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London Regional Director

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4 MAIN AREAS OF INQUIRY

- Safeguarding
- Strategic Direction
- Finance
- Pupil Outcomes





SAFEGUARDING

- ❖ Know what it is – appendix 1
- ❖ Checking staff: safe recruitment, knowing that records are kept and up to date e.g. the Single Central Record (Role of Progress partner)
- ❖ Incident logs (behaviour, bullying, prejudice), H&S, First-aid, e-safety,

STRATEGIC DIRECTION

- The Academy Improvement Plan
- Do governors know the priorities?
- Understand strengths / weaknesses
- Can governors explain why these are the priorities and if progress is being made towards them?
- Involvement in school self-evaluation
- Are governors acting on the views of stakeholders?

FINANCE

- ❖ Pupil Premium- what are you spending it on, is it making a difference?
- ❖ Primary Sports Funding - what are you spending it on, is it making a difference?
- ❖ Use of budget to target areas for improvement e.g. raising standards in writing- is it making a difference?

PUPIL OUTCOMES

- ❖ Robust accountability for pupil outcomes
- ❖ PM systems – links with pay progression
- ❖ Pupil achievement

The HT/Principal's report

RAISEonline

Data Dashboard <http://dashboard.ofsted.gov.uk/>



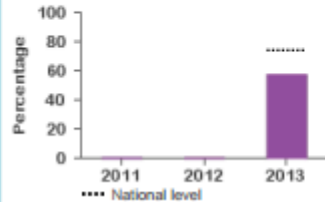
Olivers Battery Primary School(URN: 116046, DfE No.: 8502326) - Key Stage 2

How are pupils doing in exams? (Attainment)

English grammar, punctuation and spelling

In 2013, 57% of pupils attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test. No comparison is possible with the previous year.

Percentage of pupils who attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test



In 2013, the school's result was in the bottom 40% of similar schools' results, and in the bottom 20% of all schools.

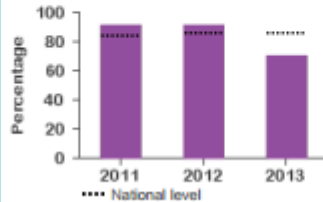
Comparison with other schools

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

Reading

In 2013, 70% of pupils attained Level 4 or above in the Key Stage 2 reading test. This is a decrease of 21 percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 reading test



In 2013, the school's result was in the bottom 40% of similar schools' results, and in the bottom 20% of all schools.

Comparison with other schools

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

Writing

In 2013, 70% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. This is a decrease of nine percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 writing assessment



In 2013, the school's result was in the middle 20% of similar schools' results, and in the bottom 20% of all schools.

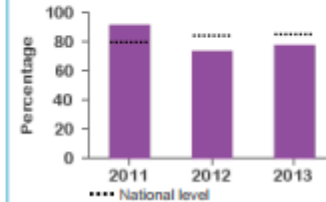
Comparison with other schools

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

Mathematics

In 2013, 77% of pupils attained Level 4 or above in the Key Stage 2 mathematics test. This is an increase of four percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 mathematics test



In 2013, the school's result was in the bottom 40% of similar schools' results, and in the bottom 20% of all schools.

Comparison with other schools

Similar schools	All schools
Highest	Highest
2nd quintile	2nd quintile
3rd quintile	3rd quintile
4th quintile	4th quintile
Lowest	Lowest

PUPIL OUTCOMES

- ❖ Robust accountability for pupil outcomes
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School Performance tables

www.education.gov.uk/schools/performance/

Year on year comparisons

Percentage achieving Level 4 or above in reading, writing and maths	2012	2013
School	70%	61%
LA	79%	79%
England - All Schools	75%	75%

KS2 test results and progress

	All pupils	Low attainers	Middle attainers	High attainers
Pupils eligible for KS2 assessment ?	51			
Percentage achieving level 3 or below in reading, writing and maths ?	6%	17%	0%	SUPP
Percentage achieving level 4 or above in reading, writing and maths ?	61%	8%	72%	SUPP
Percentage achieving level 4B or above in reading and maths and level 4 or above in writing ?	51%	0%	62%	SUPP
Percentage achieving level 5 or above in reading, writing and maths ?	2%	0%	0%	SUPP
Percentage making expected progress in reading ?	93%	92%	93%	SUPP
Percentage making expected progress in writing ?	83%	75%	83%	SUPP
Percentage making expected progress in maths ?	87%	75%	90%	SUPP
Average point score ?	27.1			



The meeting with governors

- ❖ The inspection team want to have a conversation for about 30mins with as many of the governing body as possible- usually without the HT/Principal
- ❖ Be prepared, take information in to the meeting with you

Information for Inspector's Meeting

- Written monitoring notes
- GB minutes showing key questions
- GB minutes showing challenge
- Examples of discussions with key leaders
- Evidence of monitoring the PM system
- How Pupil Premium funding is monitored

A summary: Inspectors should consider whether governors...

- carry out their statutory duties
- understand the strengths and weaknesses of the school, including the quality of teaching
- ensure clarity of vision, ethos and strategic direction
- understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard
- are aware of the impact of teaching on learning and progress in different subjects and year groups
- are challenging and supporting leadership in equal measure
- are providing support for an effective headteacher/principal, or whether they are hindering school improvement by failing to tackle key concerns
- are transparent and accountable, including in terms of governance structures, attendance at meetings, and contact with parents and carers
- understand how the school makes decisions about teachers' salary progression
- performance manage the headteacher/principal rigorously
- are failing to perform well and contributing to weaknesses in leadership and management.

Inspectors should also satisfy themselves that the governing body is ensuring that the school's finances are properly managed, and investigate governors' role in deciding how the school is using the pupil premium, the Year 7 catch-up premium, or the new primary school sport funding.

See appendices 1 and 2 for additional information



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