

Governance Comments 4a

Appendix

Academic Year 2014/15

School	Date(s) of Inspection	Grade/ Progress	Comments regarding Governance
Autumn Term			
St Joseph's Catholic Primary School	2 October 2014		<p>Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.</p> <p>One member of the governing body has retired and a new parent governor has been elected. The governing body is very committed to bring about the necessary improvements so that all pupils achieve well. As a result of the recent review, it has acted quickly to reorganise itself into different committees to make its work more efficient, and effective. Governors have identified how best to understand and use pupils' data to challenge school leaders to improve their work. As a result, governors are growing in confidence to ask challenging and knowledgeable questions about how well pupils are doing in their learning.</p>
Landau Forte Academy Moorhead	15 September 2014		<p>Senior Leaders, the governing body and the sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:</p> <ul style="list-style-type: none"> Strengthen the role of the local governing body in checking the impact of leaders' work to improve outcomes for pupils. <p>The actions for improvement are not sharp enough for you to be able to identify precise success measures. As a result it is difficult for the local governing body to evaluate progress and hold you to account for your actions.</p> <p>He has also established a training programme for the local governing body to support them to hold senior leaders to account for their work.</p>
Cherry Tree Hill Primary School	10 September 2014		<p>Senior leaders and governors are now taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:</p> <ul style="list-style-type: none"> Ensure that the re-constituted governing body is fully up to strength with all key roles filled by January 2015 <p>A significant number of governors reached the end of their terms of office and new elections,</p>

			<p>new appointments and co-options were agreed shortly before my visit. The governing body was also re-constituted in accordance with 2015 requirements at the same time.</p> <p>The governing body is quickly re-establishing itself following a brief period where the terms of office of the majority of governors had expired. There are now a good group of experienced and able governors, but key roles including the chair have yet to be formally filled. Governors expect to begin the process of making a permanent headteacher appointment in January.</p>
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Academic Year 2013/14

School	Date(s) of Inspection	Grade/Progress	Comments regarding Governance
Summer Term			
Al-Madinah School	9 & 10 July 2014		<p>Governors continue to play a key role in supporting the developments in the school. Their high level of challenge, through the fortnightly meeting of the 'scrutiny committee', continues to drive improvements. Plans to increase the membership of the governing body to improve the skills of the governors next term reflect the continued drive and ambition of the governing body trust. Governors continue to ensure that all statutory duties regarding the safeguarding of children are adhered to diligently.</p>
Derwent Community	14 July		<p>Senior Leaders and governors are taking effective action to tackle areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:</p> <ul style="list-style-type: none"> • enable pupils to develop their skills in reasoning across the curriculum • improve the quality of teaching in Year 2. <p>Governors have a better understanding of their roles and responsibilities, following an external review of their work. Governors have undertaken more regular visits to the school to check on the rate of improvement. Governors are able to hold senior leaders to closer account for the rate of improvement because of the clear milestones relating to pupils' achievement, which are recorded in your school development plan.</p>
Allenton Community Primary	8 & 9 July 2014		<p>Improve leadership and management to good or better by making sure that:</p> <ul style="list-style-type: none"> - there is rapid development in the willingness and capacity of governors to hold school leaders firmly to account. <p>Ofsted will make recommendations for action on governance to the authority responsible for the school. An external review of governance, to include a specific focus on the school's use of</p>

			<p>the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.</p> <p>An Interim Executive Board (IEB) has replaced the previous strategic improvement board and is not governing the school.</p> <p>School leaders, including governors, take safeguarding pupils very seriously indeed and there are rigorous systems in place to maintain this.</p>
Cavendish Close Junior	2 & 3 July 2014		<p>Leaders and governors are taking action to tackle underachievement.</p> <p>The governors make sure that the arrangements for safeguarding fully meet current requirements and underpin the school's very caring approach.</p> <p>The governing body has gained a better awareness of the school's strengths and areas for improvement since the previous inspection. Its members are increasingly involved in monitoring progress and holding leaders and staff to account. The senior leaders ensure that governors have a good understanding of the quality of teaching and of pupils' achievement in relation to other similar schools. This allows them to make confident decisions on salary progression that tie pay rises for teachers to the progress their pupils make. Governors have overseen the use of the pupil premium funding and ensured that it is spent only on supporting eligible students. They have been very active in reviewing the use of the additional money so that it has greater impact on closing the achievement gap for these pupils. Governors are developing their roles and are highly aware of the need to monitor the effectiveness of key actions and initiatives to ensure that they are quickly leading to improvements in teaching and achievement.</p>
Pear Tree Community Junior	1 & 2 July 2014	The school is making reasonable progress towards the removal of special measures.	<p>She has been very well supported by the Chair of the Interim Executive Board and the local authority.</p> <p>The Chair of the Interim Executive Board has been instrumental in bringing about change. His involvement has been invaluable and, through his experience and expertise, he has both supported and challenged the school to improve.</p>
Murray Park 17 & 18 June	17 & 18 June 2014	Good	<p>The school's governing body consists of effective professionals with a wide range of skills that are used well in a balanced way to support and challenge leaders. Governors are ambitious for the school to improve and they have a clear understanding of the school's strengths and weaknesses. Performance management of all staff, including the headteacher, is rigorous. Governors are aware of the quality of teaching across the school and make sure that performance is linked to pay progression. They have supported the headteacher to take decisive action when performance has not met expectations. Governors understand how the pupil premium and the Year 7 catch-up premium are spent and the impact this is having on students' achievement. Governors ensure financial probity and that safeguarding procedures comply with legislation.</p>

Shelton Junior 10 & 11 June	10 & 11 June 2014	The school is making reasonable progress towards the removal of special measures.	<p>The governing body has undertaken additional training, which has particularly equipped them to understand school data and enabled them to more rigorously challenge school leaders about the progress and achievement of all pupils, including specific groups of pupils. The governing body has checked on the headteacher's management of staff performance and requested additional assessment of pupils to ensure that there is no slippage at any time during the year. The Chair of the Governing Body has ensured that the school complies with its statutory responsibilities towards safeguarding pupils by oversight of all of the necessary checks on new staff. There has been a thorough analysis of the membership of the governing body to ensure that it has an appropriate range of knowledge and expertise. This, coupled with the governing body's involvement in recent recruitment and human resources issues, has necessarily slowed its contribution to school evaluation and updated planning for prioritising and guiding its own work. The governing body has had an external review of its work, but has not followed up on the action points well enough to date. The roles and responsibilities of individual governors are now secured, but more training is necessary to ensure that individual governors gather useful and robust information for the school and that their activity is appropriately tailored to wider school improvement planning. Collaboration with the neighbouring infant school has been initiated, but not yet fully exploited. There is still too little joint working; for example, around both schools' mutual work with pupils' families and developing consistent approaches to teaching and learning to further improve transition between Years 2 and 3.</p> <p>Priorities for further improvement</p> <ul style="list-style-type: none"> ▪ Improve governance; ensuring governors have a precise plan for their work and are more directly contributing to school improvement.
St Joseph's	4 & 5 June	Requires Improvement	<ul style="list-style-type: none"> ▪ Despite recent improvement, senior leaders and the governing body have not been able to secure enough gains for the quality of teaching and pupils' achievement to be consistently good. ▪ Checks made by leaders and governors' checks do not always focus on the impact of teaching on pupils' progress, particularly those of average ability. <p>What does the School need to do to improve further? Strengthen leadership and management by ensuring that:</p> <ul style="list-style-type: none"> ▪ governors support and challenge school leaders to bring about greater consistency in teaching and achievement. <p>An external review of governance should be undertaken to assess how this aspect of</p>

			<p>leadership and management may be improved.</p> <ul style="list-style-type: none"> ▪ The governing body keeps itself adequately informed about pupils' performance data and how it compares with other schools nationally. It is aware of the strengths in teaching, but is less clear about the detail of its weaknesses and this limits its effectiveness in supporting and challenging the school. ▪ The governing body has put in place arrangements that establish links between teachers' performance in their classroom and decisions about their pay in order to recognise good and tackle less than good teaching. It is sufficiently skilled and willing to hold senior leaders to account for the inconsistencies in the school's performance. ▪ Governors have a good grasp of how pupil premium and primary school sports funds are being used and to what effect. They ensure that the school's safeguarding arrangements meet current requirements.
Hardwick Primary	21 & 22 May 2014	Outstanding	<p>This is an Outstanding school . . .</p> <p>The inspirational headteacher, closely supported by his senior team and the governors, has been relentless in driving improvement in every area of the school's work. Their attention to detail and high expectations of both pupils and staff have led to exceptional improvement since the previous inspection.</p> <p>The transition from Interim Executive Board to full governing body has been smooth. Governors have a very clear vision for the school and are focused on sustaining the high level of effectiveness that now exists. They know the school extremely well and have an in-depth understanding of how well it is performing compared with other schools. They have sought appropriate training and continually question and challenge the school's leaders, holding them to account for all aspects of its work. Governors know the strengths and areas for development in teaching and ensure that good performance leads to appropriate salary progression. They check thoroughly that additional funding is used appropriately and is leading to the gap in achievement closing between all groups of pupils. They ensure that safeguarding and health and safety practices are exemplary.</p>
St John Fisher Catholic Voluntary Academy	13 & 14 May 2014	Good	<p>The academy's governing body is made up of directors. They have worked extremely well with the headteacher to bring it through a very difficult period. Now, together with other senior leaders, they form a formidable team striving to make this good school even better. Led by a very effective Chair, directors ensure that they are fully informed about all aspects of school improvement. They do this through frequent visits to the academy, careful checking of the headteacher's reports on the quality of teaching and rigorous scrutiny of data on pupils'</p>

			performance. Directors challenge leaders to ensure that teachers' performance management, pay rises and promotion lead to pupils' improved achievement. Directors check diligently the progress of pupils eligible for the pupil premium to ensure that the money is used effectively. They also check that the new sports funding develops skills and enhances pupils' health and well-being. Directors regularly take part in training to ensure that they are fully up to date with all their areas of responsibility. They ensure that their statutory obligations are fully met, including those relating to pupils' safeguarding.
Dale Community Primary	8 & 9 May 2014	Good	The governing body is led and managed well. It is well informed through detailed headteacher's reports and regular detailed analysis of the progress and attainment of all groups of pupils, including a variety of data. The governing body re-structured following the last inspection and established a strategic management committee. The committee ensures that the governing body is well placed to ask challenging questions of the leadership. As a result, governors are fully involved in making decisions as to whether teachers and staff should be rewarded with salary increases and reviewing targets for the headteacher. Governors take advantage of a good range of training opportunities to improve their effectiveness. They ensure that safeguarding requirements are met in full. They manage the finances well by, for example, carefully scrutinising the use made of pupil premium funding and its impact on learning.
Grampian Primary Academy	7 & 8 May 2014	Outstanding	There is a wide range of skills among governors and they undertake a great deal of training and development to support them in all aspects of their work. They are highly committed to excellence in all aspects of the academy. They set very ambitious targets for staff performance and have rigorous systems for checking progress regularly and holding staff to account. All judgements are made against pupils' achievement, and governors ensure that teachers' pay and career progression depend upon this. Governors identify appropriate priority areas for development, build action plans, and check progress against these rigorously. Finance is monitored carefully managed. Governors ensure that the school make excellent use of extra funding such as the pupil premium and the additional school sports funding, and monitor their impact well.
Cottons Farm Primary	7 & 8 May 2014	Good	Governors are passionate about, and committed to, the school's success. They visit the school regularly and provide good levels of support and challenge, ensuring that the school continues to improve rapidly. <ul style="list-style-type: none"> ▪ Governors are highly committed to continuing to improve the school. The governors work closely with school leaders and the local authority to ensure that raising the quality of teaching and learning remains at the heart of their work. They now have a good understanding of information on pupils' progress, and undertake regular training to refresh

			<p>their knowledge and skills.</p> <ul style="list-style-type: none"> ▪ Governors use the most recent data to make comparisons with other schools, locally and nationally, and actively challenge school leaders where dips occur. They meet with key staff, and make visits to check directly on important areas of the school's work. ▪ Governors ensure that financial resources are efficiently managed, know how the pupil premium and sports funding is being spent and monitor the impact of these initiatives on achievement. Governors see that targets to improve the performance of all staff are reviewed carefully and that teachers' and support staff pay is linked to how well pupils are doing. They are highly motivated and increasingly visible in the school and ensure that safeguarding meets statutory requirements.
Ash Croft Primary	7 & 8 May 2014	Good	<p>The governing body has led the school well during the creation of the federation. All staff demonstrate a clear commitment to raising standards and improving teaching and learning.</p> <p>Governors do not monitor all aspects of the school's work closely or regularly enough.</p> <p>What does the school need to do to improve further?</p> <ul style="list-style-type: none"> ▪ Improve the school's systems for tracking its success by: encouraging governors to gather more comprehensive evidence of all aspects of the school's work, including through regular visits. ▪ Since the last inspection, the governing body has improved the way it holds the school to account. There is now a good level of support and challenge. Governors have had training which has given them a better understanding of using the available data to check pupils' progress. ▪ Governors check some of the school's work through a range of visits, including to activities held outside school. They hold regular meetings with, and receive reports from, the headteacher. However, there are aspects of the school's work, such as the nurture group or sessions run for a group of pupils who find learning more difficult, that are not checked on sufficiently. ▪ Members of the governing body have a good understanding of the system used to determine teachers' effectiveness in enabling pupils to make progress. Governors check how effective these systems are applied to improve the quality of teaching. Decisions about teachers' pay are appropriately linked to performance and responsibilities. ▪ Governors track finances well and assist the school in deciding how to spend additional money, such as that to support pupils eligible for the pupil premium or to extend sports and

			physical education opportunities.
Landau Forte Academy Moorhead	1 & 2 May 2014	Requires Improvement	<p>While governors have recently become more challenging of the work of the school, they have not acted sufficiently quickly to reverse past underachievement.</p> <p>The headteacher, leadership team, governors and Trust are now rigorous in their monitoring and evaluation, and in taking action to address priority areas for improvement.</p> <p>Governors and the Trust are committed to improving the effectiveness of the academy, and they have recruited members with a wide range of skills to bring to this work. They undertake extensive training so that they can hold the headteacher and the staff accountable, and they measure their performance against the achievement of pupils. Salary progression is linked to this process. They identify priority areas for improvement, and manage finance and resources to support planned developments. They monitor progress and the impact of the pupil premium funding carefully.</p>
Wyndham Primary Academy	1 & 2 May 2014	Outstanding	<p>The Principal's excellent vision and planning for academy improvement is fully shared by all staff, governing body and parents.</p> <p>The governing body is extremely well led and managed. Governors are kept fully informed through detailed reports from the Principal linked to the academy improvement plan; their own frequent and systematic checks on the academy's work. They regularly receive up to date and precise information on pupils' achievement and the quality of teaching. They make very good use of this information to hold leaders to account. Governors ensure that the academy's aims for the quality of learning are at the core of its work and the drive for the highest standards. They ensure that all safeguarding requirements are met in full and supported by excellent record keeping. Governors are fully involved and well informed in making decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the Principal. The governing body manage finances very well and receive excellent support from the academy trust in securing additional funds. The governors ensure the budget is used to promote high achievement, evident in the effective use of pupil premium funding and establishing the structure of leadership throughout the academy.</p>
Bishop Lonsdale CofE Primary	30 April & 1 May 2014	The school is making reasonable progress towards the removal	<p>. . . when carrying out a scrutiny of pupils' work, subject coordinators challenged the levels pupils were working at, because they were not high enough. Despite this, the systems that are in place for holding teachers to account for their performance are not rigorous enough. Teachers' targets for improvement are not specific nor tightly focused.</p>

		of special measures.	<p>This means that the governing body cannot hold senior leaders and teachers to account for the outcomes for pupils with sufficient rigour.</p> <p>The governing body are better informed about how well pupils are doing. Governors have grown in confidence and regularly challenge school leaders about the progress of pupils. They use data they receive from the headteacher to question pupils' underachievement. Since the last inspection, they have developed systems to check out for themselves how successful leaders' actions are in improving school performance. The governing body continue to receive training from the local authority to develop their understanding of data and to challenge leaders to improve their performance and the performance of teachers.</p>
Allestree Woodlands	29 & 30 april 2014	Good	<p>Senior leaders and governors have used performance management to ensure that staff have a clearer understanding of what is effective teaching and that students' progress and achievement are the key focus for further remuneration. Morale is high, as is shown in the comments on the staff questionnaire, where many staff wrote about their pride in the school and their enjoyment of seeing students 'grow and flourish'.</p> <p>Governors regarded the previous inspection outcome as a 'wake up call'. They have reviewed and changed much of their way of working as a result and now know they have a clear grasp of the school's strengths and what still needs to improve to become outstanding. They know that data on progress is accurate and reliable, that teaching is improving and that all staff are ambitious to make sure that the remaining gaps in progress are narrowed further. Governors know how pupil premium funds are spent and see the impact in improved grades and outcomes for students. They spend time in school in numerous ways, such as providing 'mock' interviews for sixth formers and giving careers talks. Governors have a wide range of expertise in education, finance and safeguarding which enables them to be sure that all statutory requirements are met. Since the previous inspection, they have undertaken additional training and set up a new committee structure to focus more closely on students' progress and achievement.</p>
Spring Term			
Allenton Community Primary	26 & 27 March 2014	The school is making reasonable progress towards the removal of special measures.	<p>Improve leadership and management to good or better by making sure that:</p> <ul style="list-style-type: none"> - there is rapid development in the willingness and capacity of governors to hold school leaders firmly to account. <p>Ofsted will make recommendations for action on governance to the authority responsible for the school. An external review of governance, to include a specific focus on the school's use of</p>

			<p>the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.</p> <p>Since the last monitoring visit, the strategic improvement board underwent an external review of governance.</p> <p>The restructured governing body is beginning to take shape. The external review of governance coming rather later in the term has slowed progress down slightly. Additional training has assisted governors' understanding of interpreting data. New governors bring exceptional insight and knowledge. Their background and experience in governance provides rigour to the new activities and monitoring necessary to effectively hold the school to account. Not enough has been done yet to check on the school's procedures for managing the performance of staff, including the appropriateness of targets set for them. Although the governing body is aware of the expenditure linked to pupil premium funding, they have not insisted on school leaders providing evidence of the impact of the funding. Some of the funding is not being allocated to additional resources specifically for the pupils for whom the funds were intended and so the eligible pupils are not benefitting any more than other pupils at the school.</p> <p>External support provided by the local authority and its partners has been good. Senior advisers have worked determinedly to improve governance, including providing further training and experienced governors to join the governing body.</p>
Walbrook Nursery	25 & 26 march 2014	Outstanding	<p>This is an Outstanding school:</p> <ul style="list-style-type: none"> ▪ The governing body knows the school well. Governors work effectively with the headteacher and provide a good balance of support and challenge. <p>There is excellent extended care, which is managed by the governing body. This provides invaluable support for families so that they are better able to help their child learn at home, as well as preparing younger children's transition into the nursery.</p> <p>The governing body has a good overview of the school's work. Governors know how well the school is doing because they have detailed information from the headteacher, and they are beginning to gather their own information. As a result, they are influential in making key decisions and in asking demanding questions. Governors are well trained and they understand how well the school is performing in relation to similar schools. They understand the teacher appraisal process and have recently become more involved in ensuring that pay progression is</p>

			securely linked to the quality of teaching. They work with an external consultant to set and review targets for the headteacher. They ensure that finances are used effectively to secure further improvements and that all statutory requirements are met, including arrangements to keep children safe.
Ivy House	19 March 2014		<p>An external review of governance has taken place, the report of which was due to be presented to the governing body shortly after this visit.</p> <p>Governors have been proactive in improving governance, had initiated a skills audit prior to the December inspection and have fully engaged with the recent review. They are quickly building their skills and techniques to hold school leaders to account effectively.</p>
Shelton Junior School	11 & 12 March 2014	The school is making reasonable progress towards the removal of special measures.	<p>The governing body has not built sufficiently on information which came out of the external review of governance. It has not continued to check its role or ensured that its priorities are matched to those in the school's improvement plan. There has been much governor activity, but this has not been planned carefully enough and has had too little impact. Governors are not always asking the right questions of leaders and others to sufficiently hold the school to account. They have asked too few questions about the effectiveness of additional funding coming into school and the performance management of staff in relation to whether the school is successfully closing the achievement gap.</p> <p>Governors have a greater presence at school events, but have not yet considered their role precisely in engaging stakeholders linked to key points and times in the school's improvement plan. Governors now understand the school data more, but they remain overly reliant on information provided to them by the interim headteacher.</p>
Newton's Walk – KS1/2 PRU	11 & 12 March 2014	Good	<ul style="list-style-type: none"> ▪ The management committee has a good understanding of the unit's strengths and areas for development. The new Chair is very clear as to the management committee's role and ensures it challenges the leadership of the unit and the local authority well, for example about placements and funding. Governors bring a good range of skills to the unit to help them fulfil their responsibilities and drive the unit's work forward. ▪ Governors check regularly on the progress of pupils in the school, including how effective the pupil premium money and sports funding money has been in raising achievement. They understand the link between teachers' pay and performance management and question the leadership as to how teaching is being improved and what else can be done. ▪ Governors are very clear that the safety of pupils' is paramount and have ensured that all responsibilities regarding safeguarding are met. They check on the working of the complex needs team and family support workers, ensuring staff too are safe but also recognising the

			need to ensure that pupils' safety in and outside school is provided for.
Pear Tree Community Junior School	4 & 5 March 2014	The school is making reasonable progress towards the removal of special measures.	<p>Improve the effectiveness of leadership and management by:</p> <ul style="list-style-type: none"> - ensuring the Interim Executive Board checks that all groups of pupils are making good progress regularly. <p>The headteacher and Interim Executive Board, with support from the local authority, have been instrumental in eradicating weaker teaching. As a result, more teaching is now good. Every class teacher has an action plan and the acting deputy headteacher is working with them to help develop the quality of teaching.</p> <p>The headteacher and Interim Executive Board regularly talk to parents to promote punctuality and attendance. The number of exclusions of pupils has risen. This is because the headteacher and Interim Executive Board are taken a firm stance of poor behaviour in order to encourage all pupils to behave well.</p> <p>The Interim Executive Board is highly skilful and knowledgeable about what needs to be done to bring about much needed change. Its members are monitoring the school's performance and know the school well. They know about the quality of teaching in all classes and know where improvements are needed. They provide an excellent balance of support and challenge to the headteacher and other leaders. The Chair has committed to greater involvement in the leadership and management of the school.</p>
Cherry Tree Hill Primary	18 March 2014		<p>Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to:</p> <ul style="list-style-type: none"> ▪ ensure that development planning is sharpened, to focus on a small number of whole-school initiatives that will bring about rapid improvement and greater consistency of good practice ▪ improve the recording and analysis of pupils' progress so that governors, leaders and teachers can more quickly ascertain where progress is not good ▪ develop more effective ways for children, their parents and staff to understand expectations of good progress for pupils according to their ability and potential ▪ make more effective use of the evidence gathered during quality assurance activities to shape individual and whole school staff training and development ▪ establish links with experienced and successful leaders of similar schools, to help identify the activities that will bring about the most rapid improvement.

			<p>Leaders, governors and teachers cannot quickly use the data to identify pupils who might be able to make better progress or are falling behind. This means that the considerable time invested by teachers and leaders in pupil progress meetings, is not being most effectively used.</p> <p>Governors are keenly focused on improving the school, but have not sufficiently considered arrangements for strengthening and supporting leaders, such as, for example by linking with another school.</p>
Stonehill Nursery	16 & 27 February 2014	Outstanding	<ul style="list-style-type: none"> ▪ Leaders, managers and governors work outstandingly well together with a clear focus on improving learning for children. They regularly watch to see how well all staff work with the children. <p>Governors are passionate about the school and its value to the community. They bring a wide range of expertise and experience, which coupled with their hands-on approach, ensures that they have a firm grasp of the direction that the school is heading towards. They are extremely well informed about the quality of teaching and ensure that performance of staff is managed robustly with pay scale progression closely linked to the achievement of children. Governors understand effectively how weaker staff are helped to improve their teaching skills. They use training effectively to extend their skills, such as when reviewing data and checking children's progress and in monitoring and evaluating the effectiveness of the nursery. Governors manage finances effectively and ensure they know what effect their budget decisions have on contributing to improvements in children's learning. For example, the impact of a project on children's language and communication. They fulfil their legal responsibilities for health and safety checks keeping all children and adults safe.</p>

Bishop Lonsdale	22 & 23 January 2014	The school is making reasonable progress towards the removal of special measures.	<p>Improve the effectiveness of governance, leadership and management by ensuring that:</p> <ul style="list-style-type: none"> ▪ the governing body holds school leaders fully to account for improving the quality of teaching and pupils' achievement ▪ governors, leaders and managers have a clear understanding of what pupils need to do to demonstrate that they are making good progress ▪ an external review of governance is undertaken to assess how this aspect of leadership and management may be improved. <p>The governing body are becoming increasingly confident in asking challenging questions of school leaders. Regular meetings with different senior leaders and subject leaders mean they have a growing understanding of how well pupils are doing. They regularly check on the school's improvement by coming into school with a clear focus to their visits. For example, a governor has checked to see if improvements in behaviour are established. The governor linked to special educational needs had already identified the number of boys in the school's special educational needs records and asked challenging questions about why this was so. However, governors are not yet confident to fully challenge senior leaders on the data they have on pupils' progress and this is preventing them from holding school leaders fully to account. An external review of governance by a NLG (National Leader of Governance) has taken place. However, this is a recent review and governors have yet to meet to agree the actions they will take to improve further.</p>
Oakwood Junior	21 & 22 January 2014	Good	<p>This is a Good school . . .</p> <ul style="list-style-type: none"> ▪ Governors know the school well and are fully aware of its strengths and areas for development. They take their responsibilities very seriously and ask challenging questions of senior leaders. <p>Governors know the school well and have a very clear understanding of how its performance compares to others, both within the local authority and nationally. They are able to use information on pupils' performance to discuss strengths and weaknesses with senior leaders and are fully aware of how judgements about the quality of teaching are made. Those joining the governing body since the previous inspection have been provided with support and training to enable them to carry out their roles with confidence. Minutes of governing body meetings show that governors do not shy away from asking challenging questions of senior leaders. They are involved in discussions on how funding is allocated, including the pupil premium, and insist that they are kept up-to-date on the progress of eligible pupils. Governors take their statutory duties very seriously, including ensuring that all safeguarding</p>

			requirements are met. The Chair of the Governing Body spoke for all its members in saying, 'It is our responsibility to make sure that all of our children get the best that we can possibly provide for them.'
Harrington Nursery	16 & 17 January 2014	Outstanding	<p>She (The Head) is ably assisted by senior staff and governors.</p> <p>The governing body is working towards the Governor Mark.</p> <p>Since the previous inspection, several new members of the governing body have been appointed. Governors are committed to continuous improvement and carry out their statutory duties fully. They hold the school to account, as well as being supportive. Individual governors make regular visits to see things for themselves and report back their findings to other governors. Governors undertake training and have good levels of expertise relevant to the work of the nursery. They understand what data is saying about how well the school is doing. They regularly review the work of the headteacher and staff, and link teachers' pay to children's performance. They are fully involved in development planning, ensure all statutory requirements are met, including those for safeguarding children, and understand the implications of the financial decisions they make. They are keen to make sure that money is spent wisely to support children's development.</p>
Kingsmead Special School & PRU	15 & 16 January 2014		<p>The school has the following strengths . . .</p> <ul style="list-style-type: none"> ▪ Good leadership by the governors, the headteacher and the senior leadership team has improved systems for checking on progress and holding subject leaders and teachers to account. This is already improving standards. Greater proportions of teaching and progress are now good, and students are achieving more qualifications. <p>Leaders, including governors, know the school's strengths and areas for improvement well. Self-evaluation is accurate. The school now analyses its data well to identify where achievement might be less secure and puts into place additional support for students, including those in receipt of the pupil premium.</p> <p>Subject leaders are held responsible for standards in their subjects and report regularly to the governing body. Their work is driving up achievement and teaching in mathematics and English.</p> <ul style="list-style-type: none"> ▪ Governors are very knowledgeable about the work of the school and what it now needs to

			<p>do to improve. They bring a wide range of skills to their work and have had considerable training. They hold the school to account well and challenge the leadership robustly about the data relating to students' achievements.</p> <ul style="list-style-type: none"> ▪ Governors check carefully on how the quality of teaching is improving. They understand how teachers' pay should be related to their performance and question carefully when such rewards are being considered. ▪ Governors have ensured that the school meets its statutory responsibilities in relation to safeguarding and in checking that no groups of students are disadvantaged within the school.
Kingsmead KS3/4 PRU	15 & 16 January 2014		<p>Leaders, including governors, know the school's strengths and areas for improvement well. The unit's self-evaluation is generally accurate. Information is gathered about students' progress regularly and targets adjusted accordingly to ensure challenge remains. More students are making expected progress and fewer make less than expected progress.</p> <p>The local authority has provided effective support to both governors and the headteacher, including training, additional financial support as numbers grew and support from a school improvement partner.</p> <ul style="list-style-type: none"> ▪ Governors are very knowledgeable about the school's work and what it now needs to do to improve. They bring a wide range of skills to their work and have undertaken considerable training. They hold the school to account well and challenge the leadership robustly about the data relating to students' achievements. ▪ Governors check carefully on how the quality of teaching is improving. They understand how teachers' pay should be related to their performance and question carefully when such rewards are being considered. ▪ Governors have ensured that the school meets its statutory responsibilities in relation to safeguarding. They regularly check that no groups of students are disadvantaged within the unit.
Hardwick Primary	14 January 2014		<p>Prior to the section 5 inspection, while the school was in special measures, an Interim Executive Board was established to govern the school. This arrangement has now ended and the governance of the school has been returned to a Board of Governors.</p> <p>A smooth transition of governance from the Interim Executive Board to the new Governing Body ensures continued strong support and challenge. For example,</p>

			members help you to ensure that your assessments of the achievement of pupils with special educational needs is accurate by arranging for them to be compared with those of pupils with similar needs in other settings.
Cherry Tree Hill Primary	8 & 9 January 2014	Requires Improvement	<p>The school has the following strengths . . .</p> <p>Leaders, including governors, have taken steps to remedy some important weaknesses and their efforts are starting to bring about better achievement and teaching.</p> <p>Governors bring the school considerable professional experience, insight and determination to take improvements in teaching and achievement further forward. For example, bringing further insight and clarity to financial management and the analysis of data. They have been central to developing the systems to manage, appraise and reward staff, including the headteacher. They understand the national standards expected of teachers, and know how well teaching is enabling pupils to make progress and achieve. They are working with leaders to improve the quality of teaching across the school but have not yet raised this to good. Governors understand and use the data on pupils' achievement well and have played a significant role in driving improvements in assessment, teaching and achievement so far. All statutory duties, including those for safeguarding, are met. They manage finance well and know how funding for the pupil premium is used to support the personal development and progress of eligible pupils. They know how important achieving better attendance has been across the school, and are working with other leaders to ensure that all pupils, including those eligible for the pupil premium, improve their attendance so that their achievement also improves. This has had some impact but the attendance of a few remains low.</p>
Lawn Primary	10 January 2014		<p>Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.</p> <p>You have wasted no time in bringing about the changes necessary to improve the school. However, senior leaders are not checking quickly enough if their planned actions have been effective. Consequently, governors are not receiving information about the school's progress in a timely fashion to hold senior leaders to account.</p> <p>It is clear that the governors have responded quickly to the challenge of improving the way they check how well the school is doing. Their visits are better focused on the progress pupils make. Governors have clear roles of responsibility and they ask challenging questions of senior leaders about pupils' progress and improvements in the quality of teaching.</p>
Spring Term			

Mickleover Primary	17 & 18 December	Good	Governors provide good support to the school. Many governors come into the school on a regular basis to monitor aspects of the schools work. They have undertaken an audit of their own skills and attend regular training to ensure that they have the skills and experience to fulfil their duties as 'critical friends'. They have been very active in helping manage the budget for new building work for single-age classes. They regularly ensure that the school uses its budget and extra funding such as pupil premium and sports funding well. Through the work of the two main committees, they undertake their statutory responsibilities well. This includes setting the headteacher's performance management objectives and evaluating the impact of staff who receive extra money for undertaking responsibilities. Governors are fully involved in all aspects of school self-evaluation and know the schools strengths and areas for development.
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Ivy House	17 & 18 December	Requires Improvement	<p>This is a school that requires improvement. It is not good because . . .</p> <ul style="list-style-type: none"> ▪ Governors have not checked the impact of pupil-premium spending on the progress this group of pupils are making. <p>Since the previous inspection, a new headteacher has been appointed and a new Chair of the Governing Body has taken up post.</p> <p>An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.</p> <p>Governors are not holding the school to account sufficiently over the use of additional funding such as the pupil premium. They receive headteacher reports about how the pupil premium is spent but minutes show that what is reported is being accepted rather than challenged. Governors regularly visit the school to check on its work. They report back to the governing body meetings with well-informed accounts of what they have seen and the impact of teaching on pupils' learning. As a result, they have a realistic view of the quality of teaching and how it has improved since the new headteacher has been in post. They are commissioning a new and updated website to reflect the recent work of the school. Governors make sure that legal requirements are met, particularly for safeguarding. They are beginning to use data to look at achievement across the school and use this, alongside the school development plan, to set targets to manage the performance of the headteacher. They are also ensuring that teachers' salary progression is linked to their performance.</p>
Allenton CP	18 December		<p>The local authority has appointed additional or replacement experienced governors from other schools and from the local authority with relevant education or financial expertise.</p> <p>Action taken to restructure governance and to bring in a strategic improvement board is sound. This has resulted in a new committee structure which will help the board to better hold the school to account than previously. It is too early for this to have had any direct impact on school improvement. Members now understand their duty to check school data thoroughly, monitor closely the spending of additional funding coming into school on the pupils for whom it is intended, and in overseeing how school leaders are managing the performance of all staff. Some governors require further training in order for them to undertake this effectively. The local authority has commissioned an external review of governance to take place in January 2014.</p>

Alvaston Junior	18 December		Governors are experienced and capable. The knowledge and understanding that they bring from their role in governing the 'good' school in the federation, is bringing about new rigour to how leaders are being held to account. For example, a new robust performance management system has been introduced, which links appraisal targets to pupils' progress outcomes set out in the school action plan. You and the deputy headteacher are a strong and skilful team; together with other federation leaders, you have demonstrated the capacity to bring about improvements in a short period of time.
Portway Infant	11 & 12 December	Good	<ul style="list-style-type: none"> ▪ Governors provide effective support and challenge to the school to improve further. ▪ The school's leaders, including governors, share a vision and commitment to improve the school. <p>The governing body is ably led by a new Chair, who is highly motivated and very focused on securing further improvements. The governing body has developed its procedures for supporting the school and checking its performance. It knows what is happening in school, how the school is managing the performance of staff, and what the quality of teaching is like. Governors know what the school is doing to reward good teachers and tackle underperformance. Governors have a sharp understanding of school performance data, and have identified their own priorities for action. Governors keep a watchful eye on the school's budget, and on the additional funding coming into school. They know how this is used and they are able to assess its impact. This is particularly the case with respect to the pupil premium. Governors are appropriately experienced and trained for their role. They maintain very close scrutiny of the school's child protection and safeguarding procedures.</p>
Reigate Primary	6 December	No significant changes since the previous Section 5 inspection.	<p>Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.</p> <p>It is also clear how governors will hold you to account for the progress you make in meeting these exacting targets.</p> <p>Governors are fully committed to improving their own role as leaders of the school. They continue to provide high levels of support, for example through ensuring that additional resources are secured for the school to develop the high number of newly qualified teachers effectively. They have pro-actively commissioned training for the governing body on 'what good governors do' and have attended conferences with you and with your local authority adviser to ensure they know the steps the school needs to take in order to become a good school. They</p>

			are increasingly better placed to provide school leaders with a high degree of challenge and to understand the data they receive on the progress pupils are making.
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Shelton Junior	26 & 27 November		<p>Improve leadership and management to good or better and increase its impact on teaching and pupils' achievement by: . . .</p> <ul style="list-style-type: none"> ▪ improving the capacity of governors to hold school leaders firmly to account. <p>Since the last monitoring inspection, the governing body underwent an external review of governance and the substantive headteacher has resigned.</p> <p>Action already taken or planned also demonstrates that staff and the governing body have prioritised their work effectively and responded well to information gained from the previous monitoring inspection.</p> <p>Following the external review of governance, governors have evaluated their own skills and practice. They now have a clear action plan for supporting the school and for holding leaders to account for its performance. Members of the governing body have undertaken training which has increased their understanding and their capacity to help and improve the school.</p>
St Werburgh's	26 & 27 November	Good	<ul style="list-style-type: none"> ▪ The headteacher and governors have improved the teaching of writing. They have successfully improved boys' attitudes to, enjoyment of, and achievement in writing. ▪ Governors are well informed, and challenge the school to continually improve its performance. <p>What does the school need to do to improve further? . . .</p> <ul style="list-style-type: none"> ▪ Take a sharper and more focused approach to planning for improvement by setting clear and, wherever possible, measurable targets and timescales against which leaders and governors can evaluate the success of improvement plans. ▪ Governors are well informed and give the school clear direction. They are very keen for the school to provide a broad and relevant education for all pupils. They keep a keen eye on how well the school is performing and use data to compare its performance with schools nationally. They are kept well informed about the quality of teaching, and frequently visit the school to find out for themselves how well it is performing. ▪ Governors carefully consider all spending. They were fully involved in deciding how the pupil premium should be spent, and have considered the impact that it has had on pupils' achievements. ▪ Governors set the headteacher targets and assure themselves that the teachers' appraisals are carried out effectively. Any increases in teachers' pay are linked to their performance. Governors check that arrangements to make sure that the pupils are kept

			as safe as possible are up to date. Safeguarding arrangements meet current requirements, but the school website does not. For example, details about the teaching of the sounds that letters make and of the reading materials used in school are omitted.
Chaddesden Park Primary	19 November		<p>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:</p> <ul style="list-style-type: none"> ▪ amend the school action plan, so that it lists those members of staff responsible for evaluating actions, and states milestones for success more clearly ▪ ensure all members of staff are using the new tracking system accurately and effectively ▪ improve the consistency and quality of marking ▪ enable the governors to become more effective in holding senior leaders to account. <p>Governors are aware of the main challenges facing the school. However, they are also aware that they need to ask more demanding questions in order to hold you to account more effectively. To help this process, they have recently had coaching on understanding pupil performance data and they have training planned on how to better conduct monitoring visits.</p> <p>The governors' performance management of the headteacher is now supported by the local authority representative.</p>
Lakeside Community Primary	8 November		<p>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:</p> <ul style="list-style-type: none"> ▪ refine your school development plan by including milestones relating to pupils' achievement, so that governors can hold leaders to account for the rate of improvement more effectively. <p>Governors have identified the need to form a new committee to oversee the impact of the school's actions on pupils' achievements. This has helped governors to have a better understanding of the performance of the school in the last academic year and to set priorities for the current year. These are set out clearly in the school development plan which includes a timetable of the actions to be taken in order to secure further improvement. However, the lack of frequent measurable criteria linked to pupils' achievement, makes it difficult for governors to check that the current rate of improvement is being sustained.</p>
Lawn Primary	6 & 7 November	Requires Improvement	<p>Governors do not make the best use of their visits or all available data to check pupils' learning or the impact of school development planning.</p> <p>The acting headteacher, governors and local authority personnel are working effectively in</p>

			<p>partnership to ensure pupils' education is not disrupted by the current staffing difficulties.</p> <p>Improve the effectiveness of leadership and management by ensuring that:</p> <ul style="list-style-type: none"> ▪ governors make good use of their visits and performance data to check up on pupils' learning and the effectiveness of school development planning. ▪ The governing body has undergone considerable changes of leadership and personnel in the last two years. In the past governors have not been well enough informed about the school's performance to enable them to hold leaders rigorously to account. ▪ The new leaders of the governing body understand the use and purposes of data, but do not take sufficient account of national comparisons when judging pupils' performance in Key Stage 2. Governors' visits are not sharply focused on monitoring the quality of pupils' learning or the effectiveness of school development planning. ▪ New leaders are working well with the local authority to support the school's acting headteacher, for example by arranging support from another headteacher in the local authority. Governors are ambitious for the school's success. ▪ They know how and why pupil premium funding is spent in particular ways, and examine with senior leaders its impact on the achievement and well-being of eligible pupils. ▪ Governors review closely the headteacher's performance. They ensure that appropriate procedures are followed for staff pay rises and promotion. ▪ They make sure the school's systems for safeguarding pupils are secure and meet current national requirements. Thorough checks are made before new staff are recruited.
Ridgeway Infant	23 & 24 October	Good	<ul style="list-style-type: none"> ▪ Leadership and management are good. Governors, the deputy headteacher and all staff share the headteacher's vision to raise attainment and accelerate pupils' progress. ▪ The school advisor visits termly and has provided support and training for governors ▪ Governors know the schools' strengths and weaknesses well and provide support and challenge in equal measure. They are knowledgeable about the quality of teaching, how staff performance is managed and how good teachers are rewarded. They are well informed about performance data and how the school is performing compared to other schools. Finances are well managed and governors hold the school to account for the spending of pupil premium funds.
Alvaston Junior	16 & 17 October	Requires Improvement	<ul style="list-style-type: none"> ▪ Prior weaknesses in governance have been eliminated. The new federated structure is making very effective use of the skills, knowledge and expertise of governors from the partner school to drive improvement. New practices have been introduced quickly to

			<p>strengthen governors' monitoring role.</p> <ul style="list-style-type: none"> ▪ Governors are checking pupils' progress closely. They have a secure overview of strengths and weaknesses in pupils' achievement at this school. They know how and why pupil premium funding is spent in particular ways and can point out accurately where it is making a difference to outcomes for eligible pupils. ▪ Governors are acquiring a good understanding of the quality of teaching and know how well the arrangements are working for ensuring that pay rises and promotion for teachers are linked to their pupils' progress. There are appropriate procedures for reviewing the headteacher's effectiveness.
Brookfield Primary	16 & 17 October	Good	<ul style="list-style-type: none"> ▪ The governors and some subject leaders are not yet fully involved in the process of evaluating the school's strengths and weaknesses to assess the impact on pupils' achievements. ▪ The governors receive detailed information from the school, including performance data about pupils' attainment and progress linked to national expectations. ▪ They have good skills to manage the performance of teachers and are aware of the targets set to improve their work. ▪ They know their school well and acquire important information when taking part in 'learning walks' around the school, visiting lessons and liaising with subject leaders. ▪ They work closely with a very informed business manager to ensure the smooth financial and administrative running of the school. ▪ The governing body makes sure that all safeguarding arrangements meet current national requirements. ▪ Governors oversee the arrangements for the spending of the pupil premium and are aware of the recent improvement and impact this has had on pupils' achievement. They are also aware of the recent development plan created to use the new sports funding grant to improve physical education across the school. ▪ Although the governing body challenges the work of the headteacher appropriately, it is not presently fully challenging the wider aspects of the school's work. It has not built on the work started to become more involved, and support the headteacher, in evaluating strengths and weaknesses and their impact on pupils' achievement.
Silverhill Primary	15 & 16 October	Good	<p>Governors gain first-hand information about pupils' progress through visits to the school, meetings with subject leaders and analysing data to make sure that all pupils are making good progress. They support the headteacher well in making decisions about staffing and staff</p>

			salaries, based on the management of teachers' performance and their pupils' progress. They are also knowledgeable about the strengths and areas for improvement in teaching, and what would need to be done should there be any underperformance. They check the impact of the pupil premium funding, which is used wisely to support learning by extending one-to-one and small-group tuition for eligible pupils of all abilities.
Allenton Community Primary	9 & 10 October	Inadequate	<ul style="list-style-type: none"> ▪ Leaders, including governors, do not make the correct judgements from their analyses of the school's strengths and weaknesses. They do not demonstrate the capacity to bring about sustained improvement. ▪ Governors do not hold school leaders sufficiently to account for the school's performance. <p>Improve leadership and management to good or better by making sure that: . . .</p> <ul style="list-style-type: none"> ▪ there is rapid development in the willingness and capacity of governors to hold school leaders firmly to account. <p>Governors are knowledgeable about education issues and have kept themselves up to date with training requirements, but they have relied too much on reassurances from the headteacher and local authority. Although they have been aware of Key Stage 2 pupils' underachievement but have not acknowledged the depth of it. They have not formed a secure, independent view of the quality of teaching and have not shown sufficient determination to hold the headteacher and other senior leaders rigorously to account for it; for example, through the management of teachers' performance. They know how the school rewards its good teachers but have not made sure that it tackles the considerable underperformance. They have not ensured the link between teachers' pay and their pupils' progress. They have not kept a close enough check on how effectively pupil premium funding is spent.</p>
Lord Street Community Nursery	9 & 10 October	Good	Governance of the school is good with governors clearly appreciative of the school's many pastoral strengths. Governors are very supportive of the school with several undertaking additional training to ensure that they continue to develop their skills and that new ideas are considered. They have ensured that funding is used effectively to provide a good number of qualified and experienced staff, which is making a positive impact on the progress made, particularly for disabled pupils and those who have special educational needs. The governing body is familiar with the quality of teaching in the school and supports school leaders in managing teachers' performance. Governors help to ensure that pay matches performance. Governors are developing the knowledge and skills to challenge leaders and hold them to

			account for the school's performance. They try to ensure that they are not too dependent on senior leaders for information, and are able to stand back and challenge the school where necessary. Governors ensure that all safety and safeguarding requirements are met and are currently working hard to ensure school policies are reviewed more rigorously.
Springfield Primary	3 & 4 October	Good	<p>Governors support and challenge the school in equal measure. They use their good knowledge of data, the school's tracking systems and their knowledge of the quality of teaching to do so.</p> <p>Governors have an excellent understanding of data, and of the strengths and areas for improvement in teaching and learning, which they use to question and challenge the school robustly to ensure pupils' progress remains at least good. Their track record shows they know what to do to tackle underperformance. Governors support the headteacher well in making decisions about staffing and staff salaries, based on the management of teachers' performance. They check that pupil premium funding is being spent properly and that it is improving the performance of the pupils who qualify for it. They have made sensible decisions about primary school sports funding, using it to extend sports coaching throughout the school and to ensure that all pupils can swim by the time they leave.</p>
Reigate Primary	2 & 3 October	Requires Improvement	<ul style="list-style-type: none"> ▪ School leaders provide regular information about pupils' performance and governors' minutes show secure evidence of governors asking challenging questions regarding the quality of teaching. They are not afraid to take action if teaching is not good enough. Governors ensure that performance-management is in place and all staff are set targets linked to pupils' progress and school priorities. ▪ Some members of the governing body regularly visit the school gaining first-hand views of the school's work. Following a few concerns from parents regarding behaviour, one governor spent time in school finding out what behaviour is typically like. Governors have recently undertaken a skills-audit to evaluate where additional training may be required. One governor is attending the National College for Teaching and Leadership governor programme. ▪ Governors oversee the school's finances effectively, including the new sports funding, and ensure that the pupil premium grant is used appropriately. They recognise the need to check the use of this grant in accelerating the progress of more able pupils. Governors fulfil their statutory duties regarding safeguarding, and ensure that discrimination is not tolerated in this inclusive school.
St Giles'	2 & 3 October	Good	Governors have a good first-hand knowledge about the school so they know what to do to help the headteacher make it even better.

			<p>Governors know the school well because they have first-hand knowledge of its day-to-day running, including joining in some lesson observations. They are able to give informed support to the headteacher, while also knowing the right questions to ask to help her move the school forwards. They have a good understanding of how well pupils do at the school and of the impact the pupil premium funding has had on supporting those pupils that are eligible. Governors also have a thorough understanding of the school's finances and the link between teachers' performance and their pay. They are well prepared for working closely with the headteacher and local authority in the next stage of the school's development. Safeguarding has a high priority and all statutory responsibilities are met.</p>
St Alban's Catholic Primary	25 & 26 September	Good	<p>Leaders and governors have taken effective action to improve teaching and learning following regular checks on pupils' progress. This has improved pupils' achievement, especially in reading and mathematics.</p> <ul style="list-style-type: none"> ▪ Governors have improved their effectiveness since the previous inspection. Carrying out 'learning walks', reviewing pupils' books, and regularly interviewing pupils and staff have given them a suitable overview of the school's work and sharpened their awareness of its strengths and areas for development. ▪ Governors are closely involved in school self-evaluation and development planning. ▪ A governor with specialist knowledge has helped drive improvements in provision for disabled pupils and those who have special educational needs. ▪ Governors know how and why pupil premium funding is spent in particular ways, and examine with senior leaders its impact on the achievement of eligible pupils. ▪ Governors review and, where necessary, challenge targets for the headteacher's performance. They make clear links between the performance of teachers and pupils' achievement, and ensure that pay rises and promotion are appropriate. ▪ Governors follow up any concerns about pupils' welfare and ensure national requirements for safeguarding are met fully.
West Park (Academy)	25 & 26 September	Outstanding	<p>Ensure that leaders, including governors, have a clear overview of the performance of different groups of students, to enable them to fully evaluate the impact of additional funding on the progress of those eligible for the pupil premium in order to further close the gap between this group and their peers.</p> <p>The governors are very well informed and use their wide range of skills and expertise to</p>

			<p>challenge and support the school. The governing body is well organised so that every aspect of the school's work is scrutinised. Governors are keen to undertake additional training in order to further develop their effectiveness. They have ensured that effective performance management procedures are in place and lead appropriately to salary progression. They have ensured that safeguarding procedures and practice are exemplary. They are fully aware of the pupil premium funding but their understanding of its impact on raising the achievement of this group of students is an area for development.</p>
Bishop Lonsdale CofE (Aided) Primary	24 September		<p>Since the inspection, the governing body has been reorganised and the local authority has brokered a National Leader in Governance (NLG) from the National College to support them. Four new governors have been elected. An external review of governance has begun.</p> <p>The plans for school improvement are linked closely to the areas for improvement identified in the inspection report. However, the plans are not detailed enough to allow the governing body to check how well the pupils are doing. Plans need to be sharpened so that they demonstrate precisely how governors will judge the success of senior leaders' actions.</p> <p>The governing body has reorganised itself. Governors are working with the NLG to identify and use the skills they have to better fulfil their role. Governors are beginning to challenge senior leaders about their actions. Although this challenge is right, it is not sufficiently focused to demonstrate that governors are being effective in holding leaders to account. Senior leaders must provide governors with clearer targets for improvements in pupil outcomes. This is especially true for pupils from vulnerable groups, such as disabled pupils and those who have special educational needs, and pupils who are known to be eligible for free school meals. Governors have responded to parental requests for more information about how well the school is doing. This has been effective but further work is needed to include the whole community in working to improve the school.</p>
Osmaston Primary	20 September		<p>Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection and plans are not sharply focused on rapidly bringing about improvement. The school should take immediate action to: . . .</p> <ul style="list-style-type: none"> ▪ complete the external review of governance with urgency so that governors are better equipped to support and challenge senior leaders on the journey to good. <p>The school leaders and governors have not addressed the areas for improvement with sufficient rigour. For example, the improvement plan is too long. It does not sharply focus on the key actions and success criteria that will get the school to good. School leaders and</p>

			<p>governors are carrying out monitoring activities, but they are not necessarily focused on the most important priorities to improve the teaching where it is most needed.</p> <p>Governors have yet to embark on the planned external review. This is critical to equip them with the necessary knowledge and skills to oversee the strategic development of the school effectively. Governors and leaders have taken useful steps to improve attendance and the planned extension to the breakfast club is a positive initiative. However, they have a limited understanding of the reasons for absence and the numbers involved which means that it will be difficult to check if the new initiatives are having the desired impact on improving pupils' attendance.</p>
St James' CofE Infant	19 September		<p>School leaders and governors are determined to improve the school to good and have taken very effective steps so far.</p> <p>School leaders and governors have reacted dynamically to the requirement to improve teaching.</p>
Lakeside Community Primary	17 & 18 September	Requires Improvement	<p>Governors do not challenge the school enough about its academic outcomes.</p> <p>Improve the impact of leadership and management on the quality of teaching and learning by:</p> <ul style="list-style-type: none"> ▪ stepping up the governing body's role in holding the school to account for pupils' progress ▪ An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved. <p>Governors visit the school regularly and use their expertise to support pupils' personal development, safety and well-being. They know what the data is telling them but have not, until recently, examined their role in challenging the school to improve pupils' academic outcomes. They are now developing that role through well-focused training. Governors support the headteacher well in making decisions about salaries based on the management of teachers' performance. Using their knowledge of where teaching is stronger or weaker, they have also supported the headteacher in tackling underperformance. They have used pupil premium money wisely to support learning by employing additional staff so that pupils can be taught in smaller groups or, where needed, one-to-one. They have also made good use of the primary school sport funding to extend specialist physical education to all year groups. Pupils are enjoying the new experiences arising from this and are enthusiastic in their attendance</p>

			and participation.
Ravensdale Infant & Nursery	17 & 18 September	Good	<p>The governing body is a challenging but supportive friend to the school. Governors are well informed and successfully hold senior leaders to account for the school's performance.</p> <p>Governors communicate high expectations to the school and have a good strategic knowledge of its strengths and weaknesses. Their work is programmed and managed efficiently over the year so they are able systematically to challenge school leaders to improve the school. They understand how school leaders have improved teaching and the impact this has had on pupils' learning. Governors are clear about how the pupil premium has been spent and the difference it has made to pupils' progress and attainment. Governors contribute to school self-evaluation and the development of the school improvement plan. They understand how performance management, including the award of salary increases, is used to support school improvement, tackle underperformance, and reward good performance.</p>
Pear Tree Community Junior	17 & 18 September		<p>Improve the effectiveness of leadership and management by: . . .</p> <ul style="list-style-type: none"> - giving teachers clear targets for improvement and checking that these are achieved, ensuring the interim executive board checks that all groups of pupils are making good progress regularly. <p>The well-led interim executive board continues to monitor the school. They focus on how the school is improving and question leaders about key areas for improvement. They have high expectations and provide both effective support and challenge to leaders at all levels. The strong partnership between the local authority, the interim executive board and headteacher has resulted in the school holding a more strategic view to support improvement.</p>

Chaddesden Park Primary	12 & 13 September 2013	Requires Improvement	<p>The headteacher, with enthusiastic support from the governing body, has quickly established a clear and positive sense of purpose across the new school.</p> <p>Leaders, managers and governors are improving the quality of teaching and pupils' achievement. As a result, staff morale is high and parents are appreciative of changes made.</p> <p>The governing body is well led and informed through detailed reports from the headteacher and its own increasingly systematic checks on the school's work and pupils' progress. However, governors are limited in their full effectiveness by the weaknesses in the school's data systems. The governors make good use of training opportunities provided by the school and local authority to develop their roles. They are involved in the school's self-evaluation process and have clear understanding of the quality of teaching. They ensure priorities for improvement are focused on addressing underperformance through, for example the use of the pupil premium and the development of the 'coaching team'. They appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.</p>
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