

Review of Sex and Relationships Education (SRE) in schools

In response to the principal findings of both the Review of Sex and Relationships Education (SRE) in Schools and the report by the Advisory Group on Drug and Alcohol Education, Schools Ministers announced in October that Personal, Social and Health Education (PSHE) will become a compulsory part of the curriculum from Key Stage 1 to 4 (ages 5 to 16). The desired outcome is to ensure all pupils in state schools receive high quality lessons in everything from first aid and personal finance to relationships and the consequences of drugs misuse and recognises PSHE as a vital area of the curriculum to provide this healthy, rounded education.

Sir Alasdair MacDonald, will lead a review into how best to make PSHE compulsory, ensuring that there is a place in the timetable and flexibility in the curriculum to take schools' ethos, pupils' needs and parents' values into account. Updated guidance will also be produced covering the content of the curriculum, based on the existing non-statutory programme of study.

By giving PSHE designated space in the timetable, providing more specific teacher training, funding, resources and a higher profile for the subject generally, young people will be better equipped with the knowledge and skills they need to navigate the complexities of modern life.

The SRE review, in particular, identified a need to challenge the perception that sex and relationships education happened in a 'moral vacuum' in schools and says that parents and schools can and should

work together to decide how best topics should be taught.

Lessons should be age appropriate and the Government's response says that while the existing framework at Key Stages 3 and 4 should be consolidated, Sir Jim Rose will look at how PSHE is best delivered in primary schools as part of his ongoing review.

Jim Knight said:

"This is a bold move and a necessary one. Modern life is increasingly complex and we have a duty to equip our young people with the knowledge and skills to deal with it. We need structured classroom teaching, set within a clear understanding of right and wrong that emphasises the importance of family relationships."

"Parents bring up children, not schools or Governments, but schools can help guide them through the maze of issues and prepare them for the difficult transition from childhood through to adulthood. We will ensure there is flexibility for schools to tailor

lessons to reflect the values and beliefs of the parents and communities they serve."

Children's Minister Baroness Delyth Morgan said:

"This action fits with our vision of the 21st Century School, which provides a rounded education for children and Ofsted's intention to create wellbeing indicators, which will be included in the School Report Cards we announced last week.

Education Bradford's PSHE Strategy Manager Sam Preston is currently representing the Yorkshire & Humber region in this development. Sam said " This is a great opportunity to tailor curriculum support for both universal and targeted provision and enhance the current PSHE frameworks delivered by Bradford schools. Schools' governance will be a key factor in developing/monitoring and evaluating success indicators. I look forward to extending our work with schools' PSHE leads in the development of curriculum content that meets both national directives and locality needs."



Children's Trusts

Revised statutory guidance for Children's Trusts was published on 18 November and the local authority and its statutory partners 'must have regard to it'. This updates and replaces existing guidance and signals potential future legislative changes, which schools and their governors should make themselves familiar with. A pamphlet entitled What is a Children's Trust? provides

an easy and accessible summary of what Children's Trusts are, what they do and how they are being strengthened. The Guidance can be viewed at

<http://www.governornet.co.uk/linkAttachments/ACF9F23.pdf> and a copy of the pamphlet can be downloaded at

<http://www.governornet.co.uk/linkAttachments/ACF9F3F.pdf>

Notepad is a regular news sheet produced for all governors of schools throughout the Bradford District. It is intended to be a brief and cost effective way of providing all school governors with up-to-date information about services, local and regional activities, and training opportunities.

Notepad is compiled and produced by School Governor Service, Education Bradford, Future House, Bolling Road, Bradford, West Yorkshire, BD4 7EB.

Linda Townsend, Diane Kenyon and Louise Brearley are happy to provide any further information you may need about any item appearing in this issue. We can be contacted at the above address, Tel 01274 385629, Fax 01274 385624, e-mail: school.governor@educationbradford.com



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Note PAD

**A regular news sheet for
Governors of Schools
throughout the Bradford
District**

Education Bradford
School Governor Service

DECEMBER 2008



To Achieve School Improvement through
the Effective Governance of Schools

SENCO Regulations 2008

The Regulations introduce a new requirement for SENCOs to be qualified teachers, fulfilling earlier commitments made to Parliament. This requirement will ensure that the SENCO has the standing to influence differentiated teaching and learning matched to pupils' individual needs.

The Regulations are due to come into effect on 1 September 2009, but allow for a two-year transitional period, for SENCOs who are not currently teachers, but who have been in post for at least six months as at 31 August 2009, to gain

Qualified Teacher Status by September 2011. This period will allow schools that may be affected to make any necessary staffing adjustments.

Some of the SENCO functions will continue to be undertaken by other staff, including teaching assistants, and they will continue to make a significant and important contribution to improving the achievement and well-being of pupils with SEN and disabilities. However, the person designated by the school governing body as responsible for co-ordinating overall

provision for pupils with SEN and disabilities i.e. the person with the lead responsibility will need to be a qualified teacher. The Regulations also allow for headteachers or acting headteachers to carry out the role.

A further explanatory note can be found at <http://www.governornet.co.uk/> These notes set out the effect of the Education (Special Educational Needs Co-ordinators) (England) Regulations 2008 and the requirements of governing bodies and their responsibilities.

THE ITEMS COVERED IN THIS ISSUE:

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Qualification for School Governors starting in January 2009

The School of Lifelong Education and Development at the University of Bradford in partnership with Education Bradford have launched a new certificate entitled 'Continuing Studies for School Governors'. The certificate continues their commitment to raising educational achievement within the city.

The unique course has been developed to help school governors provide strategic leadership in the management of primary and secondary schools and further education colleges. The University is delighted to be

able to offer this course in partnership with Education Bradford.

The certificate provides recognition for the professional skills and abilities involved in governing schools. It is based on programmes that have been developed nationally to support governors which are provided by the School Governor Service. The certificate allows individuals to get a nationally recognised qualification which recognises their high level capabilities, a means for assessing their development as a governor and will contribute to making

governing bodies as a whole more effective.

On successful completion of the certificate the participants will have examined the requirements of the national curriculum, the key principles underpinning school governance and developed skills in team working and communications.

For further information or to talk about joining the course please contact the University of Bradford's School of Lifelong Education and Development.

Margaret Alipoor: 01274 233210
Email: m.alipoor@bradford.ac.uk

Elections to the Schools Forum

Under national Regulations, each local authority is required to establish a Schools Forum.

The function of a Schools Forum is to recommend how the funding which the Government provides for schools and individual pupils (which is known as the Dedicated Schools Grant) is managed.

The Regulations require Forum member representatives to be formally elected by their constituent group (i.e. primary governor representatives have to be elected by primary governors, secondary governor representatives elected by secondary governors etc). The Forum currently has 30 members and this includes three primary, two secondary and one special school governor. Members serve for a two year term of office and in order to ensure continuity of membership and experience half of the governor members on the Forum retire each year. Currently there are three governor vacancies, one primary one secondary and one special school, for which nominations are sought. Retiring members are eligible to seek re-election.

Nominations are therefore invited from primary, secondary and special school governors to stand for election to serve on the Forum for the period January 2009 to December 2010. All governors from these three phases are eligible to stand for election.. Where a governor serves more than one phase s/he is eligible to stand for election as a representative for more than one group, but can only be appointed to represent one of those groups.

If you wish to stand for election, can you please do so either by email to: alan.jarvis@educationbradford.com or in writing to:- Alan Jarvis, Education Bradford, Future House, Bolling Road, Bradford BD4 7EB submitting your nomination by Monday 12 January at the latest. You will receive an acknowledgement that this has been received; if this does not happen then please contact Alan on (01274) 385705 to ensure that no nominations are omitted. You can also ring the same number if you want further information about the Forum and the work involved in being a member.

Action on cervical cancer

During the course of this academic year, the Bradford and Airedale Teaching Primary Care Trust is overseeing a campaign aimed at vaccinating all year 8 girls against cervical cancer, a disease which kills hundreds of women in the U.K. every year.

The programme, administered in schools by the school nursing team, consists of three vaccinations over the course of several months. The first phase of the programme is almost concluded now, and early indications show a take up rate of over 80 per cent. This is a heartening response, and congratulations are due to the nursing teams and the schools themselves for allowing the programme to run so smoothly.

Update on Locality Working in Bradford

Bradford Council and its partners want to make sure every child in Bradford has the best possible start in life. We think that the best way to do this is to make sure that:

- Services for children and families are provided locally, especially in and around schools.
- Services are joined up, so that every child's needs are met but unnecessary duplication is avoided, thereby making the most of Council and partner resources.
- Problems affecting individual children or their families are resolved at an early stage, to prevent them getting worse or continuing to affect the child throughout his or her school career.

We now have Area Managers in each of the 5 constituencies (Bradford North, Bradford West, Bradford South, Keighley and Shipley), who will be working hard to make this happen. The Area Manager will manage the Council's Early Years, Extended Schools and Youth Services within the constituency area and will have a key role in making links with partners such as NHS staff, community groups and others.

Governors hold valuable information on the challenges of bringing up and educating children in the different communities in Bradford, so it is important that you know about these changes and let us have your views. You can contact the Area Manager for your area via the school Head and local schools cluster.

Glowing Reports for Bradford's PRUs

Glowing reports have been produced by Ofsted on Park Primary PRU and Bradford Secondary PRU.

Staff, students, governors and parents are celebrating very successful outcomes following the recent inspections.

Both PRUs were inspected individually and there are inspection reports on each one. They are both rated by Ofsted as Good with Outstanding features. The inspector says in the reports that both PRUs provide Outstanding care, guidance and support. She also says that Hilary Beards, Executive Headteacher at Park Primary PRU and Elaine Collins, Headteacher at the Secondary PRU, both provide outstanding leadership. Well done to all concerned.

Bradford Secondary PRU

Bradford Secondary PRU has now been developed into two separate registered pupil referral units.

Bradford Central PRU (1104)

Headteacher, Elaine Collins. Contact number 01274 612176

Comprises Ellar Carr, Jesse Street & Aireview

Bradford District PRU (1110)

Headteacher – Lyndsey Brown. Contact number 01274 385797. Commissioning service for Alternative Provision, including Bradford College Provision.

Towards new school inspections

Following wide-ranging consultation over the past few months, including a three-month online survey, Ofsted has received generally positive support for the proposal to inspect good and outstanding schools less frequently from September 2009. Those schools, which are satisfactory but not improving, are likely to receive closer monitoring.

There was also considerable support for the introduction of a survey to

capture the views of school staff. This survey will be piloted during the 2009 spring and summer terms. Parents endorsed the introduction of the surveys to capture the views of parents and pupils.

Project leader, Sue Gregory, said, 'Proposals regarding unannounced inspections received a less favourable response from the schools sector, but were strongly supported by parents and carers. Because of this mixed

response, we will try out unannounced inspections over the coming months to test their feasibility and gain feedback.'

'We will also use pilot inspections to test proposals, such as the greater involvement of the school's senior management team in the inspection, and minimum standards for learners' outcomes.' The full consultation report can be found at <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/>

Workforce agreement monitoring group

The Workforce Agreement Monitoring Group (WAMG) is a partnership of 11 organisations representing employers, national government and school workforce unions that first came together as signatories of the National Workforce Agreement in 2003. In every local authority area there is a local Workforce Agreement Monitoring Group (LWAMG) sometimes known as the local social partnership. The national membership is replicated at the local level except that Education Bradford and the Local Authority take the place of national government. Local WAMG works to encourage good practice and to foster an open working relationship with and between schools, Education Bradford and the local authority in order to support the implementation and

monitoring of workforce reform.

Since 2003, National WAMG has been at the heart of school workforce reforms including remodelling, changes to the teachers' pay structure, review of whole school staffing structures, revisions to teachers' performance management, and new professional standards. The common purpose is to support schools in raising standards and tackling workload issues for staff. From time to time National WAMG issues guidance and notes are published on workforce themes, for example:

- guidance for schools on cover supervision
- the appropriate deployment of support staff in schools

- threshold and performance management from 2009
- effective deployment of higher level teaching assistants
- what schools should have in place regarding the national agreement

These guidance notes can be downloaded from:

http://www.tda.gov.uk/remodelling/managingchange/resources/downloads/wamg_notes.aspx

If you have any questions relating to the local WAMG remit or protocol or would like further information on the Group please contact John Williams, Strategic Manager, Workforce Reform and Development at: john.williams@educationbradford.com

The Education and Skills Act

The Education and Skills Act means that all young people will be required to continue in education or training post-16. This is a historic Act, raising the minimum age at which a young person can leave learning for the first time since 1972.

The participation age is being raised in two stages, to 17 from 2013 and to 18 from 2015. The first cohort to benefit from these changes began Year 7 this September.

This is not about raising the school-leaving age - young people will not be required to stay in school and will be able to participate in a range of ways through full-time education, an apprenticeship, or part-time

education/training if they are employed full-time.

The DCSF aims to ensure that:

- there is a suitable, worthwhile post-16 learning opportunity for every young person - including Diplomas, general qualifications, Apprenticeships, and accredited training as part of a job;
- young people get the support they need to access these opportunities - including good quality information, advice and guidance; financial support; and support for young people facing additional barriers;
- every 16 and 17-year-old

participates - either in full time education, in an Apprenticeship, or part-time (about a day a week) if working or volunteering for 20 hours a week or more.

A culture of high expectations of young people is crucial to this and other agendas - and raising aspirations of all young people will be particularly important, so that they are thinking about their futures and post-16 options as early as possible.

Everyone who works with children and young people has a role to play - to encourage young people to participate, achieve and progress.

Further information is available at <http://www.dcsf.gov.uk/14-19>