

# governors' agenda

July 2005  
Issue 38

## Listening to pupils' views

**Melian Mansfield** uses the DfES guidance to show how governing bodies can engage pupils in contributing to decisions that affect them. **Ingrid Cox** then shares some examples of good practice from Bolton.

Listening to children and young people ought to be the most important aspect of governors' work. They are the recipients of the education that governing bodies oversee and are ultimately responsible for. Young people can and do state clearly what they find good about schools and what the difficulties are. But how often are they listened to or taken seriously? Young people who truant or behave in ways that are referred to as 'challenging' and those who are excluded all have important things to say about their schools. Rarely are they given a genuine opportunity to say them. How often is a young person given a real say at an exclusion hearing or after truanting? More often than not they are punished but not heard. And even if they are heard, are their views reported to governors and is anything done to change the way the school works?

In May 2004, the Department for Education and Skills (DfES) produced guidance for governing bodies and local education authorities (LEAs) to 'encourage the

involvement of children and young people in decision-making processes'. Section 176 of the Education Act 2002 requires schools to have regard to this guidance. Entitled *Working together: giving children and young people a say* it is designed to be used in all primary, secondary and special schools in England. Copies were sent to all schools and LEAs and it can also be downloaded from the DfES website. But how many have seen the guidance, and more importantly, how many governing bodies have discussed and used it?

Included in the document are chapters on what is meant by 'pupil participation', the benefits of involving children and young people, principles of participation and examples of how to put the principles into practice. There is a useful checklist at the back 'to ensure effective practice'. A section on the role of the governing body suggests that in discussion with the headteacher, staff and parents, it could seek pupils' views and engage them in decision making and could ask one or two governors to

*continued overleaf*

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speak to pupils and report back their views. Children and young people can also be invited as observers to meetings of the governing body or its committees. Since September 2003 governing bodies have been able to appoint pupils as 'associate members' enabling them to attend meetings of the full governing body and become members of committees of the governing body (School Governance (Constitution) (England) Regulations 2003). But how many have done so?

In order that children's and young people's views are valued, governing bodies need to ensure that they:

- respect and trust young people
- make appropriate information available
- find ways of involving all young people
- make meetings and events fun
- celebrate the achievements of young people
- give clear and timely feedback.

It is especially important to give positive feedback that shows young people that they have been heard and that changes are being made as a result.

Earlier this year the Children's Rights Alliance for England (CRAE) asked more than 50 children and young people for their ideas for improving school inspections. Their contributions formed part of CRAE's response to the Ofsted consultation on the framework for inspecting schools. They advocated strongly for a much bigger role in Ofsted inspections; these were some of their comments:

*'We can tell you what needs to be changed to enjoy school.'*

*'The pupils can show what the school is more like because they're the ones that have to learn there.'*

*'Interviews should take place in a setting which is friendly to young people and where they can feel comfortable and at ease. Pupils should feel they are able to disclose any concerns and anything discussed remains confidential.'*

Governing bodies can do a number of things to develop and improve communication with children and young people:

- In schools where there is no school council the governing body could suggest that one is set up, and encourage representation from each class.
- A governor could link with the school council and attend some of their meetings.
- Minutes of the school council could be a regular item on the agenda for meetings of the governing body. Again, it is important that the governing body makes a positive response.
- Representatives of the school council could attend governing body meetings.
- Surveys of children and young people could be carried out.
- Governors could speak at assemblies and answer questions.

Every school will have to complete a self-evaluation form by September 2005 in preparation for Ofsted. Part of this will show how the school has consulted members of the school community – staff, governors, parents, children and young people. Schools that do this well experience better relationships between staff and students; children are more motivated and achieve and behave better when they are respected and involved in decisions that affect their lives. They can contribute to and suggest improvements to the curriculum as well as being involved in staff appointments. In fact their ideas can be sought on all aspects of school life. Article 12 of the UN Convention on the Rights of the Child – which the UK government ratified in 1991, along with most other countries – states: 'children have the right to have their views taken into account on all matters which affect them.'

The DfES guidance provides some examples of what schools have done and more can be found on the Wired for Health website ([www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)). The Healthy Schools initiative includes involving children and young people. To fulfil the Every Child Matters agenda, governing bodies will have to ensure that all children enjoy and achieve, are healthy and safe and contribute. The only way that this can effectively happen is by listening to how children and young people are feeling about their school and finding ways of improving their experience. School improvement plans will also be more successful if children's views are sought first.

#### **Melian Mansfield**

*is Chair of CASE, a Chair of Governors, an Independent Trainer, and NCOGs Representative for London.*

## Examples from Bolton

Primary and secondary schools in Bolton, and the local education authority, have been encouraging pupils to engage as partners in decisions that affect educational provision and some excellent practice is emerging. Examples include:

- 1 At a 'pupil voice' conference 300 students designed their corporate image – BLAST (Bolton Listens As Students Talk).
- 2 Various conferences have drawn together secondary students from across Bolton's schools. One consisted of celebrating International Women's Week with 500 girls.
- 3 Our first primary 'voice' conference enabled 400 Year 5 and 6 pupils to learn together.
- 4 A common feature of the conferences has been the workshops led by pupils for pupils.
- 5 Students from five high schools have carried out learning walks across each others' schools. This involved researching five focus areas and learning from the findings.
- 6 Student councils have worked on developing the Eco schools work.

- 7 Students from a secondary council were commissioned to audit provision across Bolton's primary and secondary schools for councils and council activity.
- 8 A student council has been developed, influencing change through participation and engagement in decision making.
- 9 Pupils are establishing a secondary, as well as a primary, student council forum.
- 10 Two high schools have held their own pupil voice conferences.
- 11 A borough-wide four-month piece of work on health was commissioned by Bolton's Children's Fund and consisted of various workshops and activities for children, young people and their parents to enable them to come together to look at ways of raising awareness of health issues.
- 12 Work on a four-year project on developing 'emotionally intelligent schools' is enabling a multi-service approach, building on existing and new networks.
- 13 An adviser has been given the brief of linking work on pupils' voice to work emerging from good examples in schools.
- 14 In September 2005 a multi-agency Future Search will engage eight diverse stakeholder groups exploring the task: 'How do we ensure that every child matters in Bolton?' Pupils will be a stakeholder group and have already become partners in the planning group.

An exciting new development has been around exploring what pupil voice means – is it just voice for some pupils and should we be looking at the wider agenda of 'voice' for all – adults and pupils alike. How can the draft participation standards drawn up by the Children's Fund and Play and Family Services become the tool for measuring the impact made on services by their users as well as being a useful evaluative tool for schools? If there is agreement that school self-evaluation is paramount, how might these participation standards be converted and aligned into self-evaluation forms (SEFs) ready for September 2005?

My own high school is working in a collaborative with another secondary school and the joint governing body is committed to leading the following work:

- exploring the meaning of voice and participation
- exploring who the stakeholders are around voice and participation
- establishing communication systems that support the development of voice
- looking at short-term wins for pupils as well as longer term action planning
- collaborating with other stakeholder groups to move the agenda forward
- engaging pupils in training governors on participation at their training weekend

- setting up forums for discussion between adults and pupils.

A short-term action plan was established and work commenced with volunteer governors, staff and students. The first learning point was that the agenda on voice and participation was much broader than just a focus on involving pupils and giving them a voice. Governors wanted to safeguard and protect the principles of voice and participation for all and concentrated on mind-mapping, over a number of sessions, the way forward. Increasingly, debate focused upon democracy, communication channels and moving the status quo. Consultations were held with various student groups and the imperative for voice and participation became more obvious – children and young people needed to be involved in whole-school decision making. There were the obvious adult parameters too that needed to be considered. The work was to ensure that communication channels enabled the emerging 'voice' to be represented at strategic levels of decision making.

Work continues apace in order to ensure that we meet the standards set by Ofsted on voice and participation and identify evidence-based evaluation with appropriate action planning for all phases of school settings.

At the summer term meeting of the full governing body two governors will update their colleagues about progress to date and the ways forward that have been identified.

By putting voice and participation at the most strategic level in school we believe it will make a difference. With senior management and support from governors, solid action plans and a focus on success, the work on pupil and adult voice will move forward.

Across Bolton the various models of consulting with pupils can be seen to have had remarkable impact with pupils and adults collaboratively exploring what joint decision making and partnerships might look like. As pupils know more about the learning agenda they can engage as empowered and motivated learners. The more they are involved in shaping the strategic direction of the school, the more the partnership approach will impact on standards.

Finally, I would like to add that 'connectivity' and 'synchronicity' are key. The national agenda of integrating services towards children's services when aligned to the imperative for moving voice forward, both for pupils as well as adults, means that very powerful forces are at work. We just need to align time, energy and resources to moving voice forward if we are to impact on the standards agenda.

**Ingrid Cox**

*is co-leader of Bolton Pastoral Network and Assistant Headteacher at a large 11–18 years secondary school in Bolton.*

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 For further information about this project contact  
 Ingrid Cox: [icox@rbhs.co.uk](mailto:icox@rbhs.co.uk).

# Giving young people a voice



## Gemma Lowe reports on the development of the English Secondary Students' Association (ESSA).

ESSA will be the representative body for secondary students in England. It will demonstrate to students that their views on education are important and that, as stated in Article 12 of the UN Convention on the Rights of the Child, they have the **right to express views freely in all matters affecting them**. ESSA was founded in November 2003 by Rajeeb Dey, with the support of UnLTD – the Foundation for Social Entrepreneurs, and the Phoenix Education Trust – a small national charity that promotes democratic education. ESSA's work is driven by a national council of eighteen students aged 11–19, with two representatives from every government region, as voted in by their peers, facilitated through the internet.

### Why do we need ESSA?

School is the place where most young people spend a vast amount of their time. It is perhaps the most important community, other than their homes, in which they participate. For many it is a positive experience but for others it is something to be endured rather than enjoyed. ESSA will have a dual role. It will promote the benefits of young people becoming part of the decision-making process that affects their school lives and provide individual students with support for voicing their views. This support is particularly necessary for ensuring the participation of the less vocal and most disenfranchised members of the school community.

Without the provisions for facilitating participation amongst school students, the government's efforts for citizenship education in schools can be seen as fruitless. If we can provide a facility for the voice of secondary school students to be heard, and their rights addressed, we can engage the student population at a younger age and promote active participation of people in society. ESSA would be one important way of making this happen.

Nearly all other European countries have some form of representative body for secondary age students. The Organising Bureau of European School Students' Unions (OBESSU) is the umbrella organisation for these European bodies. OBESSU aims to improve the quality of education, promotes the process of democracy and highlights the benefits of intercultural co-operation. At present the UK is not represented at OBESSU, and thus the views of UK students are not addressed alongside those of their European counterparts.

### What will ESSA do?

ESSA's work will have two main strands:

- It will provide training, guidance and advice to empower students and equip them with the vital skills needed in becoming actively involved in the decision-making processes in their own school communities.
- It will work in partnership with other organisations to bring the views of school students to the attention of local and national policy makers in relation to educational issues.

Never has there been such an appropriate time for ESSA as now, in the light of the recent discussions on the Tomlinson Report on 14–19 education, the role of students in Ofsted inspections, and so on. It is time for the views of students to be taken into account, before sweeping changes are made to the education system. Also, with the government's emphasis on personalised learning, students need support in order to make this a reality – something which they lack at present, but which ESSA hopes to provide.

### How can we develop ESSA?

The Phoenix Education Trust (PET) has provided the advice of a consultant and administrative support during ESSA's early developmental stages. It will continue to work in conjunction with students until ESSA is secure enough to enable young people to fill the administrative roles themselves. ESSA hopes that by working with partner organisations and with adequate funding, it will establish itself as the first organisation in England to represent secondary students at a national level. Under the title of 'studentvoice.co.uk' it is envisaged that, in the long term, ESSA can be replicated in the rest of the UK, and even work to involve students across all age groups.

**Gemma Lowe**  
is ESSA's External Communications Director.

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For up-to-date information visit the ESSA website at: [www.studentvoice.co.uk](http://www.studentvoice.co.uk).

To respond to this article please email Gemma Lowe: [gemma.lowe@studentvoice.co.uk](mailto:gemma.lowe@studentvoice.co.uk).

# School food

The National Governors' Council and the Food Standards Agency have jointly issued a food policy framework for governing bodies. **Dr Jennifer Woolfe** suggests that governors can influence food policy and practice in their schools and describes the support available to them.

## Why should governors be involved in school food issues?

What children eat at school is important. On school days during term time school food may provide at least a third of a child's daily food intake. For many children the school meal may be the only 'proper' meal they eat. However, many children eat poorly balanced diets (from food eaten both in and out of school) that can affect health profoundly. This can be short term, for example, anaemia as a consequence of having relatively low amounts of iron in the diet, or in the longer term an increase in the risk of heart disease, strokes and some cancers later in life. Coupled with a low level of physical activity, poor diet can lead to overweight and obesity which can cause children to suffer social and psychological problems.

In 2003, the National Governors' Council (NGC) and the Food Standards Agency (FSA) carried out a survey of governors and found a general agreement that schools should have policies in place to provide healthy food and to promote healthy eating. Far fewer governors reported actually playing a role as a governing body in developing or monitoring such policies. They reported that they lacked the necessary information and were unclear about their role in relation to that of the headteacher. Details of the results of the survey are available at: [www.food.gov.uk/multimedia/pdfs/ngcreport.pdf](http://www.food.gov.uk/multimedia/pdfs/ngcreport.pdf).

## Taking a whole-school approach

But school governors really **can** make a difference. Governing bodies may already influence food policies and practice in their schools. Governors can encourage their schools to adopt a whole-school approach to food and nutrition.

Successful approaches are those in which messages about food and nutrition, taught in the curriculum, are echoed and reinforced by the type of food and drink provided in school through catering, tuck shops or vending. They are planned and systematic, involve pupils, teachers, caterers and parents as well as governors and encompass the overall ethos and environment of the school. A whole-school food policy is likely to be more effective if the governing body takes strategic ownership and embeds school food policy in the aims and objectives for the school and in its development plan.

## Getting started – help is at hand

Governors may feel reluctant to tackle food issues because they lack understanding of what is involved, the changing legal requirements and what 'best practice' could mean. To give governing bodies the confidence to get started on the route towards a whole-school approach to food, the NGC and FSA have jointly issued *Food policy in schools: a strategic policy framework for governing bodies*.

This publication takes one step by step through policy development, from an initial checklist to help in reviewing current practice and identifying issues for food policy development in school, to collecting views of pupils, parents and staff. It then suggests aims, issues to consider, and sources of information, guidance and resources in each of the following areas:

- breakfast clubs
- break time snacks brought from outside school
- tuck shops
- school lunches
- packed lunches
- vending
- water
- curriculum
- after-school clubs.

Ideas for monitoring and review once policies have been implemented are also listed.

The framework contains valuable background information, which includes evidence about children's diets and nutritional status from national surveys, what we know from research and pilot studies about food and nutrition in school, and a clear outline of what is meant by a healthy, balanced diet. Governors will find this useful for their own information as well as a support that reinforces the need for a whole-school approach.

The framework will be published in June. LEA Governor Services Departments and individual governing bodies can request a hard copy by email: [ngc@ngc.org.uk](mailto:ngc@ngc.org.uk). A pdf version will be available for downloading from [www.ngc.org.uk](http://www.ngc.org.uk) or [www.food.gov.uk](http://www.food.gov.uk).

*Dr Jennifer Woolfe*  
is employed by the Food Standards Agency.

# LEAs and restructuring

**Steve Clarke** looks at the impact on local councils of recent government initiatives affecting educational provision and challenges governors, headteachers, politicians and officers to work together to achieve their goals.

## The twin revolutions

We are in the middle of two revolutionary changes affecting councils and their responsibilities for education. One is already high profile; the other is being introduced piecemeal, and so far the second seems to be working against the first.

### The first revolution

We are now seeing the impact of Every Child Matters – the first revolution – in highly personal terms. The creation of combined education and social care children's services departments means that in many areas highly respected and well-known figures in education and social services are leaving or being displaced. The new directors of children's services face daunting challenges in creating a single ethos, approach and organisation, together with all the back-up systems from services with quite different cultures, professional backgrounds and processes. The organisational and ICT challenges are huge.

The public rightly expects to have a single point of contact, to 'tell their story only once', to have a single assessment and recording process and, most of all, an effective and co-ordinated programme of support. In the longer term we all hope to see a sustained and preventative approach to disadvantage, so that problems are identified and dealt with quickly. Already the absence of engagement of those representing health interests is a source of concern, which could lead to further changes.

Governing bodies will judge whether changes such as multi-professional teams do actually make a difference to the pupils in their schools. Most councils are organising services geographically and want to work with groups of schools. Many want to delegate or devolve services to clusters, federations or education improvement partnerships so that schools can play their part in securing professional support promptly. For this to occur good relationships between schools are needed, along with a common understanding of priorities with the professional services – in some areas this is a position far removed from the present reality.

### The second revolution

The other revolution affecting LEAs and schools is being carried out piecemeal but is no less important. The government appears to want to remove councils from an educational role with schools, while leaving them to run 'difficult' services such as transport, special needs and school planning. The messages to councils are ambiguous. Councils are asked to become 'champions' of children's interests, exercising 'leadership' on education. Councils lose none of their

powers for school improvement or intervention. What councils do lose, however, is the means to carry out the positive influencing role they have had since 1997.

The creation of a dedicated schools budget in the Education Act 2005 takes school funding out of councils' budgets. Realistically, governors can no longer ask the council to spend more money on education. Councils can still propose distributional changes to their schools forums, but it will not be long before the inevitable government circular arrives 'simplifying' the school formula and limiting local discretion, en route to an eventual national formula. Secondary schools are expected to become 'independent specialist schools', taking legal responsibilities for staff and buildings from councils and expanding at the expense of their neighbours.

The local authority's role in school improvement will be radically changed by the appointment of school improvement partners (SIPs), under the 'new relationship with schools', replacing LEA link or attached consultants and advisers. The SIPs, mostly serving headteachers, are on paper employed by local authorities, but trained and monitored by Capita on behalf of the government. Funding for other LEA staff will be reduced even further and their capacity to promote good practice, to support and intervene effectively and to undertake quality assurance, other than through SIPs, will reduce even further. The loss of the critical mass of specialists will force many councils to buy in services or combine with others.

## Responsibility and accountability

We therefore have one revolution creating an integrated public service approach to identifying problems and solving them, together with another which consciously pushes schools apart, and which could make the framework of partnership even weaker. In the schools area it leaves responsibility and accountability desperately unclear. Are councils 'responsible' for education in their areas? Who does lead locally in pushing up standards across the whole area, or is it left only to individual schools? Who is now expected to ensure that every school in an area is a good school and where does the buck stop if something serious occurs, such as a number of schools failing their Ofsted inspections?

The new challenge is for governors, headteachers, local politicians and officers to create their own local relationship, possibly in the form of a formal framework agreement, where everyone:

- pools their talents
- decides who is responsible for what

- agrees the level of common action
- agrees what is to be done by individual schools
- sorts out the funding.

Children will not be served by everyone working independently and blaming each other if problems

occur. Only by working together can we demonstrate that every child matters.

*Steve Clarke*  
is Chief Executive of Four S, Surrey.

# New partners

**Ian Wilson** explains how school improvement partners will work and how governing bodies can expect to be involved.

## Timescale

School improvement partners, or SIPs, will begin to operate from September 2005 in secondary schools in some areas, and in all local education authority (LEA) areas from September 2006. For primary schools, the timetable is a year later. The introduction of SIPs is part of the 'new relationship with schools' (NRwS), along with the new Ofsted inspection procedures, the school profile, and simplification of funding streams. A SIP will act as a critical professional friend to the school, focusing on the school's development, and will be the main channel of the school's accountability to the LEA and the government.

data, about attendance, exclusions, drugs, obesity and the monitoring of children at risk, will play an important part in the 'single conversation' which the SIP will have with the school. Central to the discussion will be the self-evaluation form (SEF), which has replaced Ofsted Forms S1 to S4. The SEF is the key document that shows how well the school knows itself, and governors will play an important role in helping to draw it up and in approving it. The SIP will also want to look at the school's development plan, to check that it is an effective strategy for improving the school. Finally, the SIP will consider whether the school is giving value for money, by using benchmarking data.

## The SIPs

For secondary schools, the government intends that around three-quarters of SIPs will be headteachers, either current or recently retired. The remainder will be LEA advisers and consultants. Training has already started, and those who undertook it as part of the pilots for the NRwS last year report that it is rigorous, with a high failure rate. Candidates for training have been asked to indicate in which LEAs they are prepared to work, so it appears that LEAs will be able to draw from a pool rather than be restricted to SIPs in their area. The LEA will consult with the school over the choice of a SIP, but the final decision rests with the LEA. The SIP is accountable to the LEA, which will manage the SIP's performance.

## The SIP's report

The governing body and LEA will be supplied with a report from the SIP on these issues. The report should also suggest how the school would be supported in its development, including the use of national strategy consultants and networking with other schools. When specialist schools are due to be considered for redesignation, the SIP will advise on whether this should be granted. The SIP will meet the governing body every year to present the report, and this will provide an opportunity for governors to question the SIP. Where a SIP has concerns about a school (for example, its failure to recognise significant underperformance or lacking the leadership capacity to improve) he or she will report these concerns to the governing body and the LEA. The LEA may then decide to use its powers. This might include: alerting Ofsted to the need for an early inspection; issuing a formal warning; withdrawing the delegated budget; appointing additional governors or replacing the governing body with an interim executive board.

## The SIP's role

The SIP will be expected to devote around five days a year to a school, with six days being needed in the first year. Each SIP will work in a minimum of three schools. Some of the days will be spent in school, with the rest being used for data analysis and other preparation. The SIP will take over the role of the external adviser in advising the governing body on the performance management of the headteacher, and on the performance management system in the school.

## Conclusion

The role of the SIP will undoubtedly be powerful, and will evolve over time. But I am convinced that it represents an exciting opportunity for schools and their governors to become more self-aware and self-directing, within a framework of simplified external accountability.

## The evidence SIPs will use

The SIP will be provided with a great deal of data on the performance of the school, but this will not simply be about examination results. 'Every Child Matters'

*Ian Wilson*  
is Principal Secondary Consultant at Four S, Surrey.

# The primary national strategy

Rachel Singer shows how the primary national strategy is intended to inspire fresh thinking on teaching methods, and on what and how children learn.

In May 2003, the national literacy and numeracy strategies merged to form the 'primary national strategy' (PNS)<sup>1</sup>. The strategy is further developed in the Department for Education and Skills *Five Year Strategy for children and learners*, published in July 2004. Launched by the Secretary of State, the PNS is building steadily on the firm foundations of literacy and numeracy already in place.

The PNS arrived in each primary school across the land in June and July 2003 with about three pages of coverage in the *TES (Times Educational Supplement)*. Despite its relatively quiet entrance, this document has the power to change the way in which we plan, teach and deliver the curriculum for all pupils and how we work with other agencies and service providers for children and their families. For secondary colleagues it ties in with many of the ways of working, in terms of networking, assessment for learning, and the cross-cutting with initiatives such as EiC (Excellence in Cities) and ICTiS (ICT in Schools).

The document sits at the centre of the DfES medium-term plan, to develop and implement a coherent primary strategy in every school in every local authority. The PNS also sits as a mechanism through which the visions of the Green Paper, *Every child matters*, will be realised. In the light of the document we will see principles for teaching and learning, school improvement and system change come on stream in all phases of schooling.

Primary education is a critical stage in children's development and learning, and should be about children:

- actively exploring the learning environment
- being creative
- enjoying learning
- being on the receiving end of excellent practice
- developing self-confidence and self-awareness as learners.

Excellent teaching gives children the life chances they deserve and we need to make sure we get primary education right for **all** our children. The issuing of the primary strategy signalled very clearly a change in emphasis – a move into a phase of revisiting and re-evaluating the 'what' and 'how' of learning and teaching. If the local authority is to help schools to develop and deliver a broad, rich, differentiated and relevant curriculum for all pupils in all schools and settings, it must act as a coherent and co-ordinated service alongside partner agencies, including health and social services. The strong focus on inclusion in the strategy is mirrored in the changes to the Ofsted framework.

With a view to raising the attainment of all pupils, the strategy encourages schools to:

- develop their distinctive character
- take ownership of the curriculum
- be creative and innovative
- implement workforce reform
- use tests, targets and tables to help every child develop to their potential.

To help facilitate these things, the strategy has provided funding for the introduction of a number of new initiatives as well as the maintenance of several that are more familiar:

- the Primary Leadership Programme
- the Intensifying Support Programme
- the English as an Additional Language Programme
- the Social and Emotional Aspects of Learning Programme
- the Attendance and Behaviour Programme
- renewed funding for literacy and numeracy consultants.

In the light of this there are a few things to remember:

- We will not lose the focus on targets, tests and tables – these are fundamental to effective learning and teaching in our schools.
- The focus on learning and teaching has been sharpened – learning and teaching within a rich and expanding curriculum which take account of pupils' needs, abilities and strengths. We need to ensure that the achievements of all children, and inclusive schools, are recognised by improving value-added measures.
- There is renewed focus on transfer and transition between key stages and different settings, such that disruptions to children's schooling are minimised.
- There is a renewed focus on children's development and an understanding of emotional and behavioural needs.
- There is a focus on collaboration and the development of learning networks – federations of schools, excellence centres, children's centres and extended schools. (See Gill Ilic's article on a funded programme of learning networks.)

A main aim of the strategy is to help schools to build on their diversity and their individual ethos to develop their own rich and varied curriculums.

**Rachel Singer**  
is Primary Strategy Manager in the London Borough of Haringey.

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<sup>1</sup>Excellence and enjoyment: a strategy for primary schools, DfES, May 2003.

# Primary strategy learning networks

This article, written by **Gill Ilic**, first appeared in the *Swindon Governor*.

The primary strategy is beginning a programme to support learning networks of primary schools with the intention that, by 2008, the vast majority of primary schools will be part of an effective network that supports good teaching and learning. The long-term goal is that every primary school is part of an effective learning

network. In the implementation of this programme, the primary strategy is working in partnership with the National College for School Leadership (NCSL) and the Department for Education and Skills (DfES) Innovation Unit.

The aim of the networks, supported by the funding, is to:

- raise standards in literacy and mathematics
- increase the capacity of schools to deliver a rich, broad curriculum.

To support these aims the focus of networks is on strengthening effective teaching to support pupil learning and implementing appropriate CPD (continuing professional development) programmes. Opportunities for staff might focus upon improving teachers' classroom practice, enriching curriculum provision and raising the attainment of particular groups of pupils. The expected outcomes are that better teaching and learning, driven by the network activity, will lead to improvements in English and mathematics as measured by teacher assessment and National Curriculum tests.

A short booklet has been produced by the DfES for schools interested in becoming part of a network. This booklet has further information about learning networks and how schools can get involved. The booklet explains how groups of schools can complete, online, a statement of intent to form a 'primary strategy learning network'.

The funding being made available is based on an average of six schools agreeing to establish, together, a primary strategy learning network to support their work to raise standards in literacy and mathematics and increase the capacity of the schools involved to deliver a rich, broad curriculum.

**Gill Ilic**  
is Primary and Early Years Manager for Swindon's School Improvement Service.

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Further information can be found at:  
[www.standards.dfes.gov.uk/primary/wholeschool/learning\\_networks](http://www.standards.dfes.gov.uk/primary/wholeschool/learning_networks).

## Conference report

### Governors: leading from within

The annual conference of organisations representing governance, held on 15 June 2005, focused on the broadening role of school governors.

**Martin Rogers from TEN** welcomed delegates. Chairs from the main governors' organisations, NCOGS, NGC and NASG, each chaired a session, reflecting their determination to continue to work together to develop strong local and national networks.

**The Rt Hon Jacqui Smith MP, Minister of State for Schools**, was optimistic, believing that schools had the means and potential to tackle the challenges. She said that a whole-school approach was vital and specified three main areas that governors need to develop – leadership, evaluation and collaboration.

**Julian Piper, National Programme Director at ContinYou**, announced that the Extended Schools Prospectus, which gives details of funding for each local authority, is now available and can be downloaded from [extended.schools@continyou.org.uk](mailto:extended.schools@continyou.org.uk). Julian suggested that we need to move away from the Cutty Sark building method – waiting for the wind to blow in the right direction, towards the airbus model – integrated, highly efficient, self-monitoring, reliable and safe.

**Jean McIntyre, NGC Chief Executive**, introduced new guidance for governing bodies on food policy, produced by the National Governors' Council (NGC), with support from the Food Standards Agency (FSA). The guidance links with Ofsted, the curriculum, Every Child Matters and extended schools. Local authorities can claim one copy for each of their governing bodies.

Steve Munby, Chief Executive of the National College for School Leadership, referred to governors as equal partners in leadership, along with the Head and senior management team. He saw their first priority as ensuring a safe environment. If safety was achieved learning would follow. Leadership involved striking the right balance between addressing the needs of the whole child and raising standards. Governing bodies must be prepared to look at the wider picture, outside of their own schools.

**Jane Martin, Executive Director, of the Centre for Public Scrutiny**, spoke of the hybrid nature of governing bodies, having an executive and a non-executive role. The executive role involves making decisions and the non-executive role – asking questions about decision making.

Round table discussions and an opportunity for questions followed each main session. A panel-led discussion of key issues raised rounded off the day.

# Training the whole team

From September 2005 the Teacher Training Agency will become the Training and Development Agency for Schools. **Ralph Tabberer** announces plans for the Agency to widen its remit to encompass the whole school team.

Schools are a people business. As their prime purpose is to make a difference to young people's lives, then they surely are **the** people business. And research evidence is categorical that it is the knowledge, skills and behaviour of the people working with children – Heads, teachers and support staff – that has the greatest influence on what children achieve.

Schools are changing fast – Heads are beginning to look at new ways of remodelling their schools and deploying the school team. Key to the success of these changes is ensuring that every member of staff has access to quality training and development, so that they have the skills and expertise to carry out their roles effectively. School governors have a very important part to play.

The Teacher Training Agency (TTA) recognises the many strengths that schools have in training and development, but also wants to give a new lead. We want to help schools to improve their performance management and development processes, particularly to ensure that every member of staff is supported in planning their own development, for the job they are doing now, and for their career.

Building on our success in working closely with schools to drive up the quality and numbers of new teachers – and you will have noticed just how good the quality of new entrants is these days – the Agency has been asked by the government to take on a wider role. From September 2005, it will become the Training and Development Agency for Schools (TDA), working with schools to train and develop the whole school team.

Where previously training and development was often focused on teachers' requirements, we now need to shift everyone's thinking towards developing the wider school team. Many support staff have not had the opportunity to strengthen their skills and have their knowledge and experience acknowledged. Responsibility for these issues will continue to lie within schools, where managers know the real needs of individual staff. But the TDA will aim to provide tangible support and guidance to headteachers and governors, so that they can get the most out of their investment in training and development.

I am concerned that the training and development that is undertaken is directly linked with its impact on children's achievement and well-being. And the short term 'send them on a course' approach is not always the best solution. Initial teacher training is successful because it follows a planned and sustained development programme. I believe we need to extend this approach to include all school staff.

The more sustained, the better. Training and development for teachers does not end when an individual gains qualified teacher status and starts their first job. It needs to continue throughout their working lives so that they can keep up to date with fresh thinking and develop their careers. Changes are being introduced over the next two years to ensure that teachers' future salaries and career opportunities are influenced – and in some cases determined – by their willingness to be involved, both in developing themselves and in mentoring and supporting colleagues. Governors who advise on school budgets and recruitment will want to understand the implications of these changes, and how they can be used to the benefit of their schools.

More than half a million support staff – from the caretaker and the midday supervisor to the classroom assistant and the learning mentor – are now working in schools, a significant increase in recent years. And there is growing recognition that each contributes to the well-being and attainment of pupils. The recent debate over school dinners, and the improved behaviour of pupils who have eaten healthy food, is just one example. Another is the management of pupils during breaks, which influences whether they return to class in the right frame of mind for lessons.

In the classroom, teaching assistants are giving teachers high quality support and helping to bring closer the goal of personalised learning for each pupil. The TTA has already been at the heart of developing training and assessment for a new senior classroom support tier, the higher level teaching assistant (HLTA). Over 8,000 people started working towards that status in the programme's first year. This year, we aim to see a further 14,000 extend their skills.

We now need to make sure that every member of support staff has access to high quality training and development opportunities, as well as better guidance on career pathways.

As part of this wider school team, governors are in a unique position to bring to schools a wealth of experience from other sectors, and can support Heads as they look to improve training and development for staff, to ensure that every child has the opportunity to fulfil their potential. We look forward to working with governors, and those who support them, on an agenda that will concentrate on building the capacity in schools to keep improvements going for many years to come.

**Ralph Tabberer**  
is Chief Executive of the Teacher Training Agency.

# The new ministerial team at the DfES

This summary of responsibility areas for members of the new Department for Education and Skills (DfES) ministerial team is based on information taken from the government's website.

**Rt Hon Ruth Kelly MP, Secretary of State for Education and Skills**, has responsibility for:

- the Department, its policies and strategy
- finance and public expenditure, including local authority finance
- economic issues
- major appointments
- analytical services, strategy and research.

**Rt Hon Jacqui Smith MP, Minister of State for Schools**, takes an overview of all schools strategy, with a particular focus on:

- transforming secondary schools
- behaviour
- 14–19 learners
- school funding and capital, including building schools for the future
- remodelling the school workforce
- the secondary school curriculum
- raising standards across the board.

**Rt Hon Beverley Hughes MP, Minister of State for Children and Families**, takes an overview of all policies for children, young people and families, including overall responsibility for new legislation in this area. She works closely with colleagues across government to ensure that these issues are taken forward in a co-ordinated and joined up way.

**Bill Rammell MP, Minister of State for Higher Education and Lifelong Learning**, takes an overview of higher education (HE), further education (FE), adult skills, the Learning and Skills Council (LSC) and lifelong learning, ensuring the overall coherence of all post-19 policy. He will take a direct lead on HE issues and the reform of FE. This will include the Foster Review, on which Phil Hope will support him. Bill Rammell will also lead on the LSC, its budget and operational performance.

**Maria Eagle MP, Parliamentary Under-Secretary of State**, has responsibility for family policy, young people and safeguarding of children.

**Phil Hope MP, Parliamentary Under-Secretary of State**, has responsibility for adult skills.

**Andrew Adonis, Parliamentary Under-Secretary of State (representing the Department in the House of Lords)**, has responsibility for raising standards in primary schools and the school curriculum.

TEN Policy Briefing 24/05 dated 12 May 2005, contains more detailed information about specific responsibilities of team members. The briefing is available to member LEAs on the TEN website: [www.ten.info](http://www.ten.info).

General enquiries should be addressed to the DfES Public Enquiry Unit, Tel: 0870 000 2288, Fax: 01928 79 4248, Email: [info@dfes.gsi.gov.uk](mailto:info@dfes.gsi.gov.uk).

## School funding arrangements

The Five year strategy for children and learners promises:

- three-year budgets for schools aligned to the school year
- guaranteed minimum per pupil funding increases each year
- a Dedicated Schools Grant
- a new Single Standards Grant for schools.

Consultation on the arrangements for 2006-07 ended on 13 May 2005. The consultation document can be downloaded from the DfES

website: [www.dfes.gov.uk/consultations](http://www.dfes.gov.uk/consultations). The Education Network (TEN) has produced a briefing paper on the consultation (08/05 New school funding arrangements, 2006-07). This is available to member local education authorities on the TEN website: [www.ten.info](http://www.ten.info).

It is expected that details of the new arrangements will be announced before the end of the summer, in time for the first allocations of the new Dedicated Schools Grant to local authorities to be made in Autumn 2005, and the DfES will be publishing further guidance about implementation.

# Training for clerks

**Joy Bellis** reports on how the national training programme for clerks to governors has progressed since its launch in 2003 and gives an assurance that details of a national accreditation award are about to be announced.

## The national training programme

In the summer of 2003 Consortium 52 (a consortium of 52 local education authorities and their diocesan authorities from across the North East, North West and Yorkshire and the Humber) and the Department for Education and Skills (DfES) launched the National Training Programme for Clerks to Governors. The launch events were well attended by local authority governance officers and diocesan colleagues.

The programme was developed to provide induction support for new clerks to governors and to allow experienced clerks to refresh and consolidate their knowledge and skills. Its basis was in the DfES national strategy for support and training programme that included induction training for new governors and training for Chairs and headteachers (*Taking the chair and Leading together*). The course content of the national training programme for clerks relates closely to the model national job description and person specification, which in turn reflect the statutory responsibilities of clerks to governing bodies and the expectation outlined in DfES guidance, that it is the role of the clerk to provide advice to the governing body.

The programme is available by both distance learning and a taught-course route. Whichever the clerk's chosen route he or she will cover five modules:

- the role of the governing body
- the clerk as administrator
- the clerk as information manager
- the clerk as adviser
- the clerk in action.

The final module allows the clerk to demonstrate effective clerking through work with a governing body.

The initial contract for the development of the programme did not include accreditation, but from the start Consortium 52 were convinced that accreditation was fundamental to the successful embedding of the programme. The programme was therefore developed with accreditation in mind.

The national training programme for clerks has been successfully delivered by a number of local authorities across the country. Feedback from both new and experienced clerks has been very positive. In one North West authority they reported that the programme had:

- improved their confidence

- encouraged them to take a more active role in meetings of their governing body
- given them the opportunity to learn from others and to share good practice
- helped them to identify personal development goals.

Many of these clerks have been working on the assessment tasks that accompanied the programme and have built up their portfolios, ready for the accreditation process.

## Accreditation

Since the launch of the programme, the DfES and Consortium 52 have been working together to provide accreditation for the clerks that have successfully completed the programme and its associated assessments. Following the announcement last autumn that Edexcel would accredit the course there have been further negotiations and Edexcel are to launch the award shortly. The award will be known as the BTEC Award in Clerking for School Governing Bodies. It will be a national award, equivalent to NVQ Level 3.

Clerks who have already undertaken the training programme and who successfully complete the assessments will be able to put themselves forward for the award. There will be a cost for the assessment and accreditation process, but that is for the assessment centres to decide. Some local authorities are already in the process of registering as assessment centres.

Whilst the negotiations on accreditation have been going on, Consortium 52 has also been updating the existing programme materials to take account of both the accreditation developments and legislative changes since the launch of the National Training Programme for Clerks to Governors. These will be available shortly.

Local authorities will receive further information as the award is launched. In the meantime further information can be obtained from Edexcel (Email: [salessupport@edexcel.org.uk](mailto:salessupport@edexcel.org.uk), Tel: 0870 240 9800, quoting reference GA0505), John Britton at the DfES (Email: [john.britton@dfes.gsi.gov.uk](mailto:john.britton@dfes.gsi.gov.uk)), or Joy Bellis (Email: [Joy.Bellis@ed.lancscc.gov.uk](mailto:Joy.Bellis@ed.lancscc.gov.uk)).

**Joy Bellis**  
is Director of Consortium 52 and Governor Services Manager for Lancashire County Council.

# Extended schools: what role for governors?

**Michele Robbins** considers the challenges for the governing bodies of extended schools and offers some solutions in the form of a toolkit for trainers.

A key challenge for governing bodies and those supporting their development is to make coherent the various strategies designed to raise standards in schools. The 2002 Education Act created an opportunity for schools, either alone or in partnership with others, to provide, or enter into contracts to provide, any facilities or services that will further any 'charitable purpose' for the benefit of pupils at school, families of pupils and people who live and work in the local community. This power is in addition to governing bodies' pre-existing powers and responsibilities regarding the control and community use of school premises.

Schools, either alone or working in partnership, are expected to offer one or more of the following strands:

- parenting support
- parental involvement
- ICT
- study support
- childcare
- sports and arts
- lifelong learning
- health and social care.

The strategy complements the key theme of Every Child Matters, embedded in the **Children Act**, which is about integrating services to ensure that all children and young people will:

- **be healthy:** enjoying good physical and mental health and living a healthy lifestyle
- **stay safe:** being protected from harm and neglect and growing up able to look after themselves
- **enjoy and achieve:** getting the most out of life and developing broad skills for adulthood
- **make a positive contribution:** to the community and to society and not engaging in anti-social or offending behaviour
- **achieve economic well-being**
- **engaging in further education, employment or training on leaving school.**

Much closer working relationships between all those supporting children and families is an explicit aim, and there is clear acknowledgement that standards will not rise significantly unless schools take full account of the context in which they operate.

The new **Self-Evaluation Form (SEF)**, central to the inspection process, includes the following questions explicitly referencing the five outcomes:

- What are learners' achievements and standards in their work?
- To what extent do learners adopt healthy lifestyles?
- To what extent do learners feel safe and adopt safe practices?
- How much do learners enjoy their education?
- How well do learners make a positive contribution to the community?
- How well do learners prepare for their future economic well-being?
- Where relevant: how good is the personal, social and emotional development and well-being of learners in the Foundation Stage?

It is not difficult to see how the various strands of the extended schools programme will influence the answers to those questions, but that's another article!

The **Remodelling Agenda** is another vital link. The roles of the headteacher and staff must be reviewed in order to maximise the potential of all of the school's resources and avoid overload.

Deciding how to proceed is not solely a matter for headteachers and local education authority (LEA) personnel. It is crucial that governors are involved and enabled to play their part in the **shared leadership** of schools. Endorsement by the governing body is essential before a school can develop extended services.

In response to the challenge all of this presents for governors, the Department for Education and Skills (DfES), in partnership with ContinYou, commissioned a **toolkit for trainers**. The Toolkit is designed for use with:

- whole governing bodies
- representatives from a number of governing bodies
- mixed groups of governors, school leadership teams and LEA personnel.

In common with other national training programmes it draws heavily on existing good practice. Many LEAs have produced excellent and comprehensive guidance for school leaders and we have used a number of these as examples. The materials can be used flexibly – either working through both two-hour modules as they stand, or using extracts and supplementing them with other local material.

The two modules were refined following a valuable opportunity to pilot them in Dudley. In addition we received constructive feedback from governor trainers and other LEA personnel at workshops in Birmingham and London. The **consultation** and **pilot** highlighted a number of issues.

Firstly, governors found it easier to describe what their schools offered than to say why they were doing it. From this we have been careful to emphasise in the materials the importance of:

- auditing needs
- consulting fully
- identifying SMART targets in the context of the school improvement plan
- agreeing success criteria – being clear about who will benefit, and how
- monitoring and evaluating outcomes on the basis of evidence.

A further issue was how to create a **governance structure** that facilitated:

- consultation
- collaborative responses to identified need
- clear lines of accountability – for all resources.

The debate about this continues!

In parallel with the development of the Toolkit, a team is producing **video material** some of which will complement the contents of the Toolkit. The Toolkit will be launched at the *Governors' Agenda* briefings in June. It will then be available electronically, which will enable further sharing and incorporation of examples of best practice.

**Michele Robbins**

*is an independent trainer and consultant and author of the Extended Schools Training Programme.*

# Governing passions

The Strategy and Finance Committee of Sadtidings School Governing Body meet to plan the budget.

## Episode 5: Downsizing and efficiency savings

**Ron Mutton:** Downsizing and efficiency savings. Make no bones about it, that's what this meeting's about. Cutting bureaucracy; trimming the fat; no gain without pain.

**Sally Pickles:** Mr Mutton, if I could just...

**Dolores Spink:** My dear. I think you would do well to listen and learn from minds more attuned to the realities of business and finance. Chairman, I believe you were talking about pain?

**RM:** Indeed I was. It seems to me we have to get rid of any surplus staff and other paraphernalia.

**Dougie Antrobus:** Eh? Well I'll kick off. We're spending far too much on the wrong sort of children. That KENKO woman has built a private army in there.

**DS:** I believe you mean SENCO, Mr Antrobus, Special Educational Needs Co-ordinator, and the learning support assistants.

**DA:** Precisely. 'Special educational needs.' Says it all. In my day we called kids like that...

**SP:** I'm sorry but I must...

**RM:** I have to agree with Mr Antrobus. Painful though it may be, if I am going to implement my repositioning strategy and attract a better class of customer, the staff can't be seen to molly coddle those what aren't even literate.

**DS:** And as for the behaviour of some of them...

**DA:** Yes, it's disgraceful the way that TENKO carries on.

**RM:** So we're agreed a 50 per cent cut in special needs? It hasn't escaped my notice, Miss Pickles, that we have more teachers than we have classes.

**DS:** That is so public sector.

**SP:** Yes we have, but then we need to provide for children with special needs...

**DA:** See what I mean? It all comes back to that woman with the funny name again.

**SP:** And it also means we have teaching cover so we no longer have to rely so much on supply staff...

**DS:** We've been there before – we should not be encouraging this 'sick note culture'.

**SP:** And it means that we can meet the class size requirements in Key Stage 1.

**DA:** In my day, we had 50 in a class and we learned far more than these kids today.

**SP:** Then there's the National Workforce Agreement, and then...

**DS:** Yes?

**SP:** And then I needed some release time so that I can be acting headteacher. Mr Apless was last in school eighteen months ago – he retired a year ago.

**RM:** Needs must, Miss Pickles, needs must. I'm sure that we can lose one, possibly two, teachers. After that, if we cut back on office staff, trim the caretaking, keep an eye on the paper clips, switch off the lights,

turn down the radiators – well, by my calculation we could save up to £90k. That should clear the deficit and take us into profit for the first time in years.

**DA:** That's what you get when you apply sound business principles.

**DS:** Must be a weight off your shoulders, Miss Pickles, all those debts you had accumulated, all swept away.

**SP:** Well actually, as I tried to tell you at the beginning of the meeting...

**RM:** Tell us what, Miss Pickles?

**SP:** That we haven't got a deficit. I was hoping to discuss how we could enhance staffing and improve resources in the light of the increased number of children on roll.

**DA:** (audible mutter) Woman's lost her marbles.

**SP:** Admittedly, over the last year we have had to draw on the balances that Mr Apless had accumulated.

**RM:** What balances? He never told me about any balances.

**SP:** Mr Apless was very 'prudent' and he never did like to spend any money. But now that we've stopped losing pupils, and staff absenteeism has been reduced, and the new parents' forum has been so successful in raising funds, and we made those successful grant applications, and then there's the breakfast club and the after-school club, and the family learning courses that have been so popular and raised the school's profile, and I'm sure that this year's SATs results will be up because the staff, children and parents have worked so hard together and now even more parents want their children to come here next year, so all things considered...

**RM:** Perhaps there is something else you haven't considered?

**SP:** Oh yes, I wasn't going to mention it but we have saved on the full cost of the headteacher's salary for a year, without anyone having their pay enhanced.

**RM:** I was actually referring to my repositioning strategy. There were those who had their doubts but the proof is in the pudding. Word's already out even before my new marketing brochures have hit the streets.

**DA:** Cost an arm and a leg they did, full-colour and glossy.

**RM:** By the way, shouldn't they be ready for distribution now? Dougie, Dolores and I corrected and signed off the final proofs a month ago. Aren't they back from the printers yet?

**SP:** Yes, they did come back.

**DS:** Well let's have a look then.

**SP:** I'm sorry but I'm afraid they had to be, um, recycled.

**RM:** What? Recycled? Why?

**SP:** There were too many spelling mistakes and grammatical errors. The printers deny any fault on their part. After all, the proofs had been approved. They have sent us the bill.

**DA:** Is that the time? Must be off.

**DS:** Have to dash, late for my appointment.

**RM:** Yes, meeting closed, other business to attend to. Just remember what I said, Miss Pickles. Downsizing and... now what was the other thing you learned from today's meeting?

**SP:** Pain, Mr Mutton. I learned a lot about pain.

### **Phil Dickinson**

*is Development Officer (South East) for the Extended Schools Support Service (TESSS) on behalf of ContinYOU.*

.....  
*'Governing passions' is being written for Governors' Agenda by Phil Dickinson. All the characters are fictitious. The title of the next episode is 'S\*electing the right man for the job!'*

## GovernorNet

Anyone who has registered to receive email updates from GovernorNet should have received their first update. Subsequent updates will be sent out every two months. The updates give brief details of current DfES publications, consultations and initiatives, with links to the web pages that give further information. The first email update included notice of:

- changes to the *Guide to the law for school governors*
- the new Ofsted self-evaluation guidance document
- consultation on the proposals for three-year budgets
- an opportunity to question Ofsted on the new inspection framework
- an on-line video and transcript of an interview with Channel 4 newsreader Jon Snow in his role as a school governor.

You can register for updates at:  
[www.governornet.gov.uk](http://www.governornet.gov.uk)

## Governors' Agenda Publication schedule

| Issue      | Copy deadline | Week of publication |
|------------|---------------|---------------------|
| Sept 2005  | 15 July 2005  | 12 Sept 2005        |
| Nov 2005   | 21 Oct 2005   | 21 Nov 2005         |
| Jan 2006   | 18 Nov 2005   | 16 Jan 2006         |
| April 2006 | 3 March 2006  | 10 April 2006       |

# Conferences

## NCOGS Conference 2005

The future of governance  
5-7 October 2005  
Imperial Hotel, Torquay

The conference will include opportunities to:

- take a proactive approach to the challenges for/to governance posed by legislation, plans and policies
- explore various models of governance
- try to reach a shared understanding of what governance needs to look like – what we want.

There will also be time for networking and welcoming new COGS; sharing benchmarking and service planning information and solving topical and common problems (What do you do about...?/How should we deal with...?)

Speakers include Paul Roberts (follow-up to last year's conference) and Stephen Crowne (DfES).

Further information, including the conference fees, will be sent to all COGS during July. To book your place, email [sharon.nicholls@oxfordshire.gov.uk](mailto:sharon.nicholls@oxfordshire.gov.uk)

## Extra Community Conference 2005

Every school matters: schools as partners in the delivery of services for children and families  
9-10 November 2005  
The Royal Court Hotel, Coventry

This conference provides an exciting opportunity to hear from speakers who are leading the field in the development of Children's Trusts, extended schools, the remodelling agenda, and young people's involvement. Keynote speakers include:

- Naomi Eisenstadt, Director of the Sure Start Unit, DfES
- Dr George Otero, Co-President, Centre for Relational Learning, Santa Fe, New Mexico
- Chris Jude, NHSU

Participants will also have plenty of opportunity to contribute to discussions.

For more information, and to request a booking form, email [sharon.rammell@continyou.org.uk](mailto:sharon.rammell@continyou.org.uk) or phone 024 7658 8440. Alternatively, visit the ContinYou website at [www.continyou.org.uk](http://www.continyou.org.uk)

## The aims of *Governors' Agenda*

*Governors' Agenda* seeks to support those who work in school governance, through providing information, comment and training ideas. It aims to be alert to future developments as well as being a focus for disseminating current good practice.

ContinYou produces *Governors' Agenda* as part of the services it offers to those who work in school governance. These include:

- briefings for Co-ordinators of Governor Services
- evaluation of governor support and development programmes.

***Governors' Agenda* Editorial Board:** Judith Bennett, Pat Brockman, Catherine Burt, Ian Doughty, Kim Garcia, Liza Griffiths, Margaret Hunt, Pat McLardy, Melian Mansfield, Jill Marsden, Pat Morgan, Carolyn Sugden (Chair) and Chris Waterman

Editor: Beryl Hawkins (email: [beryl@hawknets.net](mailto:beryl@hawknets.net))

*Governors' Agenda* is published by ContinYou five times a year. It is available on subscription at a cost of £35.00 per annum for an individual subscription. Special rates are available for multiple copies. Please contact ContinYou for further information.

Articles in *Governors' Agenda* reflect the personal opinions of the authors and do not necessarily represent the view of ContinYou.

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We want to give you the chance to express your views and pass on news and information to other readers. Please send your letters, articles and comments to the Editor.

*Governors' Agenda* is published by ContinYou.

**continyou**  
Building learning  
communities

Unit C1, Grovelands Court, Grovelands Estate,  
Longford Road, Exhall, Coventry CV7 9NE

Tel: 024 7658 8440 Fax: 024 7658 8441

Email: [info.coventry@continyou.org.uk](mailto:info.coventry@continyou.org.uk)

Website: [www.continyou.org.uk](http://www.continyou.org.uk)

ContinYou is registered charity number 1097596

ISSN: 1462-0561

*Governors' Agenda* has been produced for publication by Sean Diamond (design) and Christine Knight (word processing & DTP).