

## Agenda Item 5 - Evidence Set 2

### Education and Children's Services Scrutiny Committee

Date: 15 December 2014

### Governance and the relationship between the Local Authority and Academies / Free Schools

#### Sample of Recent Ofsted Inspection Reports in Suffolk

- Kingsfield PRU (Oct 2014 - Serious weaknesses monitoring inspection):

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133356>

*"The centre is not making enough progress towards the removal of the serious weaknesses designation. This monitoring inspection raised serious concerns about the behaviour and safety of pupils, and the quality of leadership and management. The centre should be re-inspected at the earliest opportunity."*

*"Leaders and managers are not doing enough to tackle the areas for improvement identified in the last inspection. Some improvements to the quality of provision have been made but this is having little impact on raising achievement. ... Leaders and managers are not improving pupils' behaviour."*

*"The local authority has maintained its support to improve lesson planning and have provided further training in English and mathematics teaching. ... The local authority's support for managing behaviour is having little impact on tackling the concerns identified in the last inspection. They share the same concerns about pupils' behaviour raised during this monitoring inspection"*

- Dell Primary School (Sep 2014 - Special measures monitoring inspection):

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124638>

*"The school's leadership identified improving behaviour and dealing more effectively with bullying as its first priorities following the recent inspection. A number of measures have been put in place and school leaders report that these are having a very positive impact. Pupils report that there is now a 'zero tolerance' approach to bad behaviour and that bullying has reduced."*

*"The governing body was aware that the school required improvement but governors were surprised by the special measures judgement. However, they have accepted the report's findings and understand that achievement is not good enough and that expectations need to be raised. An external review of governance has yet to take place."*

*"Although there has been contact between the local authority and the school's leadership, this has not yet been sufficient to bring about rapid change. The local authority has not provided the support detailed in its own plan, for example, to guide the school in producing a fit-for-purpose action plan."*

- The Attic PRU (Sep 2014 - Section 5 inspection - Requires Improvement): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/140121>

*"The local authority provides strong support; it has, for example, helped the unit to radically improve the accommodation, including facilities for teaching science."*

*"The management committee ensures that it carries out its statutory duties. ... They analyse data on pupils' progress and attainment, as well as attendance and behaviour. ... Members of the management committee are involved well in setting priorities and checking how well these are being addressed by the unit. The Chair of the Management Committee works very effectively with the headteacher to set the right tone and communicate the members' high expectations of performance. This has been key in establishing a new unit and bringing together staff from five different former institutions. Members of the committee have worked with the headteacher and deputy headteacher to deal firmly with performance that is not good enough. Members are in the process of reviewing the first set of data and information from teachers' performance management so that they can take fair decisions on pay, based on performance. ... Members ensure that safeguarding requirements are met. The management committee, working with the unit, has engaged with a wide range of stakeholders and the committee is broadening to become representative of these. However, members have had difficulty in securing parent representation on the management committee and realise they need to think more radically, which they are beginning to do, to include parental voice on the committee."*

- Pakefield Primary School (Sep 2014 - Requires improvement: monitoring inspection visit): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124637>

*"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection."*

*"Governors are now better able to hold the school to account because you provide them with useful and timely information and are transparent in your discussions with them. Governors have received training on the use of assessment data and have introduced a new system to ensure that all governors are able to ask challenging questions during meetings."*

*"A 'challenge partner', commissioned by the local authority, provides useful support to the school and this is a relationship that you value. The local authority has provided support from a literacy advisor but the same resource has not been made available for mathematics. The support provided by the local authority has been remiss because you were not provided with a mentor when you took up your post, even though this is your first headship, and have had to rely on your own personal support networks."*

- Coupals Community Primary School (Sep 2014 - Special measures monitoring inspection): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124673>

*"Following the monitoring inspection, the following judgements were made: The local authority's statement of action is fit for purpose. The school's improvement plan is not fit for purpose. A sharper focus on measurable and immediate*

*improvements to teaching and learning, understood by governors and all school staff, is needed to improve its effectiveness."*

*"Governors are developing a better understanding of what needs to be improved but are not well enough equipped to know how this can be achieved or to be able to support an inexperienced acting headteacher in bringing about the rapid improvement required. Training is needed to address this and to equip governors to manage the conversion to academy status."*

- Ranelagh Primary School (Sep 2014 - Requires improvement: monitoring inspection visit): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124645>

*"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to: ... Ensure that governors devise precise and challenging targets for the ongoing achievement of all year groups, and that they monitor progress towards them rigorously."*

*"The local authority has supported the school with paired lesson observations and training for aspects of governance, especially around monitoring and evaluation of school performance."*

- Hadleigh Community Primary School (Sep 2014 - Requires improvement: monitoring inspection visit): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124559>

*"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to: ... carry out an external review of governance."*

*"Although there has been no direct involvement in the past, you are now working with an intervention officer from the local authority and have been provided with support in developing your action plan. The local authority has also arranged a 'challenge partner' for you and I know that this is a relationship that you feel will be very beneficial to the school. The local authority has not yet provided support to the governing body and this would be useful in order for them to develop their ability to act as critical friends and to hold you and your senior leaders to account."*

- Saxmundham Free School (May 2014 - Section 5 inspection - Good) <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138273>

*"Outstanding leadership has resulted in the creation of a highly cohesive school community. The school's leaders communicate a sense of ambition that is reinforced and shared by all."*

*"The Seckford Foundation Free Schools Trust and the governing body make a significant contribution to the success of the school."*

*"The headteacher and other senior leaders demonstrate a relentless drive to accelerate the progress and improve the achievement of each and every student at the school. They are determined to remove any barrier that might prevent any student from reaching their full potential, and to encourage all to aspire to excellence. Other members of staff share this drive and determination."*

*"... governors have a secure understanding of performance data, and challenge senior leaders effectively. Individual governors have defined responsibilities and monitor aspects of the school's work through well-organised visits. ... Governors use performance management appropriately to set the headteacher challenging but achievable targets. They have supported decisions that link teachers' pay to how well students are achieving."*

- Ormiston Sudbury Academy (Jun 2104 - Section 5 inspection - Good):

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138506>

*"The Principal and senior leaders have provided strong and effective leadership since the academy was formed through raising standards, developing teaching, improving the range of subjects studied and ensuring that students behave and attend well. They have a clear view of how to improve student achievement still further. Governors are experienced and well trained. They have a good knowledge of the strengths and areas for development in the academy and have a good understanding of students' progress. They offer good support and challenge to school leaders."*

*"Governors are experienced, well trained and know the academy well. They appreciate the importance of student progress data and use it well to hold academy leaders to account. They have a detailed awareness of the academy's self-evaluation of strengths and areas for development, monitoring the resulting action plans well."*

- IES Breckland (May 2014 - Special measures monitoring inspection):

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138250>

*"The governing body has responded to the outcomes of the inspection by creating working parties to monitor the impact of the school's work. These meet twice per term and report to the full governing body. In addition, governors have received training to improve their understanding of school assessment data. Governors and senior staff have also been trained in child protection and safeguarding matters; systems and procedures in this area are much more robust. Governors are visiting the school more regularly and have begun to look at students' work and visit lessons with senior leaders. As a result, they are better informed about the school's work. An external review of the governing body is scheduled for late in the summer term. Having considered all the evidence I strongly recommend that the school does not seek to appoint NQTs."*

- East Point Academy (May 2014 - Special measures monitoring inspection):

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137134>

*"The academy is making reasonable progress towards the removal of special measures. However, I strongly recommend that the academy does not seek to appoint NQTs."*

*"The new Principal has a clear understanding of the strengths and remaining weaknesses of the academy, and this is now shared with senior leaders. The academy self-assessment is realistic, though at the time of writing is out-of-date"*

*and being reviewed. Accountability is well established – staff are held responsible for the performance of their students."*

*"The management board of governors continues to challenge and support senior leaders, and fulfils its role capably. The recording of meetings has improved so that progress targets are easier to monitor."*

*"The academy sponsor has provided solid support in enabling the appointment of the current principal. It has arranged opportunities for staff to visit an outstanding academy, and provided specialist advisers to improve aspects of literacy, numeracy, the curriculum, and provision for disabled students and those who have special educational needs."*

- Ormiston Endeavour Academy (Feb 2014 - No formal designation monitoring inspection): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137674>

*"The inspection was carried out because the Chief Inspector was concerned about behaviour at the academy."*

*"Behaviour and safety requires improvement."*

- Ipswich Academy (Jun 2014 - Serious weaknesses monitoring inspection): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136453>

*"The academy is not making enough progress towards the removal of the serious weaknesses designation. The sponsor's statement of action is fit for purpose."*

*"You, your senior leaders and the governors have not taken effective action to ensure that all of the areas for improvement identified at the previous inspection are being addressed quickly enough."*

*"The Learning Schools Trust monitors the impact of the action plan regularly. It has provided consultancy support for the English and mathematics faculties but support for mathematics in particular has not had the desired impact in raising standards. The Trust has added additional capacity to the Academy Council by recruiting new members with necessary skills."*

- The Benjamin Britten High School (May 2014 - Ofsted 2013 14 survey inspection programme: schools' use of alternative provision): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124851>

*"The 'Crossover' initiative, opened in January 2014 in commercial premises in the town centre, provides a supportive educational environment for students whose circumstances contributed to persistent absence from school. Three students in Years 9 and 10 are now regularly engaged in education at the centre, including one who is preparing to join school. The centre provides students with intensive one to one tuition which rightly prioritises their English, mathematics, personal development and well-being. Liaison between centre-based and school-based staff provides students with support and resources pitched at the right level and which promotes continuity in learning. Senior leaders' plans to expand the school's off-site alternative provision are well-informed by analyses of previous underachievement. Earlier intervention for students who join the school with a poor track-record of attendance, engagement or achievement is planned. The*

*school is well placed to work with other schools to address persistent absence locally."*

- Claydon High School (Jun 2014 - Section 5 inspection - Good):  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124846>

*"The headteacher is an effective leader who has brought about rapid improvements in both teaching and achievement since the last Ofsted inspection. Senior leaders, including governors, share the headteacher's ambition and drive."*

*"The governing body fulfils its responsibilities to keep students safe at school and makes sure that all arrangements meet statutory requirements. The governors are well informed about all aspects of school life, in particular the quality of teaching, how performance management is used to strengthen teaching and how the pupil premium is spent. ... Governors have a good understanding of performance data, are aware of how well students are achieving and where this needs to improve, and use their knowledge to both support and challenge senior leaders as necessary. The governing body has worked effectively with the headteacher to ensure that the school is now in a strong enough financial position to appoint a new business manager and data manager to support the continued improvement of the school."*

- Alde Valley School (Sep 2014 - Serious weaknesses monitoring inspection):  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124819>

*"The school is not making enough progress towards the removal of the serious weaknesses designation."*

*"... plans to become a sponsored academy on 1 October 2014 have been delayed."*

*"Leaders, managers and members of the governing body have not successfully tackled the legacy of underachievement in the school with enough urgency, particularly in mathematics."*

*"An external review of governance has now been completed and an action plan has been produced. Governors acknowledge that a great deal of work remains to be done in order to secure their effectiveness. Governors acknowledge that they did not always request the information they needed in the past or ask pertinent questions. This prevented them from providing an appropriate degree of challenge. They acknowledge their need to develop their understanding of achievement data, and to become more strategic in their approach towards school improvement."*

*"Since my previous visit, the relationship between the school and the local authority has improved and support has increased notably since Easter 2014, when the local authority conducted a two-day review of the school's progress. This review highlighted a number of barriers which have prevented the school from moving forward quickly enough. The mathematics adviser carried out some helpful work with non-specialist teachers of mathematics and has brokered the provision of external support to improve the quality of teaching, initially targeting teachers of mathematics and science as well as individual teachers across a range of subjects. However, the quality of teaching, and hence its impact on*

*students' progress, remains inconsistent. The local authority plans to support the school in refining the most recent school action plan to make it fit for purpose."*

- Beccles Free School (May 2014 - Section 5 inspection - Good):

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138274>

*"The leaders and trustees have succeeded in setting up a school which, whilst still small, has a clear and effective focus on high aspirations and is making progress."*

*"Leaders manage the improvement of teaching well; there are several examples of teachers who have improved their practice, and staff feel well supported and consistently challenged to improve. The Trust and the local governing body are making a good contribution to the school's success."*

*"As part of the Seckford Foundation Free Schools Trust, the school benefits from partnership working with other schools in the Trust and with Woodbridge School, an independent school which is part of the wider Seckford Foundation. The headteacher of the school reports to the Principal of the Free Schools Trust."*

*"Staff at the school have worked with the local authority on professional issues such as moderation, but for the last eight months the local authority has not ensured that the requirement of the school's funding agreement for at least one local authority representative on the governing body is met. Although staff at the two schools in the trust work together on professional development, for example in English, and there are plans to develop co-operation with other free schools in Suffolk, links to other schools in general are limited."*

*"The local governing body and the Trust have ensured that the school has made a successful start and has largely overcome the initial challenges of its small size. Governing body minutes show that governors are aware of the importance of understanding and challenging performance data whilst they also discuss the quality of teaching; their ability to provide challenge is enhanced by some governors taking on roles across the different schools and the Trust, although this does mean that governors are not always 'local' to this school."*

- Sunshine Children's Centre, Stowmarket (Oct 2014 - Not Previously Inspected - Requires improvement): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/23013>

*"Leadership, governance and management require improvement because arrangements to monitor the impact of the centre's work are not rigorous enough. For example, in key documents such as the local authority's annual review and the self-evaluation report, reviews about the impact of the centre's work with all of its key priority groups are not evaluative enough and do not include enough evidence based on data collected."*

*"The local authority sets some performance targets but its review of the centre's performance against these targets is not rigorous enough. In addition, judgements made are too generous and not supported by enough evidence of impact."*

*"There is good representation from a wide range of stakeholders and partners on the advisory board. These include parents and professionals from organisations such as health, education, churches and charities. They contribute well to the*

centre's planning of services. However, the advisory board does not yet provide enough challenge or scrutiny of the centre's performance or quality of its work."

- Springfield Junior School, Ipswich (Oct 2014 - Section 5 inspection - Outstanding)  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124657>  
*"Leaders have an accurate understanding of the school's performance and are clear about what needs to be done to improve it further."  
"Governors, expertly led by the chair, are very knowledgeable of the school's strengths and weaknesses. They provide a very good balance of help and challenge, and are ambitious for continued improvement."  
"Governors are highly committed to the school and play a very active role. For example, governors visit school regularly and go into lessons. The very detailed reports of their visits are shared at governors' meetings and any points are put into action. Governors know where the school's strengths lie and robustly hold senior leaders to account. Governors know what the quality of teaching is because they spend time in school talking to both teachers and pupils. They review data regularly and ask searching questions about any gaps in pupils' performance, including the use of the pupil-premium funding to improve pupils' overall achievement. The pupil premium funding has been used very effectively to provide extra sessions for small groups, which are closing the gap between the progress of these pupils and their peers. Governors have ensured the school's arrangements for safeguarding meet statutory requirements. The governing body makes sure that the checks on staff performance are thorough and that leaders and teachers are set challenging targets linked to pupils' progress and school priorities. The teachers' pay structure is firmly linked to the progress made by the pupils in their care."*
- Pot Kiln Primary School, Gt Cornard (Oct 2014 - Section 5 report - Requires improvement): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124536>  
*"Governors do not hold leaders sufficiently to account for the deployment of funding to support disadvantaged pupils."  
"The governing body plays an increasingly important role in the leadership of the school. Governors are now contributing more fully to school self-evaluation. They undertake training and know how the school's performance relates to that of other schools nationally. Governors are more confident in holding school leaders to account. They are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. They have some understanding of the quality of teaching and ensure that pay and promotion are largely aligned to teachers' effectiveness. Governors have not, however, been sufficiently rigorous in evaluating the appropriateness of decisions about the deployment of the additional funding to close gaps in attainment for disadvantaged pupils, or in evaluating its impact. In other respects, they ensure, along with senior leaders, that statutory duties are met, including those for pupils' safeguarding."*
- Reydon Primary School (Sep 2014 - Section 5 inspection - Inadequate):  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124623>

*"The governing body has an accurate view of the school's performance and has taken decisive action to tackle the decline in the school's performance and improve the leadership of the school."*

*(A new Chair and Vice-Chair of the Governing Body took office in October 2013. The school appointed an interim headteacher in January 2014 and an interim deputy headteacher in September 2014. A high number of teachers have recently left the school, so that seven teachers were new to the school in September 2014.)*

*"The local authority has an accurate understanding of the school's strengths and weaknesses and has offered support for senior leaders and teachers. Although the impact of this work has been affected by the number of teachers who have left the school, the local authority is working closely with subject leaders to improve pupils' achievement."*

*"The new Chair and Vice-Chair of the Governing Body have led the governors in making many decisions to bring the changes needed to reverse the school's decline. They have been supported by other new appointments to the governing body, who have added their experience, skills and drive to provide a very clear and strategic view of what the school needs to do to improve. Governors have appointed leaders who share their vision and expectation for high standards. They also place the same importance on promoting tolerance of, and respect for, people of different beliefs, cultures and lifestyles to prepare pupils for life in modern Britain. They know how the school performance compares with schools nationally and have clear succession plans in place for the leadership of the school. They monitor performance closely and make an important contribution to the development plans to improve achievement. However, systems to monitor the use of additional government funding such as the pupil premium or sports funding were not sufficiently well developed, in the past, to ensure they had an impact on pupils' achievements. Governors make regular visits to the school, including joint observations of teaching with senior leaders. They understand the performance management system and have taken steps to tackle underperformance. Governors are very clear that only good performance will be rewarded."*

- St Felix Roman Catholic Primary School, Haverhill (Oct 2014 - Requires improvement - monitoring inspection): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124769>  
*"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection."  
"Governors are delighted that their determination to make the right appointment to lead the school has been rewarded. They are involved in action planning and in monitoring so understand how and why investment in new resources is supporting improvement. Your analysis of the school's work gives them a more accurate, evidence-based understanding of how well the school is performing and they acknowledge staff morale has improved. Governors discuss confidently the improved standards reached in 2014 and know how well different groups of pupils are achieving."*
- St Mary's Church of England Voluntary Aided Primary School, Hadleigh (Oct 2014 - Requires improvement - monitoring inspection): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124760>

*"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection."*

*"Governors have provided strong support though a challenging year. The new Chair volunteers in school and is establishing an informed understanding of the school's strengths and of what needs to happen to rapidly improve teaching and achievement. New structures are being planned to ensure that their monitoring of the school's progress is rigorous and well informed. Governors have ensured they have an accurate understanding of the school's performance through engaging with an external review of its work. They have agreed to resource a pastoral support appointment as a means of enabling leaders to focus more sharply on the priorities for improvement."*

*"The local authority has provided support for the improvement of mathematics which has helped individual teachers develop their practice. A challenge partner has accurately analysed the school's work; her contributions are useful but have not always been acted on sufficiently quickly. The regularity and challenge of visits has been increased. A review of governance is planned to take place this week to identify how governors can improve the levels of support and challenge they offer to senior leaders. You use work with other local schools carefully to validate your own assessment and to help teachers to see how they can improve by observing others."*

- Bungay High School (Sep 2014 - Section 5 inspection; not previously inspected as an academy - Requires improvement): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136998>

*"Governors and senior leaders have not monitored the quality of teaching closely enough in the past, and some groups of students have made less than expected progress."*

*"School leaders and governors have not been rigorous enough in holding middle leaders and teachers to account for the performance of some students in the sixth form."*

*"The leadership of the North Suffolk Skills Academy (NSSA) is a strength of the school. Students following vocational courses at the NSSA are well supported and, as a result, make good progress."*

*"School leaders and governors have been aware of the gap between the performance of students supported by the pupil premium and their peers, and have taken steps to correct this. These measures are now in place, but have come too late to affect the progress of students that took their GCSE examinations in 2014."*

*"The local authority has been in regular contact with the school, but this challenge and support have not been sufficiently robust to prevent the fall in standards."*

*"The capacity of the governing body to monitor the progress of pupil premium students has been recently strengthened. New procedures are now in place, and a member of the school leadership reports regularly on the progress of these students to the governing body. As a result, there has been a narrowing of the gap in attainment between these students and their peers across Key Stages 3 and 4. The governing body has not addressed effectively enough the leadership of the sixth form. As a result standards in some academic subjects have been too low. The governing body has taken brave and decisive action with regard to the management and financial support for the North Suffolk Skills Academy. This has resulted in good pass rates for vocational students and enabled the school to continue to offer a broad curriculum post-16 which meets the needs of the local*

*community. Governors are committed to the school and are involved in a programme of governor training. They have undergone extensive safeguarding training, and monitor safeguarding, exclusions, attendance and child protection matters effectively. Governors have managed the financial resources of the school appropriately."*

- Beaumont Community Primary School (Oct 2014 - Requires improvement - monitoring inspection): <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133605>

*"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to ... train governors in the use of the new tracking system so that they understand school information better and can ask searching questions about the progress of pupils."*

*"School leaders and governors have responded positively to the recommendations in the recent inspection report. A new tracking system has been introduced on which all staff have been trained. The new system will allow the school to track the progress of the pupils over time more accurately"*

*"A review of governance has already taken place and the recommendations will be discussed at the next full meeting of the governing body. A small group of governors have been identified that will receive additional training on how to understand school information so they are better placed to ask questions and hold the school to account for the progress of pupils."*

*"The school has received appropriate support from the local authority and accesses considerable support from the local pyramid of schools. The school raising achievement plan has been developed in conjunction with local authority support. The plan identifies all the areas which the school needs to address to get to good. The plan needs some refinement so that the time scales and the areas of impact are clearer."*

- St Benedict's Catholic School (Sep 2014 – Section 5 inspection - Requires Improvement)

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124861>

*" School self-evaluation and improvement planning are not promoting sufficiently rapid action. Teachers' use of data and marking remain inconsistent, limiting support for some students. Plans do not show clearly enough how the effectiveness of staff leading improvements will be measured. This restricts the headteacher and governors in holding leaders to account."*

*"In the past year, the governing body has raised expectations of the school. More direct involvement in evaluating the school is contributing to higher levels of challenge, more focused use of resources and improvements in attendance and performance."*

*"The Chair of the Governing Body, new to the role in September 2013, has raised governors' expectations of the school and increased levels of challenge. Changes in committee structures and governors' responsibilities are proving effective in enabling governors to gain a greater insight into the school, including through first-*

*hand experience. This challenge had a demonstrable impact on students' improved GCSE results in 2014. “,*

*“The governing body is very well led, driven by a deep commitment to meeting the needs of all students at the school regardless of background. For example, governors are actively seeking ways of increasing the proportion of disadvantaged students joining the school to at least average levels and raising attainment for all.”,*

*“Governors use data confidently to pursue any indications of underachievement or disengagement. For example, although governors are rightly proud of students' positive attitudes to learning, which are the norm, they are concerned about the above-average proportion of exclusions. They are clear about taking account of students' results when evaluating the performance of staff, including the headteacher. However, the underdeveloped use of school self-evaluation and improvement planning by school leaders limits the quality and range of school-based information available to governors.”,*

*“The governing body fulfils its responsibilities with regard to safeguarding and ensures that these arrangements meet statutory requirements. Action has been taken to improve communications with parents.”*