
- The Criminal Records Bureau will provide the administrative arm to the ISA
- CRB checks will still be a requirement for some posts
- The ISA will be independent and undertake barring decisions previously made by the Secretary of State

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Further information:

www.everychildmatters.gov.uk/independent-safeguardingauthority

Jenny Parris

Chair Safer Employment Group
Peterborough Safeguarding Children Board
Email: jenny.parris@peterborough.gov.uk



Community cohesion and Peterborough schools

“By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community”

Guidance on the duty to promote community cohesion - DCSF July 2007.

Available from [www.teachernet.gov.uk/wholeschool/Community cohesion/Community_Cohesion_Guidance](http://www.teachernet.gov.uk/wholeschool/Community%20cohesion/Community_Cohesion_Guidance)

As you will be aware schools and local authorities have a duty to promote community cohesion, alongside the duty to promote race equality. The duty to promote community cohesion is explicitly placed on the governing body and it must discharge this function as part of its leadership and management role

There are a number of local and national initiatives that can help schools to meet the new duty.

Cohesion Education Standards for Schools

These will help schools to inform the SEF, to determine what the school does well, and what it needs to do better.

Schools have a central role to play in breaking down barriers between young people and helping to create cohesive communities. Some standards have been produced to provide schools with a framework for promoting community cohesion through tackling discrimination, promoting good race relations by breaking down barriers whilst also focusing on helping to raise attainment levels. These standards are framed by four aims:

- Close the attainment and achievement gap
- Develop common values of citizenship based on dialogue and mutual respect and acceptance of diversity
- Contribute to building good community relations and challenge all types of discrimination and equality
- Remove the barriers to access, participation, progression, attainment and achievement.

Ofsted will be inspecting this duty from September 2008.

Peterborough Schools Community Cohesion Awards

THE local authority is keen to recognise the good practice schools already have and enable this to be disseminated across Peterborough.

Peterborough City Council, Children’s Services Department, with Peterborough Racial Equality Council (PREC) and Cambridgeshire Constabulary, established a race equality award scheme for all schools in Peterborough in 2003, and a number of schools have received awards since then.

This year we are inviting all schools to enter our new Community Cohesion Award. Participating schools will be able to demonstrate that they have a strategy to promote community cohesion, and that they are working on particular projects in 2007-08 to promote that.

Community Cohesion workshops for pupils

THE Connexions Young People’s service is offering a ‘collapsed day’ programme focussing on community cohesion. Workshops from partner agencies such as the police, as well as youth worker led sessions will look at issues faced by young people in Peterborough.

Students attend an introductory assembly, and then rotate around a number of different workshops, ending in a presentation assembly. Workshops use a number of different teaching techniques to look at questions around race, culture, stereotyping, unity and community. These include art, drama, music and video and aim to stimulate young people to discuss the issue of community cohesion in school and the wider world.

This programme is offered to Years 9, 10 and 11 and is adjusted to suit the year group of delivery. There is no charge for this.

Please contact Caroline Dolby, Curriculum Specialist Youth Worker at Connexions on 07920 160081 or caroline.dolby@peterborough.gov.uk

Reporting and monitoring of racist incidents

An important part of promoting race equality and community cohesion is the reporting and monitoring of racist incidents. Schools must report this information to the governing body, and also to the LA, which has a duty to collect and monitor this information.

If your school needs any advice or support on community cohesion, please contact:

Paul Butcher: Senior Ethnic Minority Achievement Consultant
Children’s Services - Tel: 01733 703748
paul.butcher@peterborough.gov.uk

A session has been arranged especially for governors about their role in the Community Cohesion Process. This takes place on the 24th April 2008 at Kingsgate, between 7.00pm and 9.00pm (Course Code XCO/01). Further information has been sent to clerks.

HINTS AND TIPS FOR MEETING...

MOST governing bodies will now be aware of the requirements of the Financial Management Standards in Schools (FMSiS).

Primary schools will have been given a date in 2008, 2009 or 2010 to meet these standards. Governing bodies of these schools should now be working with their bursar to identify the areas where further work is required and to set up an action plan to achieve the standard in good time. Even those

governing bodies of secondary schools achieving the standard in 2007 should be aware that the standard is only awarded for 3 years and further review will be required over the next 2 years.

The Internal Audit team have complied the following list of key areas of the standard that your governing body may need to review. This will assist in process of pulling together evidence and thinking about some of the gaps that may need addressing.

1. Finance Committee Terms of Reference should include delegated limits of authority for both the Head and Finance Committee in relation to expenditure and virements.

2. The Internal Audit team will review copies of relevant governing body and Finance Committee minutes. They will need to see evidence of minuted approval of various items. For example, the finance committee Terms of Reference, budget submission and surplus balance return.

3. Schools should prepare a Statement of Internal Control, (SIC)

4. Ensure your pecuniary interests

Financial Management Standard in Schools

register is up to date and that the instructions for completion include the requirement for declarations in respect of close family members

5. There should be a standing item on all agendas for declaration of interests at the commencement of each meeting

6. Schools will be required to adopt a whistleblowing policy (you may use the PCC's or EPM's version)

7. Form R20 identifying governing body competencies should be completed by the Chair of the governing body, the Chair of the Finance Committee and 1 other with a finance responsibility as a minimum.

8. Form R11 identifying staff competencies should be completed for those with a significant financial responsibility. For example, Head, key budget holder, Bursar, Finance and Admin.

9. The Scheme for the Financial Management in Schools (available on the secure area of Learning City website or via the Governor Development Team) can be adopted as your Financial Regulations.

10. Schools should ensure that local Regulations and Procedures detail the requirement for quotations and tenders at

appropriate levels as set within the Scheme detailed above, or make reference to the relevant section within the Scheme

11. Provision of finance system generated reports to governors provides automatic assurance that they are consistent to underlying financial records

12. Some information (eg as required by 5.2A – D, and 5.3A – D) will be obtained centrally from within the City Council for example, budget submission

documentation. Governing body minutes however will be accessed via the school.

13. Specimen finance procedures (available from Education Finance team) should be tailored to reflect the actual processes within schools and bear in mind cover for staff absence

14. A Controls Self Assessment (R52) should be undertaken. It is sometimes useful to get an independent view on this and a governor or senior member of staff may be willing to volunteer to undertake this.

Further information

Information about the scheme can be found at www.fmsis.info.

Chairs, clerks and interested governors of subscribing governing bodies can receive further support for their FMSiS process from the governor development team.

Please contact the governor development team for any specific assistance you require and if necessary they will liaise with the Internal Audit team regarding specific issues.

Tel. No. 01733 863720 or email governor.development@peterborough.gov.uk

The Headteacher's Performance Review

A NEW course has been added to the Peterborough Governors Development programme. This session covers the new performance management regulations introduced in 2007 and will be of particular interest to those governing bodies who did not attend the training last year.

These new regulations will ensure 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 for the first time. The governing body

must appoint 2 or 3 governors to carry out the headteacher's annual performance management review.

This new session has been developed especially for governors using the Training and Development Agency's (TDA) support package. By the end of the session, appointed governors will be clear about the process they must follow to carry out the review.

The topics to be covered 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.

The details

Course Code: XHPR/02

Date: Wednesday 18 June 2008

Venue: Deafblind UK, Hampton, Peterborough.

Time: 7pm – 9pm

To book your place simply e-mail governor.training@cambridgeshire.gov.uk or call 01223 717288 or call 01733 863694 (after April 1 2008).

On-line governor training

DON'T forget, as part of the Peterborough subscription package, governors are able to access an on-line learning package, Governors East Learning (GEL).



Governors East Learning



This training will supplement conventional face to face training rather than replace it. It will provide 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.

These are the modules currently available Performance Management in Education – The Governors Role, Role & Responsibilities of School Governor, Every Child Matters, National Training Programme for New Governors, Health & Safety and Taking the Chair and coming up soon will be Managing Exclusions – The Governors Role.

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 Development Team

confirming your access status during the next working day.

For further information, please contact Peterborough Governor Development Team on 01733 863694 or email governor.development@peterborough.gov.uk.

Changes to governor course venues

SEVERAL governor development sessions are now being held at Kingsgate (Home of Peterborough Community Church). We expect that some of the 2008 programme will also use this venue. Please check the course details carefully to identify the venue for your course. Address: KingsGate, 2 Staplee Way, Parnwell, Peterborough, PE1 4YT. Telephone: 01733 311156

Contact us...

THE governor development 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 Development Officer)
Tel: 01733 863697

Sally Weald (Assistant Governor Development Officer)
Tel: 01733 863720

Linda Styles (Governor Development Administrator)
Tel: 01733 863694

Anna Ward (Governor Development Administrator)
Tel: 01733 863642

Email:
governor.development@peterborough.gov.uk

Governor Development Programme

Course bookings are now taken by the Peterborough development team. Please ring 01733 863694 or email governor.development@peterborough.gov.uk

Reminder - Don't forget you are allowed one FREE in-house session per financial year.

April 2008	Date	Code	Subject	Tutor	Venue
Wednesday	16	XEE/01	Excellence and enjoyment through the Primary Strategy 7pm-9pm	L A Officer	The Salvation Army Centre
Thursday	24	XCO/01	Community Cohesion & Peterborough School 7pm-9pm	Paul Butcher	KingsGate
Wednesday	30	XIN/06	National Training Programme for New Governors - Evening one 7pm-9.15pm	Alan Bilton	The Salvation Army Centre
May 2008					
Thursday	1	PM/02	Update on Personnel Management 7pm-9pm	EPM	*The Bell Inn, Stilton
Wednesday	7	XIN/06	National Training Programme for New Governors - Evening two 7pm-9.15pm	Alan Bilton	The Salvation Army Centre
Thursday	8	XCP/03	Child Protection 9.30am-12.30pm	Christine Welburn	Deafblind UK
Saturday	10	XIN/07	National Training Programme for New Governors - one day 9am-4.30pm	Christine Edwards	Deafblind UK
Wednesday	14	XIN/06	National Training Programme for New Governors - Evening two 7pm-9.15pm	Alan Bilton	The Salvation Army Centre
June 2008					
Wednesday	11	XPM/01	Performance Management in Schools	LA Officers and EPM	Deafblind UK
Wednesday	18	None	Head Teachers Performance Review Interview	LA Officers and EPM	Deafblind UK
Tuesday	17	XIN/08	National Training Programme for New Governors - one day 9am-4.30pm	Christine Edwards	Peterborough College of Adult Education
July 2008					
Wednesday	2	XPE/01	Pupil Exclusion 7pm-9pm	Emma Bliszcak	The Salvation Army Centre

* Bookings for Cambridgeshire course, please call 01223 717288 or email governor.training@cambridgeshire.gov.uk