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**Spring
2018**

Hillingdon Governors Termly Meeting



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Department for Education (DfE) News

Consultation

A Review of School Exclusion:

The terms of reference are to explore:

- Practice in schools in relation to behaviour management and exclusions. This includes identifying effective approaches which improve outcomes, particularly for those groups disproportionately likely to be excluded;
- the exclusions process in schools. The review will explore how head teachers decide when to exclude and the role of governors in reviewing use of exclusion. It will not seek to curb the powers head teachers have to exclude but will examine the ways in which such powers are exercised;
- practice in schools in relation to directing pupils to alternative provision without excluding. This will include whether this is effective and the impact on pupils who are disproportionately likely to be excluded;
- the drivers behind the variation in exclusion rates of pupils of different ethnic groups and other disproportionately represented groups, and the consequences of this;
- the drivers behind geographic variation in exclusion rates, particularly between areas with similar characteristics; • the drivers behind the variation in exclusion rates between schools with a similar intake;
- best practice in managing exclusions and interventions across local areas, such as the use of managed moves and fair access protocols;
- how current exclusions practice supports effective joint working, including between schools, health services, children's social care and virtual school heads;
- how the parent and pupil experience of exclusion varies and best practice in engaging parents and pupils effectively in the exclusions process; • the steps taken by schools to ensure that their behaviour and exclusion practices are compliant with duties under the Equality Act 2010; and
- the guidance in place to ensure effective use of exclusion and the safeguards to ensure exclusions do not disproportionately affect certain groups of pupils.

<https://www.gov.uk/government/publications/school-exclusions-review-terms-of-reference>

Closing date: 6th May 2018

New Secretary of State for Education

The Secretary of State, Damian Hinds, has defined his priorities following his recent appointment as:

- More grammar schools will be encouraged to expand
- The faith admissions cap will be scrapped
- Government is working 'harder than ever' on school cost pressures
- More needs to be done on recruitment and retention

He has also announced:

- a strategy to drive recruitment and boost retention of teachers working with teaching unions and professional bodies to devise ways of attracting, and keeping, the brightest and best graduates
- a commitment to work with Ofsted, regional schools commissioners, the Education and Skills Funding Agency and multi-academy trusts – to clarify their roles and ensure teachers and school leaders have a clear understanding of who they are accountable to, and for what
- that there will be no new tests or assessment for primary schools and no changes to the national curriculum, GCSE or A levels for the remainder of this parliament, beyond those

already announced

Advanced Maths Premium for schools

The Department for Education (DfE) announced details of a new fund, the Advanced Maths Premium, devoted to helping schools increase the amount of pupils taking up mathematics beyond GCSEs. From autumn 2018, schools and colleges will receive an additional £600 premium for “each additional pupil taking the one-year AS maths or the Core Maths qualification”; this potentially brings a total amount of £1,200 for each pupil studying the subject across a two year A-level.

It is hoped that the new fund will help support schools to increase the number girls and pupils from disadvantaged backgrounds selecting A-level maths.

For more details on the Advanced Maths Premium: <https://www.gov.uk/government/news/new-advanced-maths-premium-can-open-more-doors-for-young-people>

The designated teacher for looked after and previously looked-after children

Statutory guidance on their roles and responsibilities

The role of the governing body:

The way in which the role of the designated teacher is carried out varies from school to school. It will depend on the number of looked-after and previously looked-after children on roll, and their individual needs as well as, for example, whether the school caters for primary or secondary age children. Some schools may never have had a looked-after or previously looked-after child on roll, and the designated teacher may not, therefore, be familiar with some of the issues and processes they need to know about.

Not all aspects of the role of the designated teacher need necessarily be carried out by a single individual or by a qualified teacher. While lead responsibility for raising attainment of looked-after and previously looked-after children on roll must rest with the designated teacher, schools will need to decide how functions within it, including pastoral and administrative tasks, are most appropriately delegated to suit their own circumstances. If, for example, a secondary school had a significant number of looked-after and previously looked-after children on roll, the governing body may decide to designate more than one teacher, perhaps with one responsible for pre-16 and a second for post-16 pupils.

The governing body, head teacher and school leadership team will want to consider the following in supporting the designated teacher role:

- Does the designated teacher have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children?
- Does the designated teacher have appropriate seniority and skills to work with the school's senior leadership and governing body to help ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children and act as a champion for them?
- Does the designated teacher have training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and

understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN?

- How does the designated teacher role contribute to the deeper understanding of everyone in the school who is likely to be involved in supporting looked-after and previously looked-after children to achieve?
- What resource implications might there be in supporting the designated teacher to carry out their role?
- What expertise can designated teachers call on within and outside the school such as SENCOs, health and mental health support?
- What monitoring arrangements might be appropriate to ensure that the role of the designated teacher is providing appropriate support for looked-after and previously looked-after children on the school roll?

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

Local councils, health services and police forces will have to involve schools in their safeguarding work from now on

Updated statutory guidance on 'Working together to safeguard children' will include an expectation that all schools be "given a voice" in the work of those who set local safeguarding policy.

However, the government has rejected calls for schools to become a "fourth safeguarding partner" alongside local government, health services and the police, because it can't easily change the law that sets out who is in charge. This is despite requests from "a significant number of respondents", including many schools, that they be elevated to a partnership position.

Although schools have a legal duty to keep all their pupils safe, they do not currently have to be consulted on how other agencies deal with safeguarding.

The change to the guidance means those agencies will now be expected to make an "explicit reference" to how they plan to involve and "give a voice to" local schools in their safeguarding work.

Free school meals and early years pupil premium

The DfE plan to alter free school meal and early year pupil premium eligibility by introducing a £7,400 annual net earned income threshold, which will "typically equate to an overall household income of between £18,000 and £24,000 once benefits income is taken into account". Families will need to earn below this in order to be eligible. This threshold will be fully introduced once universal credit's roll out has been completed, currently estimated to occur in 2022. Until then, all existing claimants will be protected, with the new threshold being used to determine the eligibility of new claimants from April 2018. Following universal credit's rollout, all existing free school meal recipients will retain eligibility until the end of their phase of schooling.

The changes will not alter the enrolment mechanisms for free school meals, so parents will still need to apply.

Governing boards have a duty to ensure that their school is using pupil premium funding to raise the educational attainment of disadvantaged pupils. Details of eligible pupils, and the role of those governing in monitoring the pupil premium is essential.

Do we have a lockdown procedure?

Some schools have brought fire and lockdown into one critical incident plan. Essentially fire evacuation explains how to get everyone out safely; lockdown keeps everyone in, and intruders out.

The first step in preparing a lockdown policy is to be realistic about the risks for the school and its pupils, and will be linked to the ease of access into the school buildings. Whilst terrorism has prompted schools to consider a lockdown procedure, different schools will identify different risks and the likelihood of a negative event will vary. The risk may come from an intruder, aggrieved parent, or an incident in the immediate vicinity of the school. Although risks can perhaps be more easily seen in city areas, issues also arise in rural areas.

The fire alarm is well recognised, but the lockdown signal must be different. Many schools use a two-stage lockdown alert, one meaning 'be aware, but carry on', the second 'full lockdown', which may mean lock classroom doors and close window blinds. One might indicate a threat in the vicinity of the school, the other a threat inside the school.

In the UK, whilst firearms, can never be ruled out, (we just need to remember what happened in Dunblane in 1996), violence is more likely from 'bladed weapons' or physical aggression.

Schools should aim for a single point of entry and supervise any other entrances. At least two scenarios need to be considered: when the critical incident happens during the teaching day, or as pupils are arriving or leaving.

It is much more important that schools prevent 'risky' people entering the site at street level. This means locked gates and intercoms with visual contact, direct routes to a clear visitor entrance, greeting by a receptionist, before being allowed through an access-controlled door into the main school building, supervised by the person they have come to see. This process means that there are three opportunities to review the visitor, by name or behaviour.

Most schools are secure, at least during the teaching day, but it is often human error that lets the system down: leaving delivery gates open, or not checking who's at the door before opening it. School entrances that are open at busy times, should have adults on duty who are clearly visible (as a deterrent), and who are alert to people coming in and out, and where they are going.

Some steps to consider

- Identify the likely risks to the school
- Identify the mitigating measures in place to slow down or prevent access into the school site and buildings
- Identify any parents or pupils that might present specific risks; or risks presented by the community, for example, the impact of gangs.
- Look at how current alert systems can enable different sounds to be given for different events
- Think about a 'two stage' lockdown
- Consider how these steps can be shared or, if appropriate, practiced with pupils without spreading fear or alarm
- Consider how communication with parents can be made to minimise panic responses

Other sources of information

[Developing Dynamic Lockdown Procedures \(National Counter Terrorism Security Office\)](#)

[Lockdown Procedures \(Surrey County Council\)](#)

[Schools Lockdown Guidance \(Birmingham City Council\)](#)

[Lockdown Procedures for Schools Guidance 2017 \(North Somerset Council\)](#)

[Lockdown Procedures \(Central Bedfordshire Council\)](#)

Sexual violence and sexual harassment between children in schools and colleges

This is advice provided by the Department for Education (DfE). The focus is sexual violence and sexual harassment between children at school and college. For the purposes of this advice, a child is anyone under the age of 18. It provides advice on what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when incidents occur or are alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework. It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public-Sector Equality Duty. It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school or college approach to safeguarding and their own child protection policy.

This is for:

- governing boards of maintained schools and colleges
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools
- management committees of pupil referral units
- headteachers, principals, senior leadership teams and designated safeguarding leads
- It covers:
 - what sexual violence and harassment is
 - schools' and colleges' legal responsibilities
 - a whole school or college approach to safeguarding and child protection
 - how to respond to reports of sexual violence and sexual harassment

The DfE will keep the advice under review, particularly as it develops its approach to Relationships and Sex Education (RSE) and Personal Social Health and Economic (PSHE) education. Advice will be updated in line with the DfE intention to commence revised Keeping Children Safe in Education guidance, in September 2018.

Governing boards should also consider the Home Office guidance, called **Disrespect Nobody** when discussing the DfE advice above. www.disrespectnobody.co.uk

Download a copy of the guidance: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Multiplication tables check trials to begin in schools

A pilot number of schools across the country will start trialling the multiplication tables check from next month; the Schools Standards Minister Nick Gibb has announced. We understand that the DfE will inform the schools involved of all necessary arrangements directly.

The multiplication tables check is designed to help ensure children in primary school know their times tables up to 12 off by heart.

In the primary assessment consultation run by the government last year, the majority of the sector said that Year 4 would be the best point to run a check on progress being made.

The new on-screen check will last no longer than five minutes and is similar to the checks many schools use already.

It will be sat by 8 and 9-year olds in Year 4, results from the check will not be published at school-level, and will not be used by Ofsted and others to force changes in schools.

This trial comes ahead of the national voluntary roll out of the multiplication tables check for all Year 4 pupils from June 2019, before it becomes mandatory in June 2020. A national sample of schools has already been selected to participate in the trials and they will soon receive their invitation to participate.

General Data Protection Requirements (GDPR)

In advance of the new General Data Protection Requirements (GDPR) that will come into force next May, the DfE has released model privacy notices so that schools can let their relevant stakeholders know how they process data and how personal data about oneself can be accessed. Local authority data protection officers are working to produce a model privacy notice that will reflect local policies.

- It will be mandatory for schools to appoint a designated Data Protection Officer
- Non-compliance will see tough penalties; school will face fines of up to £20 million or 4% of their turnover.
- It is the schools responsibility to ensure 3rd parties (i.e. catering services, software providers etc.) that process data for you also comply with GDPR

Find out more:

DfE model: <https://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notices>

Schools Week have published a useful short article about preparing for the GDPR, which you can find here: <https://schoolsweek.co.uk/how-schools-should-be-preparing-for-gdpr/>

The Information Commissioner's Office (ICO) has created a self-assessment tool to help you plan for the GDPR coming into force. <https://ico.org.uk/for-organisations/resources-and-support/data-protection-self-assessment/getting-ready-for-the-gdpr/>

The Information Commissioner's Office (ICO) PowerPoint presentation about GDPR <https://ico.org.uk/media/about-the-ico/events-and-webinars/2013561/dp-for-the-education-sector-webinar-20170228.pptx>

School teachers' pay and conditions: guidance

This is to assist boards in reviewing and revising their processes for decisions on teacher and leadership pay, including a model pay policy. This non- statutory guidance, aimed at maintained schools is an accompaniment to the School Teachers Pay and Conditions Document (STPCD).

Implementing your school's approach to pay: guidance for maintained schools and local authorities: <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

STPCD: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

New guidance on automatic disqualification rules for charity trustees

The DfE has released new guidance for individuals regarding automatic disqualification rules for charity trustees. The guidance covers:

- whether an individual is disqualified under current automatic disqualification rules
- if an individual will become disqualified when the rules change
- what individuals might need to do as a result of the new changes including how to apply from 1 February 2018 to have their disqualification under the new rules waived before the rules change

As academy trusts are charitable companies limited by guarantee, the disqualifications will apply to academy trust board trustees. In addition to the above, trustees will also need to follow the disqualification criteria set out in the trust's articles of association.

Find out more: <https://www.gov.uk/guidance/automatic-disqualification-rules-for-charity-trustees-and-charity-senior-positions>

National Audit Office (NAO)

Converting maintained schools to academies

Background to the report

Converting maintained schools to academies has been at the heart of the government's education policy for some time. At January 2018, 7,472 of the 21,538 state-funded schools in England (35%) were academies. Of these, 6,996 had converted from maintained schools and 476 were free schools. The Department for Education (the Department) provided revenue funding of £17.0 billion to academies in 2016-17, 35% of the total amount spent on schools. The Department's main intervention for underperforming maintained schools is to direct them to become academies.

Academy trusts acquire substantial new freedoms and responsibilities that maintained schools do not have, including responsibility for financial as well as educational performance. It is therefore vital that the Department has assurance that academy trusts have capacity and capability to run academy schools well and that they can be trusted to manage large amounts of public money.

Report conclusions

By January 2018 the Department had converted nearly 7,000 maintained schools to academies, at an estimated cost of £745 million since 2010-11. Most of the academies had been performing well as maintained schools, making conversion relatively straightforward and the Department has rejected or deferred very few applications. It has, however, taken longer than intended to convert a sizeable proportion of underperforming schools that it considers will benefit most from academy status. More recently the Department has started to be more rigorous in its scrutiny of applicants' financial sustainability and governance.

Challenges are likely to increase in the future. The Department has not explicitly set out its current policy, but it is unclear how feasible it will be for it to continue to convert large numbers of schools. Most schools that are still maintained by local authorities are primary schools. These include small, sometimes remote, schools that tend to be less easy to integrate into multi-academy trusts. There is substantial variation across the country, in the relative proportions of maintained schools and academies and in the availability and capacity of sponsors to support schools most in need. This complicated position means that it is incumbent on the Department to clarify its policy and make sure that the school system is coherent with all of its parts working effectively together. This will be crucial to secure value for money and provide children with access to good end-to-end schooling.

Download the report: <https://www.nao.org.uk/wp-content/uploads/2018/02/Converting-maintained-schools-to-academies-Summary.pdf>

Ofsted

Schools that receive a judgement of requires improvement are subject to monitoring.

- From January 2018, this will not normally apply to a school that has been judged as requires improvement for the first time. However, a school that receives two or more successive overall effectiveness judgements of requires improvement will normally be monitored between 12 and 24 months following publication of the report that resulted in the most recent requires improvement judgement.
- In section 5 inspections, we have changed the focus on performance management arrangements. This is now less about checking the process and more about how school leaders seek to improve teaching and learning and how the school uses continuing professional development (CPD) to support improvement and develop staff. The wording of the section 5 handbook has been refined to reflect this.

For short inspections, we have made three main changes:

- From January 2018, we only convert a short inspection to a section 5 inspection – normally within 48 hours – if there are serious concerns about safeguarding, behaviour or the quality of education.
- When there are no significant issues with safeguarding or behaviour, but inspectors identify potential concerns about either the quality of education or leadership and management, the inspection will not convert. Instead, we will publish a letter setting out the school's strengths and areas for improvement. A section 5 inspection will take place later, typically within one to two years, but clearly no later than the statutory timeframe for inspection. This gives the school time to address any weaknesses and seek support from appropriate bodies. In the meantime, the letter makes clear that the school's current overall effectiveness judgement has not changed, so the school remains good.
- When inspectors think a school may be showing marked improvement towards an outstanding judgement, they will not now convert the inspection. Instead, we will publish a letter confirming that the school is still good and setting out the school's strengths and priorities for further improvement. A section 5 inspection will then take place within one to two years. This gives the school time to consolidate its strong practice. We will, however, consider requests from schools for early inspections, with regional directors having discretion to decide on this.
- Schools will no longer be automatically judged 'inadequate' if inspectors find that they 'require improvement' for the third inspection in a row
- Inspectors "have moved away from a compliance approach" to safeguarding, for example commenting on the height of fences, and towards emphasis on "a good safeguarding culture... throughout the school"
- Inspectors are no longer requesting anonymised reports on the number of teachers achieving pay progression
- Ofsted have redesigned inspection data reports, trained inspectors and put in place a new support desk to ensure that data is not misused
- A new question has been added to Ofsted's staff questionnaire on whether school leaders take workload into account when setting policies

- Ofsted are developing a new inspection framework for 2019 which, in order to tackle workload, will be “as sharply focused as possible on the things that matter most”

Ofsted has published updates to its handbooks for both full and short, section 8, inspections

School inspection handbook, revised December 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/678966/School_inspection_handbook_section_5.doc

Handbook for short, monitoring and unannounced behaviour school inspections, revised December 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676900/School_inspection_handbook-section_8.pdf

School inspections: staff and pupil questionnaire text

During Ofsted school inspections, staff and pupils can give their views via an online survey. This link provides the questions used for reference only.

<https://www.gov.uk/government/publications/school-inspections-staff-and-pupil-questionnaire-text>

What can your governing board do to improve further?

Recent Ofsted reports suggest a change in what the inspectors are focusing on especially governance. See our summary of recent feedback in appendix A

Other News

The National Governance Association (NGA)

The right people around the table: a guide to recruiting and retaining school governors and trustees

The guide covers:

- Evaluating: skills, composition and current practice
- Recruiting: attracting good candidates
- Appointing: interviewing and references
- Inducting: training and support
- Succession planning: moving on and ensuring leadership

https://www.nga.org.uk/thenga/media/NGA-Image-Library/Staff/NGA-The-Right-People-Around-the-Table-2018_1.pdf

Being Strategic: a guide for governing boards

Ensuring clarity of vision and strategic direction is one of the three core functions of governing boards. To assist governors and trustees in their strategic role, NGA and Wellcome have published Being Strategic: a guide for governing boards.

Email Safeguarding Course for Governors

The role of the safeguarding governor can be a complex one, and it is not always easy to find development opportunities to help governors learn more. Time can often be a constraint, so this email course is for anyone involved in strategic safeguarding, especially the safeguarding governor, but for other school leaders too, including all governors.

Each Thursday for ten weeks, an email is sent out with a new module. Each module includes a 90-second video, a short article to read and usually a download or checklist to help implement the module in a practical way. After the course has been completed, a certificate will be sent out to add to the school's training record.

You can access this free 'Understanding Safeguarding and Governance' email course here:

https://www.safeguardingschools.co.uk/understandingsafeguardingandgovernance2/?mc_cid=28ff3dde4c&mc_eid=40a51add2d

From vision to action: developing your school's core purpose

Visions and values are important, but schools need something to draw all these elements together. Headteacher John Tomsett explains how staff and pupils can shape a core purpose.

It's worth explaining how the school's core purpose, vision, values and development plan align to ensure you systematically focus upon the most important feature of all schools – the quality of teaching and learning.

Crucially, your core purpose has to be co-created by the people who comprise your school:

- your colleagues
- your pupils
- your parents
- your governors.

'At the end of the day, when it comes time to make that decision, as president, all you have to guide you are your values, and your vision, and the life experiences that make you who you are.' Michelle Obama

Find out more:

http://blog.optimus-education.com/vision-action-developing-your-schools-core-purpose?utm_source=blog&utm_campaign=26.02.17&utm_medium=email&gator_td=kRxAMvh%2bdRFsmKflyxknRrhHF3SpZk4qtr81Gq8SeJuyapYVLQyigg%2fx%2b0kSAIs1%2bSSw6pQlbGXm4tLkce6dKLGClswH72S1dL6mD8fsBa6%2bkCtbxRnf8eydeIQKWXdj5RU5KlnMiJbEmNpv4eAHVumqBJ2Q57vMx7reJxkCW94%3d

Mental health and wellbeing: the role of school governors

Mental health and wellbeing: the role of school governors

It is important that the staff and governors of a school work together on the issue of mental health and wellbeing and that it threads across the range of responsibilities and influences the activities of the whole-school staff team.

Governors should support senior management to:

- Review and develop the existing school vision, goals, strategies and improvement plan to ensure that child and staff mental health and wellbeing represents an integral part of strategic and operational practice.
- Share the initial vision for school mental health and wellbeing and build upon it through consultation with staff, children and parent/carers.
- Inspire all those people who must work together to evolve, develop and implement this vision and the curriculum for children.
- Strategically implement a process of improvement, helping with the development of ongoing priorities to support children's wellbeing and achievement in school and creating a mentally healthy workplace.
- Measure impact of targets for change and refine strategic planning based on findings.
- Some schools have allocated the role of responsibility for mental health and wellbeing to one governor. This can help drive and maintain a focus but it is equally important that the issue remains the responsibility of the whole school.

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/leadership-and-improvement/governors/>

The role of the SEND Governor

<http://www.sendgateway.org.uk/resources.role-of-a-send-governor.html>

Academies Show- 25th April 2018, ExCel London

Keynote Speaker, Lord Theodore Agnew, Minister for the School System will present the Ministerial Keynote outlining the Department for Education's priorities on the morning of the show.

Lord Agnew has a longstanding interest in education, having served on the board of several think tanks, including the Education Policy Institute, where he remains a trustee, and as the founder of the 14-school Inspiration Trust. He was appointed as a non-executive Director of the DfE in 2010, and Chair of the Academies Board in 2013.

Sir David Carter, National Schools Commissioner presents the afternoon keynote on behalf of the DfE. <http://www.academiesshow.london/>

Appendix A

Extracts from recent Ofsted reports on governance

Inspectors spoke to two parents on the telephone and considered 11 responses to the online questionnaire, Parent View, and one letter from a parent.

In the past, the governing body was not provided with accurate information about the school's strengths and weaknesses. As a result, governors have only recently begun to challenge senior leaders. They recognise that the school has improved since last year but are overgenerous about the school's current strengths.

Governors are ambitious for the school to improve further and play an increasing hands-on role in holding leaders to account for pupils' progress. For example, they undertake 'deep dive' monitoring activities, such as mathematics learning walks, to check on the validity of information provided by leaders.

Leaders and governors do not regularly or incisively analyse the impact of pupil premium funding on pupils' progress. Records related to behaviour are not monitored rigorously enough.

Governors carry out their safeguarding duties effectively. However, they do not monitor logs relating to safeguarding or behaviour regularly or effectively. The logs lack consistency and organisation.

Governors understand how pupil premium funding is used to benefit disadvantaged pupils across the school. However, they do not regularly monitor the impact of spending on the current pupils across the school. The assessment system is not fit for purpose in helping them to do this.

Governors were unaware that the school's website was not compliant at the time of the inspection. They showed a good understanding of the impact that the sports funding has had even though this information was not available on the school's website.

The school meets requirements on the publication of specified information on its website. At the time of the inspection, the school did not have information about their sports funding on the website, but this was rectified during the inspection.

Inspectors scrutinised the school's website and a range of school documents, including: assessment information; minutes from the governing body meetings; the school's own evaluation; improvement plans; and records about behaviour, safeguarding children, and attendance.

I reviewed a range of documents including safeguarding information, the school's pre-employment checks on the suitability of staff to work with children and other school policies and documents

Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteachers (who are also the inclusion and the early years leaders), the year team achievement managers, subject leaders, newly qualified and trainee teachers, the school business manager, the personnel officer, the behaviour and safeguarding officer, the attendance and inclusion officer, the vice chair of the governing body, another governor and the local authority improvement adviser.

Scrutiny of governing body minutes reveals that, currently, governors do not hold leaders to account as well as they could. For example, they do not yet ask searching questions about pupils' attainment and progress.

Until very recently, governors have not had an accurate view of the school's performance. This has limited their ability to check on the impact of leaders' work to improve the school.

Strengthen the capacity of governors to provide the right degree of challenge to assure themselves that pupils from different groups and in different year groups are achieving as well as they should be.

Most of the governors are new to the role and although they have regularly received information on the performance of the school, they do not yet have the skills they need to analyse this, or to use it to form their own views of the school's effectiveness.

Although governors are aware of some of the school's most important priorities, they have not ensured that leaders set clear and ambitious targets to improve outcomes for pupils. This has limited their ability to hold leaders to account for the impact of their work. As a result, some aspects of the school's performance have not improved quickly or consistently enough.

Governors are skilled and committed. They have a good understanding of the challenges facing the school and of the diverse community which the school serves. Governors involve themselves fully in the leadership of the school. They provide good challenge to leaders through

their committee structure. They are reflective and forward thinking. They have used links with partnership schools effectively to improve the senior leadership and management team.

Governors are keen volunteers who are passionate about their role in the school and the role of the school in the local community. They devote time regularly to visit the school. They have a good understanding of the ethos of the school and the impact of the school's work in relation to pupils' personal, social and emotional development.

Governors are very aware of the previous dip in outcomes in 2016 and the need to sustain this journey of improvement.

Dec 2017-Feb 2018