

Governing Board Annual Planner and Development Plan 2020-21

‘Everyone Successful Everyday’



Colton Primary School

School Lane

Colton, Leeds

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COLTON PRIMARY SCHOOL GOVERNOR CRIB SHEET 2020-21

“Everyone Successful Everyday”

At Colton Primary School, we believe that our pupils deserve to learn within a stimulating, **inclusive** and environment which has high expectations for all. We want our children to be confident, ambitious individuals with respect for others. We challenge, motivate and inspire our children to become inquisitive, enthusiastic learners who are independent and resilient. The community of Colton Primary School endeavours to foster confidence, determination and achievement, where children will ultimately leave our care with a genuine love of learning.

Governors Role

The primary purpose of the governor is to ensure the quality of education provision.
 Every decision we make as a governor should be in the best possible interests of the pupils.
Ensuring clarity of vision, ethos and strategic direction
 Set aims and objectives for the school.
 Set the policies for achieving those aims and objectives.
 Set the targets for achieving those aims and objectives.
 Monitor and evaluate the progress being made towards those aims and objectives.
Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
 Be the source of challenge and support to the Head Teacher (a critical Friend).
Overseeing the financial performance of the organisation and making sure its money is well spent

Governor Name		Responsibilities
Nichola Welch	Parent	Chair of Governors Heads Performance Management
Sally Hilton	Parent	Vice Chair Safeguarding / Pastoral / SEND
Laura Skelding	Community	Curriculum / EYFS
Vacancy	Community	Premises
Vacancy	Community	Health and Safety
Jonathan Brookes	Community	Performance / Finance
Karen Weddle	Staff	Staff Governor Curriculum / EYFS / SEND
Vacancy (NS / GF)	Staff	Staff Governor Premises / Health and Safety

Nolan Principles: These are a set of principles defined by the Committee for Standards in Public Life and should be adhered to by all those who serve in such a capacity. The seven principles are;

Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership.

SCHOOL CONTEXT				
Total number of pupils on roll	211 (plus nursery 242)	Term 1	Term 2	Term 3
%Girls / % boys		95/115 (114/128)	95/115 (114/128)	
% Disadvantaged (Pupil Premium)	(21 children)	10%	10%	
% Free school meals (Ever 6)	(16 children)	8%	8%	
% English first language				
% English additional language	(20 children)	10%	10%	
% Non-mobile		96%	????	
%SEN support	(35 children)	17%	17%	
% No SEN				
% SEN with Statement or EHC plan	(5 children – could increase)	2.3%	2.3%	
% Children looked after	(5 children)	2.3%	2.3%	
% Child in Need, Early Help, Child Protection		2	2	

Governor Resources

www.nga.org.uk/

www.colton.org.uk

www.compare-school-performance.service.gov.uk

The Key for Governors

IDSR

Colton Primary Governing Body

Governor Progress in the last 3 years

School Progress in the last 3 years

<p>Local Governing Body recruited governors in line with the results of the skills audit. Appointment of new Chair and new Vice Chair. Commitment from Governors to undertake one piece of training per year. Increased understanding of the Curriculum.</p>	<p>Curriculum review – to meet the needs of our children – Curriculum for Life’ introduced. EYFS – improved outdoor learning environment & resources iPad pilot in Y3 – progressing well (hope to roll out) Speech & Language Therapist support increasing needs of children CPD for staff Bespoke subject leaders course 1 Teacher following NPQML course EYFS and SENCO lead supporting other schools Music / PE taught by subject specialists</p>
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Dates of LGB Meetings 2020/21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full Local Governing Board	28/9/20	30/11/20		8/2/21	17/5/21	5/7/21
Link Governor Visits / Training			Virtual???			
Headteacher Performance Management		16.11.20				

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Karen Weddle Debbie Smith EYFS Lead / Senco / Co-Deputy George Orchard Music / Art</p>	<p>Natalie Hulse PSHE / RSE Healthy Schools RE</p>	<p>Megan Dempster NQT</p>	<p>Rachel Theaker KS1 English History Student Mentor</p>	<p>Andrew Hazelgrave Computing MFL KS2 Writing ITT Students</p>	<p>James Barker Maths Assessment & Data Co-Deputy</p>	<p>Hollie Shepherdson Geography Design Technology</p>	<p>Rachel Christie PE KS2 Reading Science</p>

Link Governor Visit Priorities

Autumn	Curriculum / Pupil Premium
Spring	Curriculum / Safeguarding
Summer	Curriculum / SEND

Latest results – No statutory tests in 2019-20. These were 2019 results.

	Colton	National
Early Years Foundation Stage Good Level of Development	77%	72%
Phonics Screening	88%	82%

	Colton	National	Greater Depth Colton	Greater Depth National		Colton	National	Greater Depth Colton	Greater Depth National
Key Stage 1 Reading	80	75	27	25	Key Stage 2 Reading	68	73	32	27
Key Stage 1 Writing	77	69	29	20	Key Stage 2 Writing	79	78	43	36
Key Stage 1 Maths	80	76	36	27	Key Stage 2 Maths	82	79	36	27
Combined	77	65	21	11	Combined	64	65	21	11

2020-21 School Improvement Priorities (from School Development Plan)

1	QUALITY OF EDUCATION To ensure our ‘Curriculum for Life’ supports whole child development and preparation for an ever changing world whilst maintaining high academic standards and closing any gaps..
2	BEHAVIOUR AND ATTITUDES To increase opportunities for pupil voice and rebuild Colton’s culture post Covid-19.
3	PERSONAL DEVELOPMENT To develop further opportunities for pupil voice (Trust School Council / RKL student engagement / Global & Local Citizens / SMSC) through our wider curriculum offer.
4	LEADERSHIP AND MANAGEMENT To further develop outstanding governance and improve consistency of subject leadership using a team approach.
5	EARLY YEARS To participate in the EYFS Early Adopter pilot and implement early interventions strategies.

Colton Primary Governing Body

Chair of Governors	Nichola Welsh
Headteacher/Principal	Caroline Johnson
Date	January 2020

Key Judgements from School Self-Evaluation	
Quality of Education	<i>2/1</i>
Behaviour and Attitudes	<i>1</i>
Personal Development	<i>1</i>
Effectiveness of Leadership & Management	<i>2/1</i>
Effectiveness of the Early Years Provision: Quality and Standards	<i>2/1</i>

Before making a judgement on the overall effectiveness, you should take into account:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development
- the extent to which the education provided by the school meets the needs of the range of pupils at the school including:
 - disabled pupils
 - pupils who have special educational needs.

Overall Effectiveness	<i>Strong Good</i>
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Constitution of the Governing Board

Category	Number
Parent Governors	2 (NW SH)
Staff Governor	1 (KW)
The Principal / Headteacher	1 (CJ)
Trust Appointed Governors	1 (JB)
Co-opted Governors	1 (LS)
Associate Governors	0
Total	6/9

Colton Primary Governing Body

Governing Board Roles and Responsibilities

Name of Governor	Role	Responsibilities
Nichola Welsh (Parent Governor)	Chair/ Support to Finance Governor/ Support to Performance Governor	The Chair is responsible for ensuring effective accountability, managing time and workload of governing body. Ensuring effective focus on school development plan and value for money in school spending.
Sally Hilton (Parent Governor)	Vice Chair / Pastoral Governor	Designated Safeguarding and Child Protection Governor Monitoring education experience and progress for the following groups - - Those currently under section 17, 31 and 47 of the Children Act - Children with Special Educational Needs - Children Identifying as BME - Children identifying as one of the LGBTQA groups - Pupil Premium Children -Pupils with medical conditions - SEND Governor Responsible for requesting any pastoral related spending to Finance governor
Vacancy (Co-opted Governor)	Premises Governor	Designated governor for Health and Safety Responsible for monitoring internal and external site inspections on an annual basis Responsible for monitoring any premises related spending with the Finance governor Responsible for evaluating that the school abides by legal health and safety requirements Evaluating the results of regular fire safety checks Monitor school accessibility To sign off and monitor the site development plan
Jonathan Brookes (Trust Appointed Governor)	Performance Governor	Responsible for monitoring the performance management processes for the head teacher and all staff in the school. Delivering the head teacher performance review

Colton Primary Governing Body

		<p>Governor lead on recruitment of head teacher and appointment of senior management positions</p> <p>Monitoring CPD and Training records</p> <p>Responsible for monitoring any pastoral related spending with the Finance governor</p> <p>Investigating officer for school complaints</p>
<p>Laura Skelding (Co-opted Governor)</p>	<p>Curriculum Governor</p>	<p>Designated Exeant (was Evolve) governor – monitor school trips</p> <p>Monitoring pupil attendance</p> <p>Oversee and evaluate Relationships and Sex education programme</p> <p>Responsible for monitoring the implementation of school’s behaviour policy</p> <p>Governor liaison surrounding suspensions</p> <p>Designated governor for Analyse School Performance (formerly Raise Online)</p> <p>Responsible for monitoring pupil attainment in line with targets</p> <p>Responsible for monitoring any Curriculum related spending with the Finance governor</p>
<p>VACANCY (Co opted / Community)</p>	<p>Finance Governor Or curriculum / Health and safety?</p>	<p>Responsible for evaluating school budget</p> <p>Monitor school spending requests</p> <p>Evaluating annual Schools financial value standard (SFVS) with the head teacher</p> <p>Named governor to consult before financial agreements with third parties</p> <p>Monitor procurement requests</p> <p>Monitoring efficiency and value for money</p> <p>Governor liaison to PTA</p>
<p>Karen Weddle (Staff Governor)</p> <p>Caroline Johnson (Headteacher)</p>	<p>Support to Pastoral Governor (SENCO)</p>	<p>Governor liaison to school staff</p>

Colton Primary Governing Body

Skills Audit- Autumn 2019

Results have been taken in response to the National Governors Association Skills Audit 2018 structured around the Department for Education's six features for effective governance.

Strategic Leadership	Colton Average	People	Colton Average
1	4.8	1	4.6
2	3.3	2	4.5
3	2.0	3	4.4
4	2.3	4	4.7
5	2.8	5	4.8
6	3.3	6	4.9
7	4.8	Overall	4.7
8	4.6		
9	4.9	Structures	
10	4.6	1	3.6
11	2.8	2	2.7
12	2.6	Overall	3.2
13	3.6		
14	2.3		
Overall	3.6	Compliance	
		1	3.9
Accountability		2	4.2
1	4.1	3	3.2
2	2.6	4	4.9
3	4.2	5	4.9
4	3.5	Overall	4.2
5	3.0		
6	2.9	Evaluation	
7	3.3	1	4.8
8	3.2	2	3.4
9	2.8	Overall	4.1
10	2.8		
11	2.4		
12	2.7		
13	2.2		
14	2.8		
15	2.9		
16	2.2		
Overall	3.0		

Colton Primary Governing Body

Skills Audit- Analysis

The strongest areas for the Colton Primary School governing body are-

- People (4.7 average), Compliance (4.2) and Evaluation (4.1)

Improvement is required in our knowledge and experience of-

- Accountability (3.0) and Structures (3.2).

The strongest individual responses were to four questions which each had a 4.9 average-

- Strategic Leadership 9 (working in a professional manner, acting with transparency and integrity)
- People 6 (reflection, learning from diversity and accepting impartial advice)
- Compliance 4 (adhering to organisational policies)
- Compliance 5 (confidence to speak up when concerned with non-compliance)

Several strong responses were also identified such as

- Strategic leadership 1- commitment to improving education and welfare
- Strategic leadership 7- commitment to the school vision and ethos
- People 5- commitment to equal opportunities and diversity
- Evaluation 1- awareness of strengths and commitment to personal development

These areas of strength display the highly professional and committed nature of a governing body. Our members are dedicated to improving outcomes for children and willing to seek advice and develop on a personal level to achieve this result.

The weakest individual responses were to-

- Strategic Leadership 3 (2.0 average)- experience of charity law and governance
- Accountability 13 (2.2 average)- experience of school sector HR policy and processes.
- Accountability 16 (2.2 average)- experience of inspection and oversight in the school sector

Colton Primary School last received an official inspection in 2012, since this time there have been several changes to the membership of the governing body which has resulted in a lack of experience in this area. Members of the governing body will be attending Red Kite Education board meetings, Trust conferences as well as taking opportunities to learn from peer reviews to correct this.

The overall weak response in Accountability and Structures can also be linked to the relative inexperience of several members of the governing board. Accountability 11, which refers to reviewing property and estate management remains weak for a second year, however 2 governors did score a 5 in this area.

Future governor recruitment will focus on introducing skills related to school sector HR and would ideally see a candidate with previous experience working on a charity or governing board.

Colton Primary Governing Body

Headline Key Performance Indicators

View & compare school performance: <https://www.compare-school-performance.service.gov.uk/>

ARE = Age Related Expectation
EXS = Expected Standard

		2018/19			2019/20
		School Target	Actual	National	School Target
EYFS	% of pupils achieving a “Good Level of Development” (GLD)	79%	77%	72%	77%
Key Stage 1	Year 1 Phonics Check – % at expected standard	79%	88%	82 %	83%
	% of pupils at or above ARE in Reading at end of Y2	82%	80%	75%	76%
	% of pupils at or above ARE in Writing at end of Y2	82%	77%	69%	70%
	% of pupils at or above ARE in Maths at end of Y2	82%	80%	76%	76%
Key Stage 2	% of pupils achieving EXS in Reading, Writing & Maths at end of Y6	82%	64%	65%	75%
	% of pupils achieving EXS in Reading at end of Y6	82%	68%	73%	83%
	% of pupils achieving EXS in Writing at end of Y6	82%	79%	78%	80%
	% of pupils achieving EXS in Maths at end of Y6	82%	82%	79%	80%
	% of pupils making at least expected progress in Reading at end of Y6	85%	%	%	%
	% of pupils making at least expected progress in Writing at end of Y6	85%	%	%	%
	% of pupils making at least expected progress in Maths at end of Y6	85%	%	%	%

	2018/19		2019/20		2020/21
	School	National	School	National	School Target
Pupil Attendance %	97.2%	96.1%	97.5%	Check re covid??	97.6%
Persistent Absence %	2.35%	8.7%	3.1%		2.9%

Colton Primary Governing Body

Dates of Governing Board Meetings

Full Governing Board	Autumn 1	Autumn 2	Training	Spring 1	Spring 2	Summer 1	Summer 2
Date of meeting LGB 6pm at school	LGB 28/09/20	LGB 30/11/20	Ongoing virtually	Trust Conference Virtual?	LGB 8/02/21	LGB 17/05/21	LGB 05/07/21

Autumn 1	
Full Governing Board	<p>Annual Review of Declaration of Interests – confirm arrangements for publishing updated Governor information on the school website.</p> <p>Review of Governors’ Code of Conduct.</p> <p>Child Protection and Safeguarding Annual Policy Review</p> <p>Possible Staff Presentation (linked to an SDP Priority).</p> <p>Head teacher report</p> <p>Finalised School Improvement Plan Priorities 2019/20.</p> <p>Schedule of Governor Monitoring and Evaluation Visits for 2019/20</p> <p>Generalised Summary Report of Staff Performance for Appraisal Year 2018/19.</p> <p>Website and Social Media Content monitoring</p>
Finance Governor	<p>Review Pay Policy.</p> <p>Approval of Head’s recommendations of incremental pay progression – Teaching staff to be completed by 31st October.</p> <p>Review of Academies Financial Handbook Management Policy & Financial Procedures Manual</p> <p>Budget Monitoring & Expenditure Proposals including Pupil Premium, Sports Premium and links to SIP (Integrated Financial Curriculum Planning).</p> <p>Monitoring of School Fund – will be in with main budget by November 2019.</p> <p>Present at LGB</p>
Performance Governor	No Meetings this ½ term
Pastoral Governor	<p>Impact of Pupil Premium: Report on Previous Year.</p> <p>CLA update</p> <p>Monitor Single Central Record</p> <p>Meet with School Council.</p>
Curriculum Governor	<p>Review and Evaluation of pupil achievement.</p> <p>School Improvement Plan update</p>

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	Impact of Sports Premium: Report on Previous Year. Quality of Education
Premises Governor	Internal Premises inspection Health and Safety Monitoring
	Autumn 2
Full Governing Board	Review and Agree the Whole School Self-Evaluation. Reports on Health & Safety Issues within school Website and Social Media content monitoring Senior leaders to present tracking data Headteacher report Update on school budget Policy Review – Whistleblowing / Admissions / Pay. Governing Body Self Evaluation Governing board activity
Finance Governor	No meetings this ½ term
Performance Governor	Arrangements and completion of Headteacher Performance Management. Confirm Staff Performance Management has been completed
Pastoral Governor	Safeguarding/Child Protection / Children Looked After / Pupil Premium Monitoring
Curriculum Governor	Learning walk – focus on aspect of school improvement plan. Present findings at Full governing body meeting from Autumn 1 and 2
Premises Governor	External Premises Inspection
	Spring 1
Full Governing Board	Update on Quality of Education Reports on Health & Safety Issues within school Headteacher report Feedback on school budget position Pupil Performance National Data – Staff presentation Website and Social Media content monitoring Governing board activity
Finance Governor	No meetings this ½ term
Performance Governor	HT and Staff Performance Management Reports Present findings at Full governing body meeting

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Pastoral Governor	<p>Exploration of All Year Groups, Disadvantaged Groups and Vulnerable Groups Progress to End of Year Targets. Present at full governing body meeting.</p> <p>Classroom visit– SIP priorities.</p>
Curriculum Governor	<p>Ofsted IDSR (Inspection Data Summary Report)</p> <p>Quality of Education – learning walk</p> <p>School Curriculum.</p>
Premises Governor	No meetings this ½ term
Spring 2	
Full Governing Board	<p>Progress towards School Improvement Plan Priorities.</p> <p>Head teacher report</p> <p>Reports on Health & Safety Issues within school</p> <p>Feedback on school budget position</p> <p>Reports on Health & Safety Issues within school</p> <p>Governing board activity – work scrutiny.</p>
Finance Governor	No meeting this ½ term
Performance Governor	<p>Staffing Review.</p> <p>HT Performance Management progress.</p>
Pastoral Governor	<p>Safeguarding/Child Protection Monitoring</p> <p>Attendance / SEND update</p> <p>Check Single Central Record</p>
Curriculum Governor	No meetings this ½ term
Premises Governor	No meetings this ½ term
Summer 1	
Full Governing Board	<p>Approval of School Budget (could be Summer 2).</p> <p>Classroom visits – review embedded SIP related ‘initiatives’ / resources.</p> <p>Update on Quality of Education.</p> <p>Pupil Performance / Progress</p> <p>Head Teachers report</p> <p>Reports on Health & Safety Issues within school</p> <p>Review and Contribute to the Whole School Self-Evaluation.</p> <p>Governing Board Activity.</p>

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Finance Governor	No meeting this half-term.
Performance Governor	No meeting this half-term.
Pastoral Governor	Review community and parental links
Curriculum Governor	SATS preparation monitor / review. School Curriculum
Premises Governor	Full Premises follow up inspection Present findings at Full Governing body meeting
	Summer 2
Full Governing Board	Staff Presentation (linked to an SIP Priority). Review Progress of 2019-20 School Improvement Plan Approval of School Budget (could be Summer 1). Head teacher report Feedback on school budget position Reports on Health & Safety Issues within school Consideration of School Improvement Priorities 2020/21 including Governance. Skills Audit Governing board activity
Finance Governor	Expenditure Proposals 2020/21– Integrated Financial Curriculum Planning and benchmarking Financial Year End/ Budget Proposal (Academies).
Performance Governor	Review of Governing Board Performance Over the Year. Review of Headteacher performance management
Pastoral Governor	Plans for Use of Pupil Premium – Rationale and Expected Impact for the Coming Year. Safeguarding/Child Protection Monitoring
Curriculum Governor	Plans for Use of Sports Premium – Rationale and Expected Impact for the Coming Year.
Premises Governor	No meetings this ½ term

Governing Board Development

External Review of Governance	
Has the Governing Board had an external review of governance?	Planned for Spring 2020 - postponed
Has a progress review been carried out?	N/A
Have priorities been addressed?	N/A

Governing Board Development Plan 2020-21

Priorities in Developing the Effectiveness of Governance	
1	Monitor school budget ensuring the school is achieving excellent value for money and maintaining a reserve between 4 and 8%.
2	Governors to gain a better understanding of the curriculum. What the school teaches, how, when and why. Governors should also be able to monitor and challenge the school on progression in line with the new Ofsted framework
3	Governors to conduct focused school visits with a clear goal of monitoring behaviour, attitudes and the school reward systems
4	Work with the senior leaders in the school taking account of the Trust Golden Thread and the new Ofsted framework to secure and maintain outstanding leadership and management.

2020-21 Governing Board Monitoring and Evaluation

A report will be completed by Governors after each visit into school and kept on file in the school (A model Governor Visit Report template can be found in the "Guidance and Resources" area on the Governors section of the website. There may be additional visits that Governors will undertake outside of this calendar as and when the opportunity arises. This may include, for example, attending Parent Review Meetings, School concerts or educational visits.

EDUCATION INSPECTION FRAMEWORK / 2019 OFSTED Handbook.

Leadership and management

229. The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

- leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils
- the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils
- whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils
- the extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school
- whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school
- the extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce
- the extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence.
- whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.

Use of the pupil premium

244. Inspectors will gather evidence about the use of the pupil premium, particularly regarding:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years

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- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- the learning and progress of disadvantaged pupils, as shown by published outcomes data.

The impact of safeguarding on the leadership and management judgement

272. When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement. However, there may be circumstances when it is appropriate to judge a setting as requires improvement, rather than inadequate, if there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Sources of evidence specific to leadership and management

275. Evidence used to evaluate the impact of leaders' work, both currently and over time, includes, but is not limited to:

- meetings with leaders, including MAT senior staff if appropriate, to discuss how well they know the school and the quality of education that it provides for pupils
- meetings with those responsible for governance, as appropriate, to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act and in relation to safeguarding
- documentary evidence provided by the school that demonstrates the effectiveness of the school's provision
- interviews with staff and pupils to evidence how well leaders have created a positive culture
- first-hand evidence gathered during the course of inspection
- responses to the staff and pupil questionnaires and Ofsted Parent View; these will be particularly useful for judging the culture that has been established in the school by leaders and managers
- any evidence the school has from regularly surveying its staff and the way in which leaders and managers have responded to concerns raised by staff or parents, for example about how senior leaders support teachers to tackle low-level disruptive behaviour
- if there are unusual patterns of pupil movement, discussions with school leaders, the local authority and (where appropriate) the MAT about those movements.

276. Inspectors will always report on the school's activity to gather the views of staff, whether through the school's internal procedures or through it using the Ofsted questionnaire. They will do this in the 'Information about this inspection' section.

■ Governance

- Many schools are cooperating as groups, federations or chains, with an overarching board and chief executive officer that assume some of the responsibilities formerly shouldered by the individual school governing body. In the case of such extended management and governance arrangements, inspectors will seek evidence of the impact of the overarching board and its staff, as well as the school's local board, committee or governing body where there are relevant delegated responsibilities.
- Where a children's centre is managed directly by the school's governing body, inspectors will consider the impact of any judgements about the children's centre or the services and activities offered through or by the centre, in judging leadership and management.
- Inspectors will report on the achievement of disabled pupils and those who have special educational needs. This includes reporting on the pupils in any specialist resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.
- Inspectors will recommend an external review if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:
- 'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'
- The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection. Full details of what might be the form and nature of such reviews can be found at: www.gov.uk/reviews-of-school-governance.

Grade descriptors for the effectiveness of leadership and management (2019)

Note: 277. In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

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Outstanding (1)

- The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
- Leadership and management are **exceptional**.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.
- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following apply:

- The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support.¹⁰⁰
- Leaders are not doing enough to tackle weaknesses in the school.
- The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.
- The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest.
- There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this.

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- Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.
- There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.