

Recent OfSTED Judgments in Barnet regarding Governance under the new OfSTED framework 2012

Community Primary: L&M Outstanding – July 2013

Governors are highly skilled and they have developed their capacity to be more challenging of school leaders in the pursuit of raising standards. They have an excellent understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools. Governors are committed to enhancing their own skills and focused training is integral to their continued development. They make regular visits to check directly on key areas of the school's work and governor open days provide them with essential insights into the daily running of the school. They also ensure that financial resources are efficiently managed including pupil premium funding, the creation of additional booster classes and how this impacts on pupils' achievement. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They check that the breakfast club is well run and that safeguarding meets requirements.

Community Secondary: L&M Outstanding – October 2013

Governors are very committed to the vision that the school will always strive to provide the best possible educational experience for all of the students. They know the strengths and weaknesses of the school very well. They understand how to use information about student achievement to judge how well the school is doing. They are given detailed information by the headteacher about the school's performance and about the quality of teaching and they ask challenging questions and hold school leaders fully to account. They oversee the tight links between appraisal targets for all staff and their salaries. They monitor the use and effectiveness of resources, including the funding allocated for students eligible for the pupil premium and ensure that statutory requirements are met. They review the impact of what they do and undertake training to improve their own effectiveness.

Community Primary L&M Outstanding – June 2013

All members of the governing body work closely with the senior leaders to bring about the highest levels of achievement and personal development for pupils by the time they move on to the next stage in their education. They know that the school is successful in comparison with other similar schools and remain ambitious to see the school continue to improve further and do even better. They are fully aware of the school's strengths, including the high quality of teaching, and its areas for development.

Through rigorous performance management procedures, senior leaders are challenged to maintain high quality teaching and pupils' outstanding academic performance. Salary increases and greater responsibilities for staff are linked to pupils' progress. Governors check carefully how the pupil premium funding is spent and demand detailed evidence of the impact it has on raising achievement. Governors take training seriously in order to refine their skills and make sure they are fully effective. Statutory duties are met and arrangements to safeguard

pupils are checked rigorously. Governors make sure the classrooms and other inside and outdoor spaces are attractive and maintained to a high standard.

Community Nursery – L&M Outstanding - November 2013

The effectiveness of the governing body is exceptional. Governors bring a wealth of experience to the work of the school, particularly in the areas of safeguarding and finance. They regularly spend time in the school working with children and staff. They have high standards and expectations and are acutely aware of how well different groups of children achieve and are prepared for the next stage in their learning. Governors contribute well to the monitoring of the objectives in the school development plan. They seek training, to ensure that they are up to date, and guidance when managing the performance of their headteacher. They have policies that make clear how the work of staff is recognised and underperformance addressed. Governors ensure that safeguarding requirements are thoroughly met.

Community Special – L&M Outstanding - December 2013

Governance is outstanding. Governors are well trained. They have a very good understanding of the school, including how good the quality of teaching and rates of progress are compared with other schools. Systems for safeguarding are met and often go beyond statutory requirements. Governors ensure that finances are managed and used extremely effectively. They have a good knowledge of how pupil premium and Year 7 catch-up funding is used and are diligent in looking at its impact on students' learning. They are highly involved in the performance management of the headteacher and have effective systems to ensure that the financial rewards of staff are robustly linked to Teachers' Standards and outcomes for students. They use their extensive experience and skills extremely well in school development, supporting and challenging leaders very effectively. Extensive reports and frequent visits to the school ensure that their awareness of any issues is up to date, so that they can help tackle any areas of difficulty as they arise.

Community Primary: L&M Good – July 2013

The governors know the school well, including its strengths and areas for development. They provide appropriate support and challenge and work with school leaders well to bring about improvements. They manage the performance of the headteacher effectively, are aware of the quality of teaching in the school and the link between teachers' pay and performance. They make a strong contribution to the school improvement plan and ensure that it appropriately focuses on improving the quality of teaching and raising pupils' achievement. They oversee the allocation of the pupil premium funding and know how it is used to improve pupils' attainment. Governors maintain a firm control of the school's budget. Governors have had some training from the local authority on the use of data and safeguarding. They ensure that safeguarding procedures are secure and meet the statutory requirements to keep pupils safe in school.

Community Primary: L&M Good - July 2013

The governing body has become more effective since the last inspection. Governors now question senior staff more carefully and more frequently visit to see the school at work. Training has brought an increase in expertise, including in understanding the implications of assessment data. The governors were aware that a fall in the quality of teaching had led to a decline in Year 2 attainment. They understand what school leaders have done to bring about improvements, including how formal procedures for managing the performance of teachers are used to reward only good teaching. Governors manage spending carefully to ensure the school's financial stability, but have not always made sure the pupil premium is focused entirely on eligible pupils.

Community Primary: L&M Good – July 2013

Governors have challenged the headteacher and the school to raise their game following the disappointing 2012 test outcomes. They monitor the school's performance carefully. The Chair of the Governing Body meets regularly with the headteacher and local authority representative to check on progress towards targets for improvement. Training, including understanding assessment data, complements individual governors' expertise and enables them to understand the school's strengths and where action is needed. They are aware of the success of action being taken to improve teaching and are challenging the headteacher to put in place systems to sustain this improvement into the future. They check the impact of spending decisions carefully and require the headteacher to use salary progression as an incentive for better teaching.

Community Primary: L&M Good - November 2013

The governing body supports the school well and provides the right level of challenge to leaders where needed. They are kept well informed by the headteacher and have a good understanding of how well the school is performing in comparison with others. Although many governors are relatively new to their role, they are making use of local authority training to strengthen their understanding of how to interpret data on pupils' progress and attainment so that they are less reliant on information from the headteacher. The governing body ensures that the pupil premium is used to good effect and supplement it from the school budget to ensure that needs are met well. They know how the school improves teaching and check that only good teaching is being financially rewarded. They ensure that safeguarding arrangements meet requirements.

Community Speical – L&M Good - November 2013

Governance is good. Governors visit regularly, spend time in lessons and they question staff and school leaders as well as meeting students and parents to gain their views. They have an accurate understanding of how much is being achieved and how strong teaching contributes to good progress. Governors ensure that strong teaching and support work are recognised and properly rewarded through well-organised performance management programmes.

The school's finances are in good order. Governors have an accurate understanding of the impact of the pupil premium on those entitled to receive it.

Voluntary Aided Primary – L&M Good - November 2013

Governors have high expectations for the school and strive for the best possible outcomes for pupils. They know the school and its context well, including its strengths and areas for development. They know about the quality of teaching in the school and the progress pupils make, and how the school is performing in comparison to similar schools and other schools nationally. They provide appropriate support and challenge to bring about improvements, for example improving the quality of teaching in Key Stage 1, strengthening links with parents and close involvement in the school's expansion programme. They ensure the efficient management of financial resources, including how the pupil premium funding is used to narrow the gaps between eligible pupils and their peers and how the new sports funding is to be used to promote pupils' physical well-being. They are aware of the quality of teaching in the school and how pay and promotion are linked to teachers' performance through the information they receive from the headteacher. They show commitment to their own training and are keen to enhance their skills and knowledge by attending courses on the use of data and safeguarding. All statutory duties are met, including arrangements for safeguarding.

Community Primary – L&M Good - January 2014

Governors are highly focused and have high expectations for the school. They are fully aware of the school's strengths and areas for development. The governing body has clear systems for the performance management of the headteacher and how any underperformance in the school is tackled. Governors understand pupil performance information very well and use a range of resources to ensure they know how well the school performs in relation to schools locally and nationally. They challenge the school leadership team well in looking at the progress of different groups of pupils. The progress and impact of provision of the pupil premium are regularly discussed during governing body meetings. Governors are very well organised through committees and bring a range of skills to ensure that the budget is allocated carefully to the school's priorities, for example resurfacing the playground and the planning and development of the new dining hall. Governors attend training specific to their roles and responsibilities and ensure that statutory duties are met fully.

Voluntary Aided Primary – L&M Good - January 2014

The governing body supports and challenges the school well. Governors are actively involved in the work of the school and recent additions to the governing body have enhanced its skill set.

Governors have a clear understanding of how well the school is doing in comparison with others in the country and an accurate view of the quality of teaching in the school, its strengths and key priorities. They ask searching questions of the school, for example, about the achievement of pupils in writing and the impact of support provided to pupils as a result of the pupil premium.

The governing body oversees the school's finances well and has clear oversight of performance management of staff and of any rewards for good teaching. It ensures that safeguarding meets requirements and appropriate training has been undertaken.

Community Primary – L&M Good - January 2014

The governors have a wide range of expertise and share the headteacher's ambitions for the pupils at Wessex Gardens. They are very supportive of the headteacher, but also hold her to account for the performance of the school through rigorous procedures for managing her performance. They know about the school's performance in relation to other schools nationally and about particular trends in the achievement of different groups of pupils. Governors are also well informed about the quality of teaching and the systems in place to manage the performance of teachers. Governors ensure that resources are managed carefully and produce value for money, for example in the impact of the pupil premium funding. They also ensure that the procedures for the safeguarding of children in the school are extremely robust and meet statutory requirements.

Community Primary – L&M Good - January 2014

Governors are fully involved checking the progress the school makes towards achieving its priorities. They draw their knowledge of how well the school is doing in relation to other schools nationally through their first hand experience. This is through their links with subject leaders, regular visits linked to the school development plan and a thorough working knowledge of the pupil progress information. Through this they are able to challenge as well as support school leaders and hold them to account for pupils' achievement. Governors have a clear understanding of the strengths and weakness in teaching. Following a review of a number of policies in light of recent national changes, they can explain how management of teachers' performance is used to develop teaching further, closely linked to pupils' progress and reflected in the salary structure. Governors have an extremely good grasp of how the pupil premium is used and are aware how important this is because of the high numbers in receipt of this funding in their school. They can explain how the money is used and what the impact has been, sharing this information on the school website. Governors make sure safeguarding arrangements meet statutory requirements.

Community Primary – L&M Good - February 2014

Governance has improved since the school's previous inspection and is now good. Governors are well trained and have an accurate understanding of how well teaching and achievement compare with other schools. They recognise recent improvements, but also know that more improvements are needed, especially in some classes and in writing. They are astute, supportive and challenging. The level and quality of open debate are high, resulting in greater awareness about the school's strategic decisions and developments. They give high priority to safeguarding and meet all their statutory duties well. For example, the whole governing body has been trained in safer recruitment procedures. Long serving governors carefully selected and recruited new governors who could strengthen and expand skills they already had. The governing body is currently full. It has a broad range of skills and experiences and represents many of the different groups within the school. It manages finances well. It knows how additional money, such as primary sports and pupil premium funding is spent, as well as its positive impact on pupils' achievement, health and well-being. Its systems to ensure that teachers,

including the headteacher, are held to account and rewarded for effective work, especially outcomes for pupils, are rigorous.

Community Secondary – L&M Good - February 2014

Governors are extremely involved at all levels of the school's work. They particularly enjoy working with the students' parliament because they can thus advise the senior managers of what is important to pupils. Their combined skills allow them to support and challenge the managers, through formal performance management, and less formally through questioning the school's work and performance at governors' meetings. They have played a key role in raising the levels of attendance because they recognised this to be crucial to pupils' achievement. They are fully conscious of the reasons for the drop-in standards in 2013 and are absolutely confident that the managers did everything they could possibly do in engaging with families to secure more regular attendance for their pupils. They also appreciate too that there is still much to be done in raising the quality of teaching to outstanding. They support the excellent school development plan, to which governors, pupils and staff contribute fully. They manage a very 'tight ship' with the available budget, including securing effective spending of the pupil premium. They ensure that the school meets safeguarding requirements.

Community Primary – L&M Good - February 2014

The work of the governing body has contributed to the good quality of education the school provides. Governors are well trained, committed and informed. They hold leaders to account for all aspects of the school's performance, including the quality of teaching and how it should be rewarded for improvement in pupils' achievement. The governing body has developed close links with parents.

Governors know and understand the school's data and can identify the school's strengths and weaknesses. In the last three years they have supported the school to tackle all underperformance.

They are involved in maintaining the ethos of the school through themed activities which educate pupils and parents about the diverse cultures in their school community.

Governors manage the resources of the school very effectively. For example, they know the difference the pupil premium funding is making to identified pupils and how it has enabled the narrowing of gaps with other pupils.

The governing body fulfils its statutory responsibilities and ensures that all requirements are met and effective in relation to the safeguarding of children.

Community Primary – L&M Good - March 2014

Governance is good and governors support the school well. Even though half of the members are new, they are quickly gaining an accurate understanding of the school, including the rates of achievement and quality of teaching. However, some are not fully aware

of the precise remits of their roles and responsibilities. They are beginning to develop this understanding through listening to other knowledgeable and experienced governors, open discussion, informative reports and training.

They meet their statutory duties for safeguarding and manage finances well. Through challenging discussion and supporting other school leaders, they have been instrumental in maintaining the school's positive quality of teaching. They are involved in the headteacher's targets for improvement and have systems to ensure that teachers are suitably financially rewarded for their work. Governors know how additional funding, including the primary sports funding, is used and the positive impact this has on the progress of eligible pupils.

Community Primary: L&M Requires Improvement – May 2013

Governors' work is not well enough focused on achieving the key priorities in the school's plans for improvement. Meetings, discussions and governor visits to the school are not linked to a consideration of the quality of teaching and its impact on pupils' progress. As a result, governors do not provide good enough challenge to the school, for example, in ensuring performance management and that any salary progression as a reward for good teaching is related to pupils' achievement. They know how pupil premium funding is spent and the impact of additional support in improving rates of progress for those eligible for free school meals. Governors ensure that safeguarding procedures are in place.

VA Primary: L&M Requires Improvement – July 2013

Governors are aware how the school compares with other schools locally and nationally. It was their use of this information which enabled them to effectively challenge the headteacher about the rates of progress pupils made in 2012. The subsequent review gave them a clear view of the priorities for the school. As a result, they have become more rigorous in checking how well pupils are doing. They have a clear understanding about the link between management of teachers' performance and salary progression, receiving appropriate information about the quality of teaching from leaders. Governors are involved in the decisions about how pupil premium is spent. They ensure that the school's safeguarding arrangements meet requirements.

VA Primary: L&M Requires Improvement – July 2013

Governors are linked with individual members of staff who have different responsibilities in school. They have an understanding of published performance data and one governor has analysed this in detail. However, governors do not receive regular updates from leaders on pupils' progress in the school. Although governors have discussed how pupil premium funding is spent, the lack of systems for tracking groups of pupils means that governors do not know if the support being provided is effective. Governors carry out the performance management of the headteacher and sign off pay awards for staff. They have an overview of teaching in the school and an awareness of where the strongest teaching is and what support has been provided where there has been underperformance. However, they do not receive regular updates so they can review whether teaching is improving. Governors ensure safeguarding meets statutory requirements. They are currently working closely with the governors of the local junior school on plans for the future.

VA Secondary: L&M Requires Improvement – July 2013

The governing body is not yet demonstrating good or better governance. Governors demonstrate the capacity to improve their work because they are beginning to ask more demanding questions of leaders about key groups such as boys and lower ability students. However, they are not carrying out more detailed scrutiny on the achievement of different student groups compared with similar groups nationally. Governors are starting to ask more demanding questions about teachers' performance. However, they have not been sufficiently well trained in analysing the impact of teaching over time and how it influences the learning of all students, and how data inform targets in the school development plans. Governors have limited understanding of the allocation and impact of pupil premium funding. They are not robust enough in monitoring the progress these students make. Governors make regular visits to the school and jointly observe lessons with senior leaders and interview middle leaders. These visits have a pre-determined focus, but the analysis of what emerges from visits is not drawn together regularly enough to help governors scrutinise the effectiveness of the school. The governing body action plan is too brief. It does not include specific targets to develop governors' work and enable governors to measure and evaluate how well their work supports school improvement. Governors are providing good support to staff and students in managing the transition to the school's closure by 2016.

Community Primary: L&M Requires Improvement – September 2013

Governors are supportive of the school and have a clear vision for the school providing the best for pupils in the community. They are aware of the national published data on the school and the drop in standards in 2012. Although they receive some information on pupils' progress, this is not given enough priority in meetings so senior staff can be held to account for all pupils making good progress. Governors know how pupil premium is being spent and how this is focused on individuals catching up. They are aware of where the strongest teaching in the school and what has been done to improve teaching and tackle underperformance. They receive updates on performance management and sign off pay awards for staff. They have been involved with temporary appointments for teachers to share good practice and develop teaching in the school. They have received training from the executive headteacher to develop their skills and attend courses including safer recruitment. They ensure statutory requirements are met including safeguarding.

Community Primary: L&M Requires Improvement - October 2013

Members of the governing body are supportive of school leaders and work closely with the senior team. However, they share school leaders' over-generous evaluation of pupils' achievement. There is also a limited understanding of how the school is performing compared to other schools locally or nationally. There is too much reliance on school leaders providing them with information, particularly on the quality of teaching and the impact of leaders' actions. They have not kept up to date with relevant professional training to support them in their roles and to inform them of the developments in education. As a result, they are not confident that they know how well the school is performing or where they should be challenging the school to improve. Governors understand how the pupil premium and sports premium are being allocated, but they do not check sufficiently how well pupils are doing throughout the year, or whether it has directly contributed to improvements in achievement for this group.

Governors are aware of teachers' salaries, and procedures to manage the performance of the headteacher are in place. However, information on how performance management is used to improve the quality of teaching across the school is not routinely shared with all governors. Governors do not have sufficient understanding about teachers' pay awards or how underperformance is tackled.

The governing body has ensured that the school fulfils its statutory responsibilities in safeguarding and for pupils' well-being.

Community Primary – L&M Inadequate - November 2013

Governors have not ensured that the school has improved quickly enough. They do not have a thorough knowledge about how the pupil premium funding is spent on eligible pupils and how far it is closing the attainment gap between these pupils and others at the school. Recent changes have made governors more aware of strengths and areas for development. They are keen to become more proactive in holding the school to account for its actions and would welcome an external review of governance to help enhance this work. Governors know how achievement at the school compares with other schools, what teaching is like and how good teaching is to be rewarded and weaker teaching supported.

Community Primary – L&M Requires Improvement - March 2014

There have been many changes to governors, including the Chair, so they are developing their expertise. The governors receive comprehensive information from the headteacher and ask searching questions. They have not established secure ways of finding out for themselves how well the school is achieving its goals for improvement. They understand about pupils' performance and the quality of teaching, and how staff are managed and developed. They know how the pupil premium funding is being spent and have some understanding of its impact. They ensure that safeguarding arrangements meet requirements.

Academy Secondary – L&M Requires improvement - March 2014

The governing body is clearly committed to the school and has a strong understanding of aspects of the school. Governors have worked extensively on financial matters and ensured that the conversion to academy status has been a success for the school financially.

Developments throughout the school's premises have been guided and supported by strong governor involvement.

The governing body has acted as a critical friend to the school and where appropriate has challenged the performance by and outcomes for students; for example, by actively sampling and reviewing targets set for teachers through the performance management procedures.

However, governors have gained their knowledge and understanding of the school from the headteacher and senior leadership. The headteacher has attempted to keep the governing body informed at all times, but the school has been overly generous in its view of its own performance in the recent past. This in turn has meant that governors have not always had the level of information required to fully challenge and support senior leaders over the quality of teaching and students' progress. As a result, the governing body has not held the school's leaders sufficiently to account and students' progress has not always been fast enough.

The governing body ensures that safeguarding requirements are met and financial management is secure.

L&M = Leadership and Management

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