Inclusion
Liverpool Governors’ Forum
School Organisation Committee
New Inspection Framework
Summer 2005 Training Programme
Governors are invited to this year’s AGM

Wednesday, 20th April at 6.00pm
Room AJB 009
Alexander Jones Building
Hope University
Hope Park  L16

(Light refreshments available from 5.30pm)

Liverpool Governors' Forum

Liverpool Governors' Forum was formed in 2003 when the Liverpool Primary Governors voted to expand to represent all sections of education in Liverpool. This enabled us to join the National Governors' Council (NGC) which is the parent body for local governors' associations.

Since its inception the LGF has held meetings on dyslexia friendly schools and on the relationship between schools and governing bodies; it has produced a code of conduct for the relationship between head teachers and governing bodies which has been widely accepted in Liverpool; and it has conducted a survey of the new OFSTED pilot in Liverpool.

LGF Officers have regularly represented Liverpool governors at meetings and conferences organised by the Department for education and Skills and the National Governors’ Council (see report from the National Chairs’ Meeting on facing page).

LGF has set up a website that is in need of further development. The intention is that it will become fully interactive to facilitate the easy exchange of ideas between governors.

LGF is a voice for all Liverpool governors at both local and national level. The committee meets monthly during term time and would welcome new members. It is the aim of LGF to represent all Liverpool schools and for that reason we have set the membership fee for 2005-6 at £20, which includes a membership fee of the NGC. This is the only route for a school's governing body to affiliate to NGC, which will accept only local governors' associations as members. Membership forms for the LGF will be sent to schools in April.
NGC National Chairs’ Conference

Each year, NGC holds a conference for Chairs and representatives of local associations. This year’s conference took place on 31st January in the Council Chambers in Birmingham. LGF was represented by Joe Hartley (Broughton Hall High School) and Cynthia Carmichael (The Beacon Primary School).

The main plenary session of the conference was devoted to the relationship between the Learning Skills Council and governing bodies, with presentations from both sides. The LSC representative acknowledged that the LSC had had little communication with governors so far, and agreed that the situation should change.

The willingness of the LSC to engage in dialogue with governors was welcomed.

The Chairman outlined the discussions taking place between NGC and the National Association of School Governors concerning the possibility of amalgamation. The feeling of the meeting was generally positive but there are difficulties to overcome.

Three discussion groups followed concerning :-) 

1. Staffing matters, particularly workforce remodelling.
2. LEA admission criteria and parental choice.
3. OFSTED and the need for governors to be consulted under the new framework.

NGC aims to scrutinise Government proposals in the field of Education and to voice the views of its members to Government, Local Government and other bodies. Successful lobbying by the NGC has changed proposed legislation in a number of instances.

NGC has as its membership local Associations of Governing Bodies based in Local Education Authority areas. School governors elect members to their local Associations and the Associations elect the Executive of the NGC.

In addition to representing governor associations across England, NGC offers support and guidance to its members. A monthly Bulletin Board brings to the attention of members NGC dates of importance, consultations information, details of conferences for governors and reports of significant meetings attended by committee members. A termly newsletter gives a fuller picture of events and developments at NGC.

NGC responds to all relevant consultations initiated by DfES and other bodies such as OFSTED and consults with its membership through a variety of channels, including e-mail forums and its website (www.ngc.org.uk).

NGC is now better represented than it has ever been. Governors’ views are sought from the NGC by a wide range of bodies from the DfES to the unions representing heads, teachers and school support staff.

The government takes the NGC very seriously as the national voice of governors and has given it membership of various working parties, including Workforce Remodelling and School Funding.
Inclusion in Liverpool schools

An inclusive school will have procedures in place to welcome and meet the needs of all members of the community. In particular there will be special consideration in catering for the needs of more vulnerable groups for example: those with special educational needs (SEN) and/or disabilities, children with medical conditions who are or are not able to attend school, minority ethnic or religious groups, asylum seekers, those for whom English is an additional language, young carers, teenage mothers and pregnant schoolgirls, children in public care, Travellers and those who have been or are in danger of exclusion.

Helping schools and teachers meet the needs of all pupils:

Each school has a Special Educational Needs Coordinator (SENCo) whose role is to ensure that provision is made for pupils and is monitored. There is regular briefing and training for SENCos by LEA staff. Teachers working with pupils who are in vulnerable groups and SENCos do not have to undertake further qualifications.

Schools can access a range of outreach support to help them meet the learning needs of children. The LEA provides general and specific support for children, their teachers and teaching assistants. These include support for a wide range of needs or specific support (for pupils with visual and sensory impairment) and for speech and language support. There is a multi-agency team for children from 0-5 years, the Neighbourhood Early Years Service (NEYs). The Educational Psychology Service provides advice and assessments for schools.

A Joint Professional Development Framework (JPDF) provides a range of training, for teachers and speech and language therapists together, to gradually increase the range of skills available to support pupils in schools.

Special schools are developing the outreach support they can provide to mainstream schools. This is commissioned via the relevant Provider Panel. Provider Panels are age-related and review the cases of individual pupils to decide how their needs should be met.

The LEA employs a team of Inclusion Development Officers (IDOss) whose role is to help and advise schools to enable them to meet the needs of pupils.

Each Learning Network of schools will have a Network Inclusion Coordinators (NICOss) to give further help to schools in developing inclusive practice.

The Ethnic Minority and Traveller Achievement Service (EMTAS) works together with schools, communities and other agencies to raise the standards of achievement for minority group learners. EMTAS provides additional support to:

- newcomer, asylum seeker and refugee children
- pupils learning English as an additional language (EAL)
- Traveller children
- Black and Dual heritage pupils
- pupils studying community languages to GCSE and A level.

There are a number of national projects whose funding has allowed the LEA to put a number of initiatives in place. These include Excellence in Liverpool (EiL), the Liverpool version of a national Government programme that provides funding to deprived areas to improve the quality of education. EiL provides for, amongst a wide range activity, Learning Mentors (who work with individual pupils to improve their participation in school), programmes for Gifted and Talented pupils, Pupil Support Centres, City Learning Centres (CLCs) and programmes like Aim Higher to encourage young people to enter higher education.
The Behaviour Improvement Programme (BIP) is part of a national initiative. One aspect has provided a multi-agency team (including police, health and social workers) into a small number of secondary schools (and their associated primary schools) to work with the lead behaviour professional in the school and for all to work with the children and their families to take a holistic approach to improving behaviour. This is part of the LEA’s wider Behaviour Support Programme (BSP).

The BSP provides support to some schools via the BIP and coordinates the broader range of support for schools and children where behaviour is an issue. This draws on the role of the special schools for pupils with behaviour, emotional and social disorders (BESD), the Pupil Support centres (which are part of EiL) and The Pupil Assessment and Reintegration Service (PARS).

Liverpool has established the Virtual School, which is a mechanism to focus on the needs of children who are in public care. Funding has been used to employ officers with parallel roles to those which would be found in relation to a real school: for example a school nurse, an education welfare officer (who promotes good attendance at school) and careers adviser.

The Parent Partnership (maintained by the LEA) offers independent advice and support to parents of children with SEN or disability.

They also manage the Pupil Advocacy Team which works with pupils to help them to participate.

Helping schools to evaluate their effectiveness at providing for the needs of all pupils

Liverpool LEA has developed a number of school improvement materials for and with schools. These are grouped under the title of High Sights. There is a High Sights Inclusion module which all schools have and were asked to use in 2004 and 2005 to carry out a self-evaluation of their inclusion practice. At the same time schools were also asked to review their provision for pupils with SEN. The results of both were fed into the LEA at the centre to aid planning.

As part of schools’ annual review of the performance of their pupils and setting of targets (as required by law) there is a process of self-evaluation which schools carry out before a discussion with their Assigned School Effectiveness Officer (ASEO). This includes a review of performance of different groups of pupils in the school, how well the school tracks their progress.

Ways of recognising and celebrating schools’ success in meeting the needs of pupils

Inclusion Charter Mark: requires schools to carry out a detailed self evaluation of their practice, followed by a verification visit to make a judgement about the evidence produced.

Dyslexia friendly status: a programme of training and accreditation for schools to be awarded “dyslexia friendly” status is underway.

Inspection by Ofsted: includes focus on how well the school provides for the range of pupils it has, and how well those pupils progress.

Governors interested in SEN may wish to attend the course advertised in the programme - see page 11

Maggie Hannon
Principal Effectiveness Officer (Support)
maggie.hannon@liverpool.gov.uk
Elections for Community School Governor Members of the ‘Schools Group’ on the Liverpool School Organisation Committee

The School Organisation Committee (SOC) plays an important part in the decision making process on school organisation proposals. It is made up of six groups. One of the groups on the Liverpool SOC (the “Schools group”) consists of seven members of governing bodies of community schools and maintained nursery schools of which at least one must represent each of the following constituencies:

- community primary schools (currently Adrian Simmons)
- community secondary schools (currently Doreen Schlechte)
- community special schools (currently Terry Sweeney)
- community school parent governors (currently Peter Worthington)
- community school staff governors (currently Jeff Dunn)
- the interests of pupils with special educational needs within mainstream schools (currently Peter Farrelly)
- maintained nursery school governors.

The term of office of the current members of the Schools Group ends later this year except for the maintained nursery school member. This is a new category created by recent legislation replacing the former category of ‘head teacher governor’ and separate elections are being held for this position.

Nominations are invited for election to the group in respect of categories a – f above for the period Sept 2005 - August 2008. Voluntary school governors are excluded from taking part in the election, as are community school governors who also serve as Elected Members, because these groups are already represented on the SOC. Candidates must be a governor in the category they wish to represent. If they still qualify, existing members are eligible for re-election.

Nomination Forms have been sent to all community schools, together with further information about the nature of the School Organisation Committee. Nomination Forms must be endorsed by two serving community school governors.

Nomination Forms are also obtainable from Dave Cadwallader.

**Nominations close on 29 April 2005.**

It is intended that elections (if required) will be held during June.

Community governor vacancy?

Does your governing body have difficulty finding the right candidates to fill vacancies for community governors?

You may already be aware of the work of the School Governors One-Stop Shop (SGOSS), a private company with charitable status that exists to recruit governor candidates with transferable management skills from the private, public and voluntary sectors.

Through SGOSS we have a list of managers with a wide range of experience and expertise available to be co-opted.

If you think this may be of interest to your governing body contact Terry Brown.
New Inspection Framework

A new framework for Ofsted inspection of schools comes into effect from September.

A ‘lighter touch’ inspection process will place more emphasis on school self-evaluation and the five outcomes for children from the *Every Child Matters* green paper:

- physical and mental health
- protection from harm and neglect
- education and training
- contribution to society
- social and economic well-being

Below is a summary of the most significant changes.

<table>
<thead>
<tr>
<th>Current system</th>
<th>New system</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 weeks’ notice before an inspection</td>
<td>2-5 days’ notice</td>
</tr>
<tr>
<td>Relatively large inspection teams visiting for around a week</td>
<td>Small teams visiting for no more than 2 days</td>
</tr>
<tr>
<td>Maximum 6 year interval between inspections</td>
<td>Maximum 3 year interval</td>
</tr>
<tr>
<td>Inspections cover: standards and quality of education; leadership and management; and spiritual, moral, social and cultural development</td>
<td>As before but within the context of the five outcomes set out in Every Child Matters:</td>
</tr>
<tr>
<td>Most schools undertake some form of evaluation, but it is not structured across all schools nor part of the inspection process</td>
<td>Inspection evidence will start from a school’s self-evaluation</td>
</tr>
<tr>
<td>Collection of wealth of information; extensive use of lesson observation</td>
<td>Focus on core systems and key outcomes, informed by lesson observation and other indicators of pupils’ progress. Self-evaluation evidence at the heart of the inspection</td>
</tr>
<tr>
<td>Inspections usually conducted by Registered Inspectors</td>
<td>HM Inspector leading many inspections and involved in all</td>
</tr>
<tr>
<td>Registered Inspectors responsible for some reports, HM Inspector for others</td>
<td>HM Chief Inspector accountable for all inspection reports</td>
</tr>
<tr>
<td>Detailed and relatively lengthy (more than 30 pages) inspection reports produced</td>
<td>Short, sharp reports (approximately 6 pages) focused on key outcomes with clearer recommendations for improvement</td>
</tr>
<tr>
<td>Reports produced within 40 days of the inspection</td>
<td>Most reports drafted within a week</td>
</tr>
<tr>
<td>Schools required to prepare a separate post inspection action plan</td>
<td>Schools feed their intended actions into the school development plan</td>
</tr>
<tr>
<td>Various categories of schools causing concern: Special Measures, Serious Weaknesses, Underachieving and Inadequate Sixth Forms</td>
<td>Rationalised system with two categories: Special Measures and Improvement Notice</td>
</tr>
</tbody>
</table>
Governor Training

- Bookings should be made in writing, preferably no later than seven days before the date of the course. Confirmation of your booking will be sent to you and, if appropriate, your school will be invoiced.

- If you are unable to attend a course for which you have booked please cancel as soon as possible otherwise a fee, if applicable, will be charged in line with our charging policy.

- Enquiries regarding course bookings should be made to Jean Worrall: tel/fax: 0151-233 8201.

- Enquiries regarding course content should be made to Stella Owen: tel/fax: 0151-233 8134.

In addition to governors, bookings from teaching and support staff are welcomed.

Governors with a disability

- Any governor with a disability wishing to access governor training and support should contact School Governor Services to discuss particular needs. Wherever possible we will do our best to assist.

- Governors with mobility problems may be able to get the support of a volunteer travel companion. To find out more contact Local Solutions on 708 9993 and ask for Anne Molyneux.

Accreditation for Governors

The College of Teachers will award a Level 1 Certificate of Educational Studies on completion of at least 18 hours of approved training. The training must cover all modules.

The reference given in italics at the end of the course details denotes the course module.

Modules are as follows:
- Roles and Responsibilities (R&R)
- National Curriculum (NC)
- Local Management of Schools (LMS)
- Special Educational Needs (SEN)
- Discipline, Ethos and Exclusions (DE&E)
- Personnel Issues (PI)

Congratulations!

Pauline Rowe of St Cecilia’s Infant School and Angela Fulton of Roscoe Junior school have been awarded the College of Teachers’ Level One Certificate of Educational Studies.

For further details contact Stella Owen.
Venues for Training Courses

LACE
(Liverpool Archdiocesan Centre for Evangelisation)
www.conferenceatlace.co.uk

Courses advertised as being at LACE are held at the Liverpool Archdiocesan Centre for Evangelisation Conference Centre, entrance in Croxteth Drive, Sefton Park, Liverpool 17.

Car parking at the Centre is free.

If travelling by bus, numbers 35, 75, 80, 80A, 176 and 180 all travel down Ullet Road, which runs behind the LACE buildings parallel to Croxteth Drive. There is a pedestrian entrance on Ullett Road.

Glaxo Centre
http://glaxocentre.merseyside.org

Courses advertised as being at the Glaxo Centre are held at the Glaxo Neurological Centre, Norton Street, Liverpool 3. The Centre is next to the coach station.

It has its own car park, which is freely available for courses during the evening or on a Saturday. Participants with a disability may use the car park during the day but others are requested to use the pay and display car park opposite.

If travelling by bus, route numbers 51, 53 and 56 stop at Norton Street, whilst numbers 2, 10, 12, 13, 14, 15, 18a, 100, 176 and 345 all stop at nearby London Road.

Croxteth Hall
www.croxteth.co.uk

Courses advertised as being at Croxteth Hall are held at the Croxteth Hall & Country Park Conference Centre, entrance on Croxteth Hall Lane, Liverpool 12.

If travelling by bus, route number 18A stops at the junction of Oak Lane/Stonebridge Lane whilst number 13 stops at the junction of Deysbrook Lane/Princess Drive.

SETC
(School Effectiveness Training Centre)
(also referred to as Toxteth Annexe)

The SETC is located on the inward bound carriageway of Aigburth Road, Liverpool 17, near to the junction with Dingle Vale, opposite McDonalds. The Centre is also known as Toxteth Annexe.

Entrance to the free car park is also on Aigburth Road.

If travelling by bus, route numbers 20, 60 and 82 all travel along Aigburth Road.

Oakmere Training Centre

Oakmere Training Centre is located on Cherry Lane, Walton, Liverpool 4, near to the junction with Walton Lane.

Car parking at the Centre is free.

If travelling by bus, route number 19 stops on Walton Lane near to the junction with Cherry Lane.
Courses and meetings for Summer 2005

TERMLY MEETING FOR CHAIRS WITH THE EXECUTIVE DIRECTOR AND EXECUTIVE MEMBER

Target group: Chair of Governors or a representative of the Governing Body

Monday, 11th April 6.30pm to 8.30pm
Venue: LACE  Ref G05/036
Or
Thursday, 14th April 6.30pm to 8.30pm
Venue: Croxteth Hall  Ref G05/037

The Executive Director and the Executive Member for Lifelong Learning will address the meeting. There will be a presentation followed by discussion and question time.

Charge: no charge

CLERKS TERMLY BRIEFING

Target Group: All Clerks

Wednesday, 13th April 9.30am to 11.30am
Venue: Croxteth Hall  Ref G05/038

The meeting will cover briefings and discussion on current issues as well as an opportunity to raise concerns and queries.

Presenter: Dave Cadwallader, Governor Services Officer

Charge: No charge

SAFEGUARDING PUPILS AND THE BICHARD REPORT: THE ROLE OF THE GOVERNING BODY (PI and DE&E)

Target group: Governors

Tuesday 19th April 10.00am to 12noon
Venue: The Library, Croxteth Hall  Ref G05/039
Or
Thursday, 21st April 7.00pm to 9.00pm
Venue: SETC  Ref G05/040

The course will cover:
- Safeguarding Children in Education
- The Bichard Report (selecting safe staff)
- Allegations Against Education Staff
- The Safe School

Presenters: Kaye Gee, Senior Effectiveness Officer; Sylvia Brown, Senior Education Officer (Child Protection)

Charge: £65 if no service agreement

OFSTED and SCHOOL SELF EVALUATION (NC or RR)

Target group: Governors

Tuesday, 26th April 7.00pm to 9.00pm
Venue: SETC  Ref G05/041
Or
Thursday, 28th April 10.00am to 12noon
Venue: The Library, Croxteth Hall  Ref G05/042

The new, short notice but more frequent, OFSTED Inspection regime that will be introduced in September 2005 will place increased emphasis on the school’s own self-evaluation evidence as the starting point for inspection and for the school’s internal planning. This course will brief governors on the implications of these changes.

Presenter: Richard Powell, Head of Network Strategy

Charge: £65 if no service agreement
THE ROLE OF THE NOMINATED GOVERNOR FOR SEN (SEN)

Target group: nominated governors and all governors with an interest in SEN

Wednesday, 4th May 10.00am to 12.00noon
Venue: The Library, Croxteth Hall Ref G05/043
Or
Thursday, 5th May 7.00pm to 9.00pm
Venue: SETC Ref G05/044

This course is based on the DfES video and materials. It will cover:
• what is SEN
• awareness of the Code of Practice and Policy
• responsibilities of the Governing Body and the SEN governor
• the role in practice

Presenters: Stella Owen, School Governor Services and Sue Williams, SEN Effectiveness Officer

Charge: £65 if no service agreement

INSPECTIONS OF CHURCH SCHOOLS (R&R)

Target group: foundation governors and other governors appointed to church schools

Wednesday 11th May 2.00pm to 4.00pm
Venue: LACE Ref G05/045

This course will cover:
• New requirements on Governors under the Inspection Framework
• What will Inspectors be expecting from Governors under the new framework?
• What do Governors need to know to fulfil their responsibilities under the new framework?

Presenters: Tony Charnock, Co-ordinator for Governor Training and Support, Catholic Archdiocese and Joan Stein, Governor Adviser Anglican Diocese

Charge: No Charge.

Governors of Catholic schools should apply on the application form available from your Headteacher or Clerk.

Governors of Church of England schools should book a place direct with the Diocesan Schools Office tel: 0151 709 9722

ANNUAL NORTH WEST GOVERNORS’ CONFERENCE

CHILDREN FIRST – THE IMPLICATIONS FOR GOVERNING BODIES (R&R)

Target group: Governors and Headteachers

Saturday 14th May 2005
9:00 for 9:30am to 1:30pm Ref G05/034

Venue: Waterside Investment Centre, Wigan

The Children’s Act, Extended School and other initiatives require us to review the way we work together. This conference will explore the relevant issues for LEAs, schools and governing bodies.

Speakers: Edwina Grant, Director of Education, Redbridge, President of CONFED; Iain Hulland, Headteacher, Alder Grange High School, Winner of the Headteacher of the Year Award; Catherine Hinds, Director of the Information for School and College Governors

Charge: £65 if no service agreement (includes a brunch at 11.00 am)
THE LEADERSHIP PROGRAMME FOR SERVING HEADTEACHERS – WHAT GOVERNORS NEED TO KNOW  (*PI*)

**Target group:** All Governors

**Wednesday 18th May, 10.30 am to 12noon**  
**Venue:** The Library, Croxteth Hall  *Ref G05/045*

The course will:

- outline the Leadership Programme for Serving Heads, a programme from the National College of School Leadership for Headteachers with at least three years experience in Headship
- explore the nature of this powerful self-development programme
- discuss what benefits participation could bring to the headteacher and the school, and
- consider ways in which Governors might support a headteacher going through the programme

There will be opportunities to ask questions and to work interactively with colleagues.

**Presenter:** Heather Johnson, Centre for Educational Leadership

Heather is the Programme Manager for LPSH in the North of England and a national Lead Facilitator for the programme.

**Charge:** £50 if no service agreement

---

ADMISSIONS TO CHURCH OF ENGLAND AND CATHOLIC SCHOOLS  (*R&R or DE&E*)

**Target group:** foundation governors and other governors appointed to church schools

**Monday 6th June 10.00am to 12.00 noon**  
**Venue:** LACE

This course will cover:

- responsibilities of governors for drawing up and publishing their admission policies
- process of admitting children to Church Aided schools
- dealing with appeals

**Presenters:** Tony Charnock, Co-ordinator for Governor Training and Support, Catholic Archdiocese and Joan Stein, Governor Adviser Anglican Diocese

**Charge:** No Charge.

Governors of Catholic schools should apply on the application form available from the head teacher or clerk.

Governors of Church of England schools should book a place direct with the Diocesan Schools Office tel: 0151 522 1076

---

PERFORMANCE MANAGEMENT—INCLUDING THE PERFORMANCE MANAGEMENT OF THE HEADTEACHER  (*PI*)

**Target group:** all governors especially the appointed governors for headteacher performance

**Tuesday 28th June 7.00pm to 9.00pm**  
**Venue:** The Library, Croxteth Hall  *Ref G05/046*  
**Or**  
**Thursday, 30th June 10.00am to 12noon**  
**Venue:** LACE  *Ref G05/047*

The course will cover:

- an overview of the performance management process
- governing Body responsibilities
- how do governors know how well the school is doing?
- the performance management of the headteacher
- link between pay and performance

**Presenter:** Stella Owen, School Governor Services

**Charge:** £65 if no service agreement
PREPARING FOR LITIGATION (LMS)
*In partnership with Wirral and Sefton LEAs*

**Target group:** Chairs of Governors from Liverpool and Wirral and Sefton

**Thursday 7th July  Ref G05/048**
9.00am for 9.30am start to 4.15 pm

**Venue:** Wirral Education Centre, Acre Lane, Bromborough (directions and a map will be sent to all participants)

*This is a repeat of several very successful courses.*

The training is dynamic and flexible to focus on issues which concern participants in attendance. It will include group exercises. These will focus on challenges to governing body decisions in the following areas: recruitment and selection of staff, dismissal of staff and the exclusion and/or admission of pupils.

The course will cover:
- skills training to give participants confidence to provide good evidence
- identify what is involved in effective planning and preparation for court/tribunal/independent appeal panel
- recognise techniques used in testing evidence

**Places are limited – first come, first served!**

**Cost:** £90 (includes all materials and three course lunch) if no service agreement

If booking by telephone please quote the course reference number

---

**Teachers' TV**

Funded by the DfES but editorially independent, Teachers’ TV is aimed at helping busy education professionals with programmes that share ideas and practical experience.

The programming will cover training and development, education news and current affairs, classroom observation and analysis, along with programmes aimed at governors. Most programmes will be available for viewing on the website, making content easy to access.

Teachers’ TV can be found on the following channels:
- Sky 592
- Telewest 240
- HomeChoice 845
-ntl 803
- KIT 70
-and
- Freeview 47

More details on: [www.teachers.tv](http://www.teachers.tv)

Effective from 28th January 2005, these Regulations make amendments to disqualification provisions in existing regulations relating to foundation bodies, school companies, school governance and new schools.

Under the new regulations, a person is disqualified from holding, or from continuing to hold, office as a governor of a school at any time when s/he is subject to:

i. a disqualification order or disqualification undertaking under the Company Directors Disqualification Act 1986;
ii. a disqualification order under Part 2 of the Companies (Northern Ireland) Order 1989;
iii. a disqualification undertaking accepted under the Company Directors Disqualification (Northern Ireland) Order 2002; or
iv. an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).

Governing the school of the future

Governors are set to play a key role in the delivery of the Government’s Five-year Strategy, according to the DfES document Governing the school of the future published in February 2005.

The document celebrates the achievements and contributions of governing bodies. It also looks at what the DfES’s Five-year Strategy for Children and Learners means for school governors and how governors can take advantage of the new opportunities it offers.

Schools will have more autonomy and flexibility in how they operate. They are also encouraged to work with other partners, including private, voluntary and community sector providers, and health and social care services. Together they can deliver a wide range of services for children and communities as part of the Every Child Matters agenda. Governing bodies will play a key role in deciding what will work for their individual schools and in driving improvement and change.

Governing the school of the future emphasises the important role governors play and the need for strong governing bodies. It also looks ahead to the challenges and opportunities facing schools and governing bodies. In particular, it explores what Government and others need to do to help governors meet these challenges.

The document gives examples of good practice and includes governor case studies. It sets out what the DfES and partner organisations are doing and plan to do on governor support and training, recruitment and profile-raising. It also invites schools, local authorities, employers, governor organisations and others to help governing bodies rise to these challenges and make the most of the opportunities available.

Free copies of Governing the school of the future (reference number DfES/0786/2004) can be ordered by telephoning the DfES’ publications branch, Prolog, on 0845 6022260.
Booking Form - Summer 2005

Return to: Jean Worrall, School Governor Services, ELSS, Municipal Buildings, Dale Street. Liverpool, L2 2DH.
Telephone/Fax: 0151-233 8201 or email details to: jean.worrall@liverpool.gov.uk

<table>
<thead>
<tr>
<th>Name:</th>
<th>Tel No:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>Postcode:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>email:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Governor (please circle)</th>
<th>Parent</th>
<th>Community</th>
<th>Foundation</th>
<th>LEA</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chair</td>
<td>Headteacher</td>
<td>Clerk</td>
<td>Associate Member</td>
<td></td>
</tr>
</tbody>
</table>

Please indicate the course(s) you wish to attend
Please quote the course reference number in any query
An invoice, if appropriate, will be sent to the school

<table>
<thead>
<tr>
<th>TERMLY MEETING FOR CHAIRS</th>
<th>MONDAY, 11TH APRIL 6.30PM TO 8.30PM</th>
<th>G05/036</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THURSDAY, 14TH APRIL 6.30PM TO 8.30PM</td>
<td>G05/037</td>
</tr>
<tr>
<td>TERMLY MEETING FOR CLERKS</td>
<td>WEDNESDAY, 13TH APRIL 9.30AM TO 11.30AM</td>
<td>G05/038</td>
</tr>
<tr>
<td>SAFEGUARDING PUPILS</td>
<td>TUESDAY, 19TH APRIL 10.00AM TO 12NOON</td>
<td>G05/039</td>
</tr>
<tr>
<td></td>
<td>THURSDAY, 21ST APRIL 7.00PM TO 9.00PM</td>
<td>G05/040</td>
</tr>
<tr>
<td>OFSTED AND SCHOOL SELF EVALUATION</td>
<td>TUESDAY, 26TH APRIL 7.00PM TO 9.00PM</td>
<td>G05/041</td>
</tr>
<tr>
<td></td>
<td>THURSDAY, 28TH APRIL 10.00AM TO 12NOON</td>
<td>G05/042</td>
</tr>
<tr>
<td>THE NOMINATED GOVERNOR FOR SEN</td>
<td>WEDNESDAY, 4TH MAY 10.00AM TO 12.00NOON</td>
<td>G05/043</td>
</tr>
<tr>
<td></td>
<td>THURSDAY, 5TH MAY 7.00PM TO 9.00PM</td>
<td>G05/044</td>
</tr>
<tr>
<td>ANNUAL NW GOVERNORS’ CONFERENCE</td>
<td>SATURDAY, 14TH MAY 2005 9:30AM TO 1:30PM</td>
<td>G05/034</td>
</tr>
<tr>
<td>LEADERSHIP PROGRAMME FOR SERVING HEADTEACHERS</td>
<td>WEDNESDAY, 18TH MAY, 10.30AM TO 12NOON</td>
<td>G05/045</td>
</tr>
<tr>
<td>PERFORMANCE MANAGEMENT INC HEADTEACHER</td>
<td>TUESDAY, 28TH JUNE 7.00PM TO 9.00PM</td>
<td>G05/046</td>
</tr>
<tr>
<td></td>
<td>THURSDAY, 30TH JUNE 10.00AM TO 12NOON</td>
<td>G05/047</td>
</tr>
<tr>
<td>PREPARING FOR LITIGATION</td>
<td>THURSDAY, 7TH JULY 9.30AM TO 4.15 PM</td>
<td>G05/048</td>
</tr>
</tbody>
</table>
A Guide to the Law for School Governors

Amendment 2: January 2005

The second set of amendments to A Guide to the Law for School Governors has been issued by the Department for Education and Skills.

All versions of the Guide on the DfES’ website GovernorNet have been amended including the Word and pdf attachments.

Amendments can be identified by the vertical annotation ‘Amendment 2- January 2005’ to the right of the text. In the online (html) version of the Guide, the amendments have been incorporated, but they are not identified by an annotation.

A précis of the amendments for each chapter, annex and the index can also be accessed on GovernorNet. Where minor grammatical, spelling or punctuation amendments have been made, these are shown in the précis in italics.

DfES has announced its intention to produce amendments to the Guide on a termly basis to ensure it remains as current as possible. As a consequence of this and in keeping with the Government’s desire to move towards electronic communication, the Department will not be able to produce and distribute paper-based amendments of the Guide. However, as with previous editions of the Guide, new paper versions will be primary legislation is introduced. Consequently only a limited number of amendments will be made before a new edition is issued. DfES currently anticipates issuing new paper editions during late 2005 or early 2006 following the introduction of the New Relationship with Schools and further changes announced in the Department’s 5 year Strategy for Children and Learners.

More information from GovernorNet: www.governornet.co.uk