

Understanding & Monitoring the Curriculum



Rory McCormack
5th June 2024

Session Objectives



1. To go through the role of Governors
2. To relate these roles to how Governors carry out their job generally, but in particular to the Curriculum and assessment
3. To get the Governors to think about how they carry out their roles in relation to the Ofsted Framework with regard to the Curriculum and assessment
4. For Governors to better understand how the curriculum for their school is created and monitored.
5. For Governors to understand how assessment fits with the Curriculum
6. For Governors to understand the difference between attainment and progress.
7. To show some strategies Governors could use to monitor the curriculum and its assessment.

Structure of this training



- Role of Governors
- What does Ofsted say...?
- The National Curriculum
- The National Curriculum – how is it structured...?
- Some important terminology
- What does this mean for Governors. What can/should we be doing?
- Curriculum methodology and Ofsted
- Curriculum methodology – what we might hear from staff members.
- Assessment – where does it fit in and what should we be monitoring?
- Assessment – sources of information.
- Assessment – what do we mean by progress?
- Governors – how do we monitor all of this?
- Questions and evaluation

Curriculum and Assessment

Overarching question:
How well does the curriculum and
assessment of it provide for and stretch
all pupils?

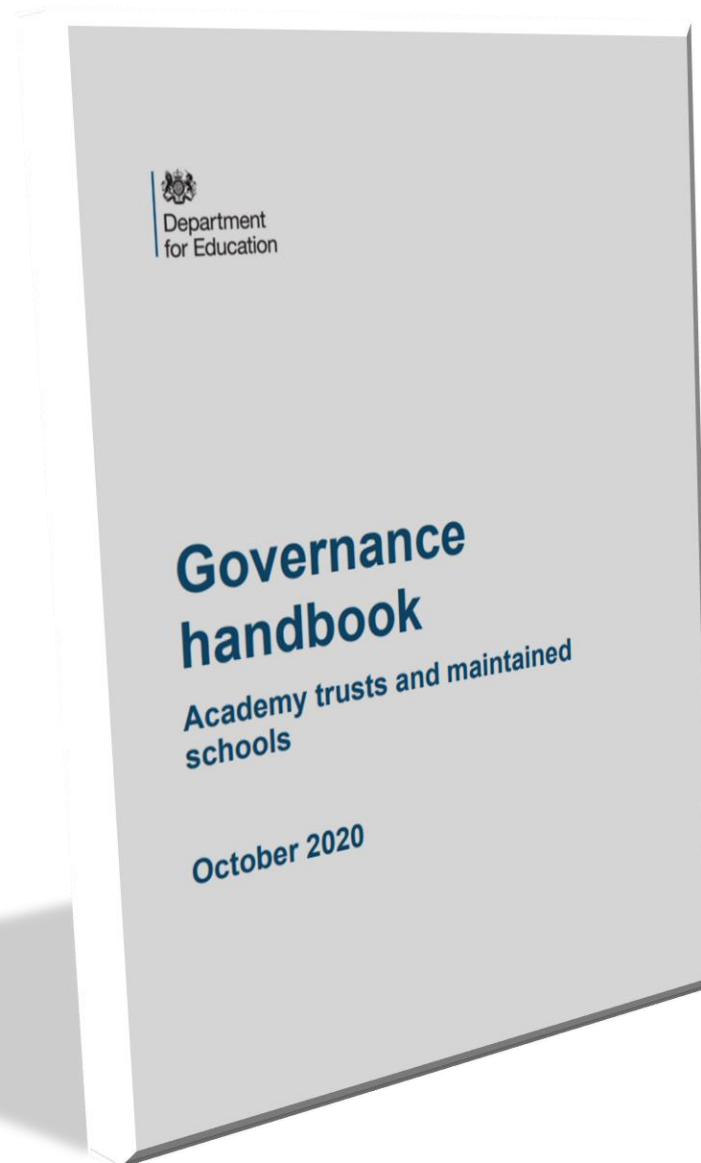


Role of Governors



Role of Governors

This is the document we are all probably familiar with....



Role of Governors

7th March 2024: new guidance replaced the Governors Handbook

The screenshot shows the 'Maintained schools governance guide' page on GOV.UK. The page has a blue header with the title 'Maintained schools governance guide'. Below the title, it states 'From: Department for Education', 'Published: 7 March 2024', and 'Updated: 7 March 2024 - See all updates'. There is a search bar with the text 'Search this manual'. Below the search bar is a 'Contents' link. The main content area starts with the text 'Guidance on the strategic leadership and governance of local authority-maintained schools.' followed by a section titled 'This non-statutory guidance replaces the governance handbook 2019.' and a paragraph of text. Below this is a section titled 'Who should use this manual' with a sub-section 'This guidance is for:' and a bulleted list of users. At the bottom, there is a section titled 'Resources for governing bodies' with a paragraph and a bulleted list of links.

Home

Maintained schools governance guide

From: Department for Education
Published: 7 March 2024
Updated: 7 March 2024 - See all updates

Contents

Guidance on the strategic leadership and governance of local authority-maintained schools.

This non-statutory guidance replaces the governance handbook 2019.

This is a reference document for those involved in local authority-maintained school governance. It brings together essential information from a range of sources on the governing body's roles and legal responsibilities.

Who should use this manual

This guidance is for:

- governors, senior leaders, governance professionals (clerks) and associate members
- local authority-maintained schools including maintained special schools and maintained nursery schools, foundation and voluntary schools
- foundations and others such as diocesan authorities with an interest in the governance of schools
- organisations supporting boards to develop effective governance

It does not apply directly to pupil referral units, sixth-form colleges and general further education colleges, though they may find its principles helpful.

Resources for governing bodies

Practical resources for governing bodies are available from sector organisations, including:

- local authority governor services
- National Governance Association
- GovernorHub
- Chartered Governance Institute
- Catholic Education Service
- Church of England Education Office

The screenshot shows the 'Academy trust governance guide' page on GOV.UK. The page has a blue header with the title 'Academy trust governance guide'. Below the title, it states 'From: Department for Education', 'Published: 7 March 2024', and 'Updated: 7 March 2024 - See all updates'. There is a search bar with the text 'Search this manual'. Below the search bar is a 'Contents' link. The main content area starts with the text 'Guidance on strategic leadership and the governance of academy trusts.' followed by a section titled 'This non-statutory guidance replaces the governance handbook 2019.' and a paragraph of text. Below this is a section titled 'Who should use this manual' with a sub-section 'This guidance is for:' and a bulleted list of users. At the bottom, there is a section titled 'Resources for trust boards' with a paragraph and a bulleted list of links.

Home

Academy trust governance guide

From: Department for Education
Published: 7 March 2024
Updated: 7 March 2024 - See all updates

Contents

Guidance on strategic leadership and the governance of academy trusts.

This non-statutory guidance replaces the governance handbook 2019.

This is a reference document for those involved in trust governance. It provides essential information from a range of sources on the trust board's roles and legal responsibilities.

The [Academy Trust Handbook \(ATH\)](#) and your funding agreement have more information on contractual requirements.

Who should use this manual

This guidance is for:

- trustees, executive leaders, local committee governors, governance professionals and academy trust members
- academy trusts including free schools and university technical colleges
- foundations, sponsors and others, such as diocesan authorities, with an interest in the governance of trusts
- organisations supporting boards to develop effective governance

It does not apply directly to pupil referral units, sixth-form colleges or academies, or general further education colleges, though they may find its principles helpful.

Resources for trust boards

Practical resources for trust boards are available from sector organisations including:

- National Governance Association
- Confederation of School Trusts
- GovernorHub
- Chartered Governance Institute
- Catholic Education Service

Role of Governors

- Responsibilities of the governing body The Roles, Procedures and Allowances

Regulations set out the key functions of the governing body, which are to:

- ensure that the vision, ethos and strategic direction of the school are clearly defined;
- ensure that the head teacher performs his or her responsibilities for the educational performance of the school; and
- ensure the sound, proper and effective use of the school's financial resources.

Maintained Schools Governance Guide: March 2024: Section 1.1

Role of Governors (maintained schools)

This is the
important
section re:
the
curriculum
Section 7.2.1



Maintained schools governance guide

From: [Department for Education](#)
Published 7 March 2024
Updated: 7 March 2024 - [See all updates](#)

Search this manual



[Contents](#)

7. Compliance

Guidance for governing bodies on how to meet its legal and regulatory responsibilities with regards to compliance.

[Show all sections](#)

7.1 Overview

[Show](#)

7.2 Education

[Hide](#)

7.2.1 The curriculum

The school curriculum in state-funded schools **must**:

- be balanced and broadly based
- promote the spiritual, moral, cultural, mental and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of later life

This is set out in the [Education Act 2002](#).

Responsibility for the curriculum is shared between the headteacher, the governing body and the local authority to a limited extent.

7.2.2 Children with special educational needs and disabilities (SEND)

Governing bodies have legal duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The [SEND code of practice](#) assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

[Helpful information and questions for SEND governors](#) is available to support with their role.

7.2.3 Special educational needs coordinator

All mainstream schools and maintained nurseries **must** have a teacher designated as the special educational needs coordinator (SENCO).

The [SEND code of practice](#) provides guidance on the role and responsibilities of a SENCO.

7.2.4 Looked-after and previously looked-after children

A governing body **must** appoint:

- a designated teacher, who is appropriately qualified to support the educational achievement of looked-after children
- a member of staff responsible for promoting the educational achievement of looked-after and previously looked-after children

Governing bodies' responsibilities are set out in statutory guidance, [the](#)

Role of Governors (Maintained schools)

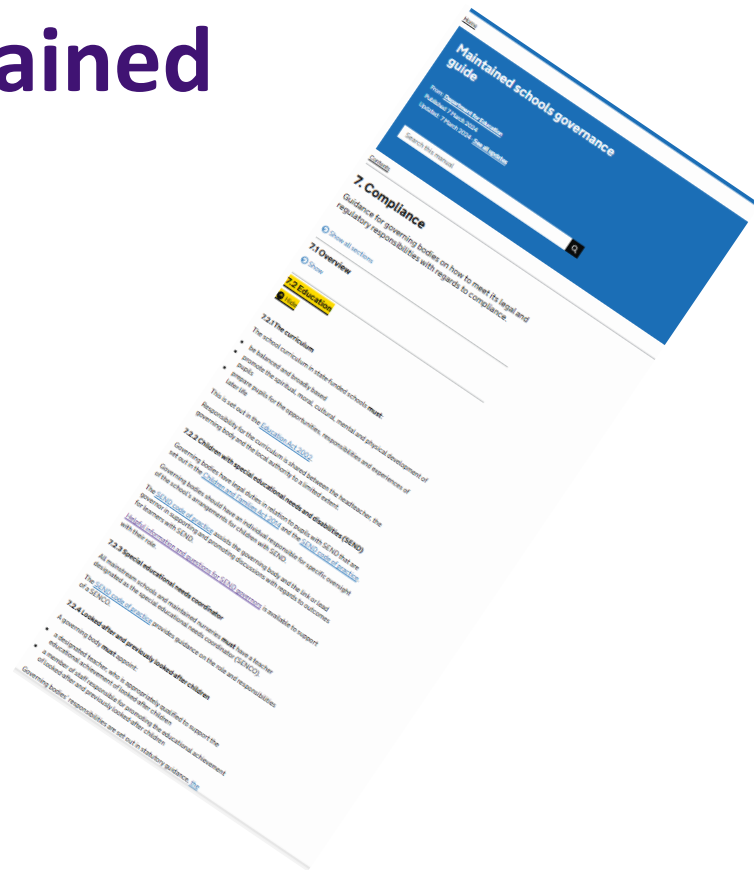
Section 7.2.1 says....

The school curriculum in state-funded schools **must**:

- be balanced and broadly based
- promote the spiritual, moral, cultural, mental and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of later life


This is set out in the [Education Act 2002](#).

Responsibility for the curriculum is shared between the headteacher, the governing body and the local authority to a limited extent.



Role of Trustees/Governors (Academies)

This is the
important section
re: the role of
Trustees/Governors
Section 2.2



Academy trust governance guide

Department for Education
Updated 7 March 2024
First published: 7 March 2024 [See all updates](#)

Search this manual

Governance of the trust

Information on board expertise and building an effective

This section covers the trust quality description of [governance](#).

Role of the trust

Members of the trust ensure that the board of trustees have the necessary expertise to fulfil its functions effectively and that the board acts in accordance with the trust's charitable objects.

[View all sections](#)

Trust

/

Purpose of governance

The purpose of governance is to provide:

- strategic leadership
- integrity and assurance
- strategic engagement

The trust has collective accountability and strategic responsibility for the trust and has a focus on ensuring the trust delivers an excellent education to all pupils while maintaining effective financial management and **must** ensure compliance with:

- the trust's charitable objects
- the trust's governing document, contractual and statutory requirements
- the trust's funding agreement

The trust also has:

- strategic and statutory responsibility for [safeguarding](#) and [special educational needs and disabilities \(SEND\)](#) arrangements within (and across) the trust
- the academy trust ensuring the promotion of pupil welfare and for ensuring their estates safe and well-maintained
- in making sure that it delivers its commitment to other schools and academies, however it is done

For more information, see your own academy's articles of association for more information.

Capturing the purpose and regulations of the trust: Articles of association

/

Building an effective and diverse board

/

Role of Trustees/Governors (Academies)

Section 2.2 says:

In trusts, the purpose of governance is to provide:

- strategic leadership
- accountability and assurance
- strategic engagement

The board has collective accountability and strategic responsibility for the trust. It has a focus on ensuring the trust delivers an **excellent education to pupils** while maintaining effective financial management and **must** ensure compliance with:

- the trust's charitable objects
- regulatory, contractual and statutory requirements
- their funding agreement

The board also has:

- strategic and statutory responsibility for safeguarding and special educational needs and disabilities (SEND) arrangements within (and across) the academy trust ensuring the promotion of pupil welfare and for keeping their estates safe and well-maintained
- a role in making sure that it delivers its commitment to other schools and academies, however it is done

Refer to your own academy's articles of association for more information.

Role of Trustees/Governors (Academies)

Section 6/1 “Ensuring strategic oversight and accountability” states:

To ensure and embed robust accountability, that improves educational standards and financial performance, it is essential for the board, and a committee, where it has delegated powers for education or financial data, to:

- agree a range of metrics, including both quantitative and qualitative data, to measure progress and impact
- have access to objective, high quality and timely data
- scrutinise pupil progress, attainment and financial information, comparing these with local and national benchmarks over time
- monitor and oversee school improvement and financial health
- know the questions that need to be asked of the executive leadership team
- put in place an external audit of finances and strategic priorities

Role of Governors



The Governance Handbook on p. 75 stated:

6.5 Education

6.5.1 The curriculum

21. **Education legislation** requires that the school curriculum be balanced and broadly based, and should:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;

and

- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

22. **Responsibility for the curriculum in schools is shared between the executive leader(s), the board** and (where applicable and to a limited extent) LAs. The 'basic' curriculum for **maintained schools must include the national curriculum** and school and trust sixth forms must follow the 16-19 study programmes guidance. **The national curriculum sets out the subjects and associated programmes of study that must be taught at each key stage.**



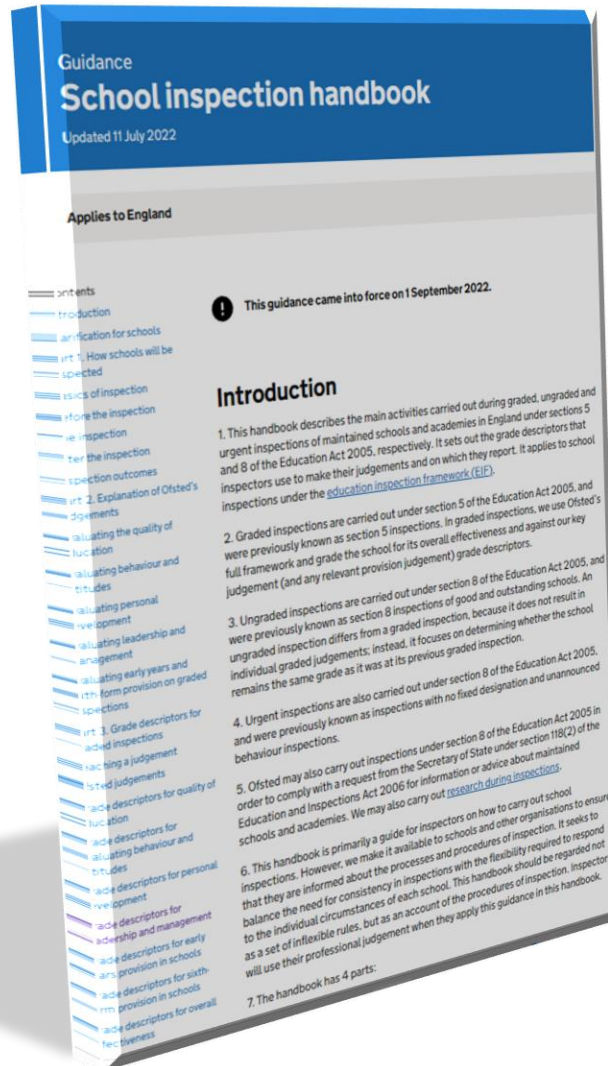
Role of Governors (Academies)

23. Academies do not have to follow the national curriculum, but they are bound by their funding agreement to teach a broad and balanced curriculum to the age of 16. This must include English, mathematics and science and (subject to providing the right to withdraw) religious education in mainstream academies. Alternative provision academies are not required to teach religious education.

A stylized illustration of three grey human figures sitting at a long table. The figure on the left is in profile, facing right. The figure in the middle is facing forward. The figure on the right is in profile, facing left. The table is a simple rectangular shape. The background is a light grey rectangle.

What does Ofsted say...?

What does Ofsted say....?



What does Ofsted say....?

In the Quality of Education judgement for “Good” it says:

“Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. **This is either the national curriculum or a curriculum of comparable breadth and ambition.**”

What does Ofsted say....?

In the Leadership and Management judgement for “Good” it says:

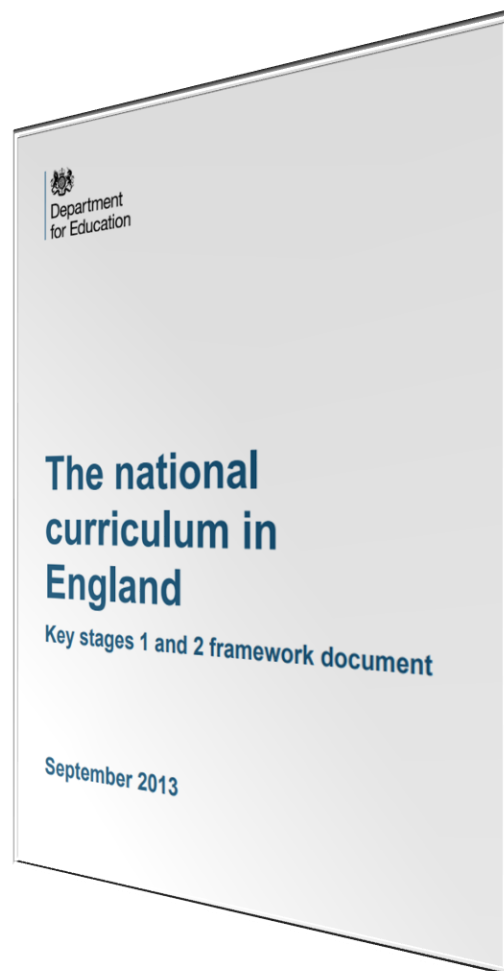
“Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and **that leaders are held to account for the quality of education.**”

An illustration of three stylized human figures sitting at a rectangular table. The figure in the center is facing forward and has a white rectangle on their lap, representing a laptop. The two figures on either side are shown in profile, facing towards the center. The entire scene is rendered in a light gray, semi-transparent style. The text "The National Curriculum" is overlaid in the center of the image in a dark blue, bold font.

The National Curriculum

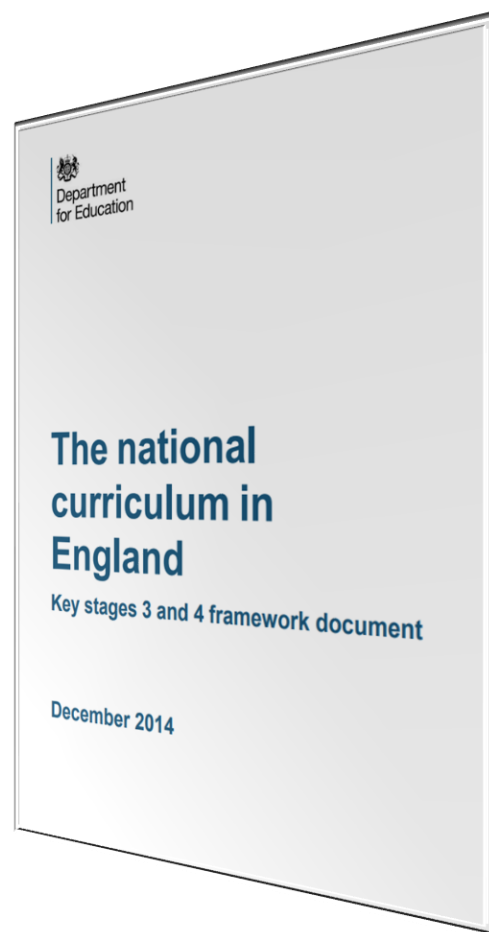
The National Curriculum

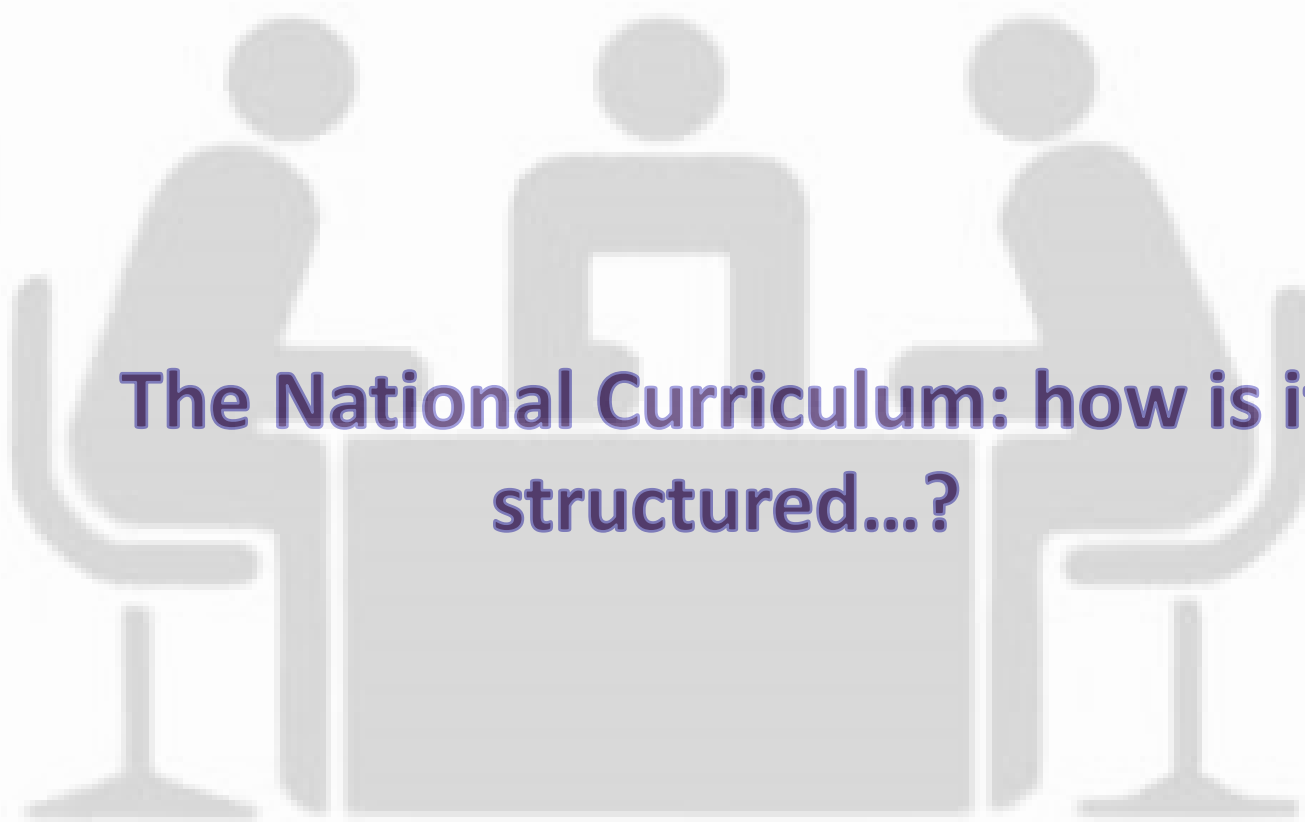
The Primary Document:



The National Curriculum

The Secondary Document:





The National Curriculum: how is it structured...?

National Curriculum structure (1)

3.5

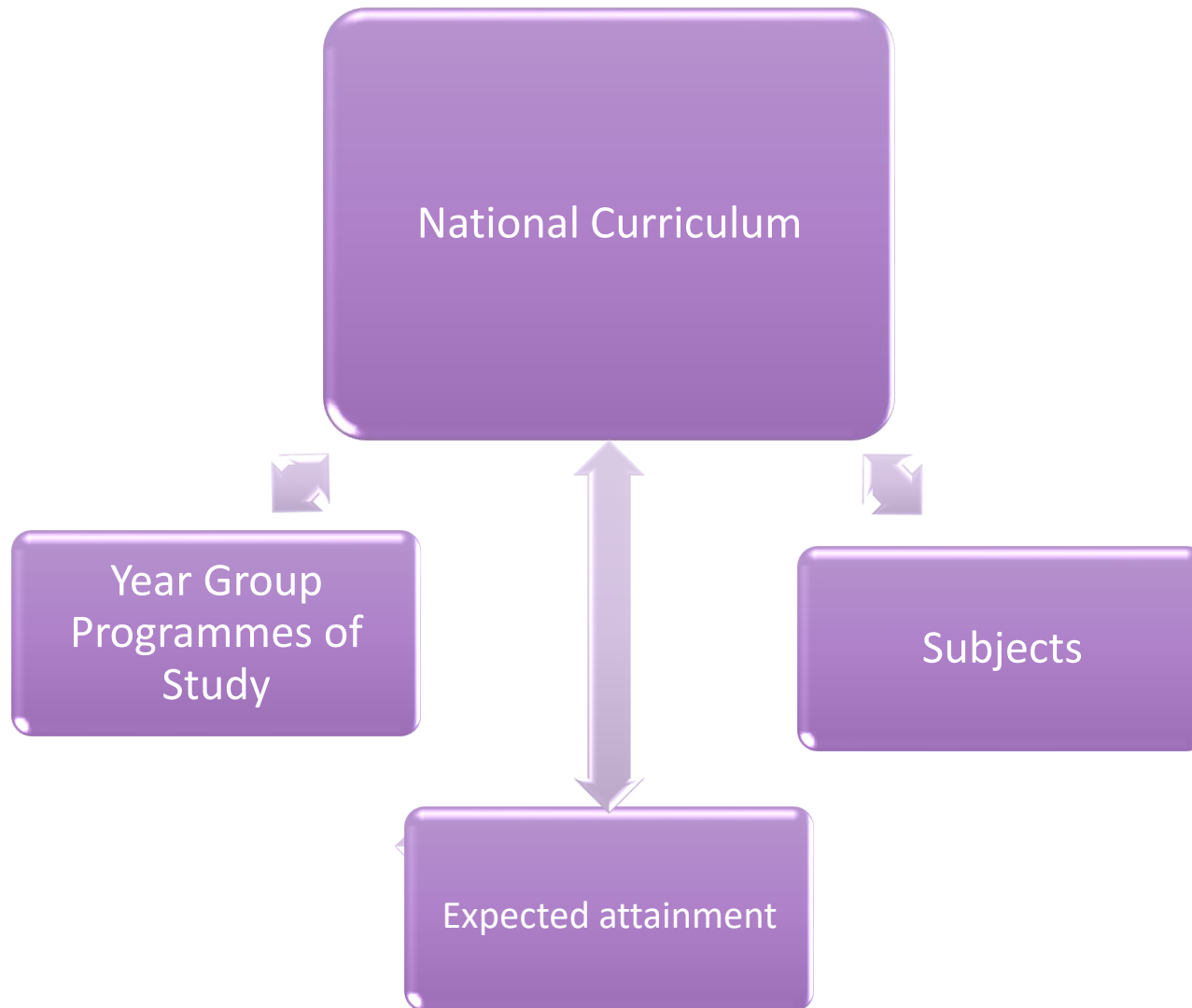
The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

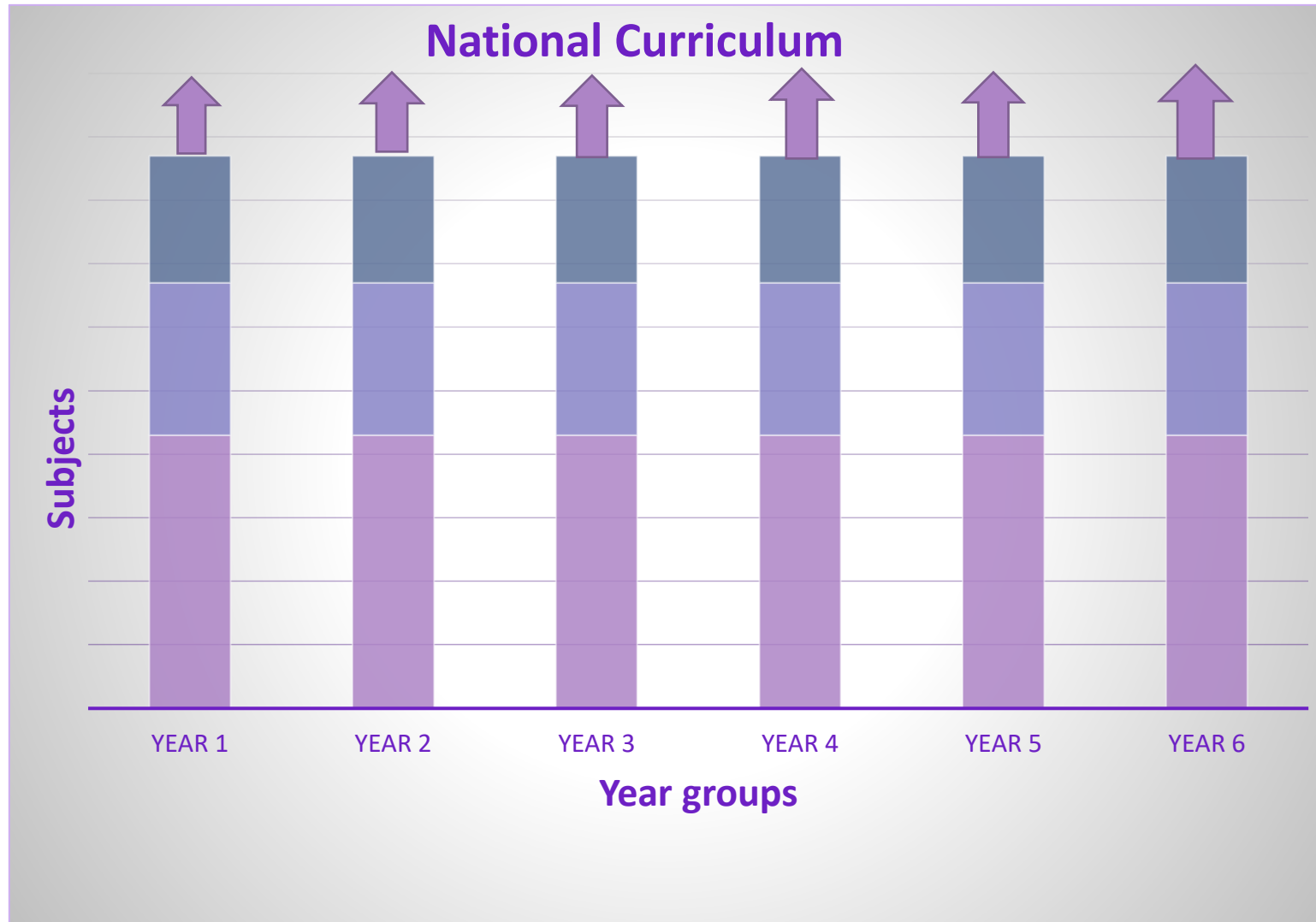
Note: At key stage 2 the subject title for languages is ‘foreign language’; at key stage 3 it is ‘modern foreign language’.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

National Curriculum structure (2)



National Curriculum structure (3)



National Curriculum structure (4)

Here's an example from the Year 2 Programme of Study for Mathematics. The language is important. It talks of pupils "should be taught"

Year 2 programme of study

Number - number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

National Curriculum structure (5)

Therefore, the school staff will:

- Build a curriculum that **complies** with legislation for the sort of school it is
- Build a curriculum **based** on the National Curriculum if it is a maintained school (Academies don't have to but many do....)
- Build a curriculum **based** on the Programmes of Study for each subject for each year group....



A stylized illustration of three human figures sitting at a table. The figures are rendered in a simple, rounded, greyish-blue color. They are positioned behind a long, rectangular table. The figure on the left is shown in profile, facing right. The figure in the center is shown from a front-facing perspective. The figure on the right is shown in profile, facing left. The background is a light, neutral color. The text "Some important terminology..." is overlaid on the table in a dark blue, bold font.

Some important terminology...

Some important terminology...

Expected

What pupils are "expected" to attain in any given year in any subject

Below expected

Pupils did not attain the "expected" for that year for that subject

Progress

The amount a pupil has achieved in a year

Attainment

What a pupil has learned in a year e.g "expected"

Programme of Study

What is to be taught in a year per subject.



**What does this mean for Governors –
what can/should we be doing...?**

What can we do as Governors to fulfil our responsibilities?



- Understand the area of responsibility in some detail – **training**
- Understand the structure and content of your school's curriculum – does it fit with your **vision and ethos?**
- **Presentations** from staff members – how would we do this?
- **Link Governors** – for areas in our SDP?
- **Visits** – remember we are not trained professionals we are visiting to be strategic. Have we got protocols/policies/paperwork for this?
- **Policies** – subjects etc – written by school, approved by Governors.

What can we do as Governors to fulfil our responsibilities?

- We need to ask questions about:
 - Content
 - Structure
 - Overarching vision and ethos
 - How does a member of staff know?
 - Possibly resources (**link to our financial role**)
 - Standards for all children





Curriculum Methodology & Ofsted

Amanda Spielman (HMCI) at the 'Wonder Years' curriculum conference: 26/1/19

“Instead we are using **the statutory expectation of a broad and balanced curriculum and the national curriculum**, which all maintained schools are expected to follow, and which academies are expected to match in ambition, as our baseline. **So long as schools achieve that, they are free to design and build their curriculum as they see fit**, and Ofsted will reward the curricula that demonstrate thought and care about how to build **rich and deep learning.**”



Influence of Ofsted methodology

• This speech which came just before the publication of the current Ofsted framework has had a significant influence. It showed Ofsted were interested in:

- A broad and balanced curriculum
- The best opportunities for all children
- That data was not 100% “supreme.”
- Knowledge and skills
- Knowledge and skills that are conserved.

Therefore, many schools have adopted Ofsted “type” methodology to monitor their curriculum





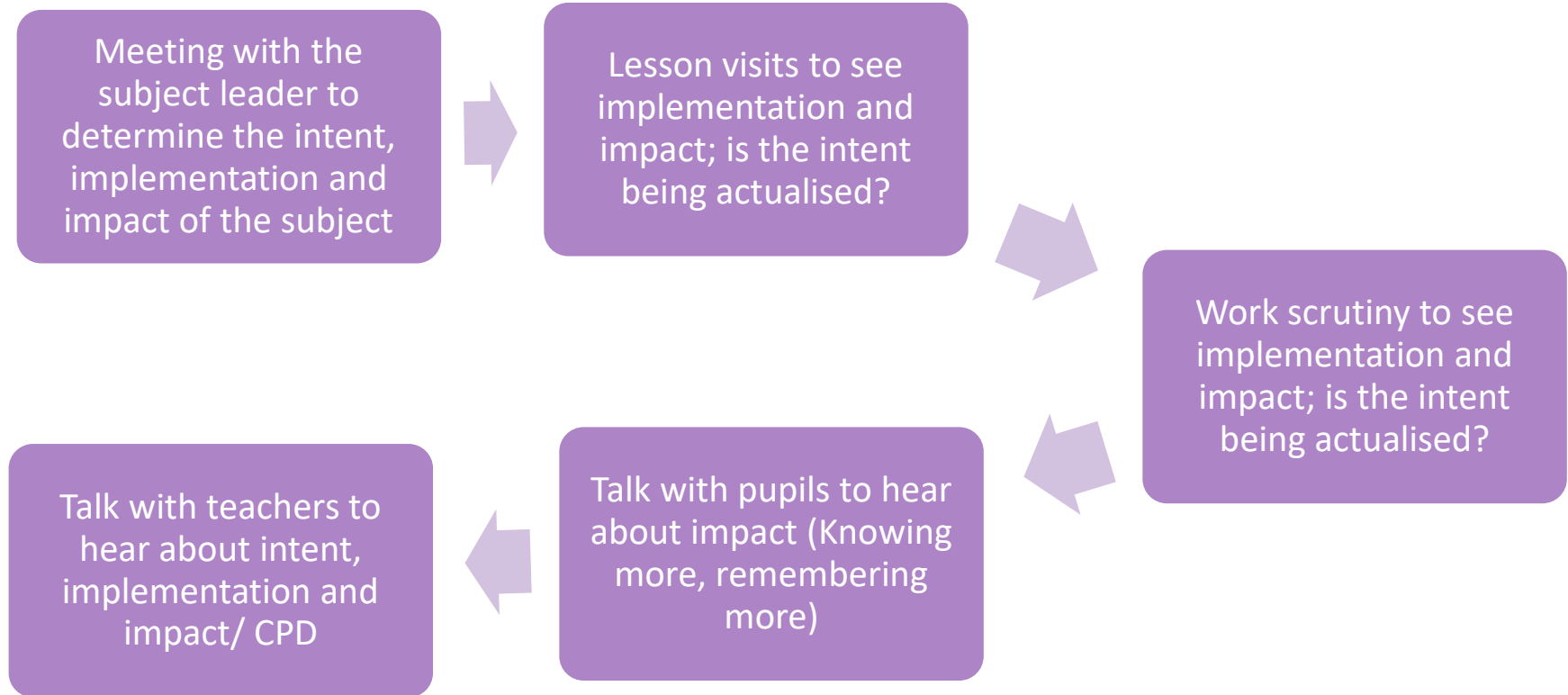
**Curriculum Methodology – what we
might hear from staff members**

Curriculum Deep Dive

- Deep Dives are Ofsted's method of gathering evidence about the curriculum being taught.
- They have been adopted by many schools as the means of monitoring their own curriculum
- If you have a programme of presentations from subject coordinators - expect to hear about these....
- If not ask how the subject is monitored.



An Ofsted Curriculum Deep Dive – school methodology the same?



Bringing it together – Ofsted/school?

- Evidence is collected from all Deep Dives to determine an overall judgement for the Quality of Education judgement...a graded judgement or confirmation in an ungraded inspection
- The Quality of Education judgement (curriculum) feeds into the Leadership and Management judgement

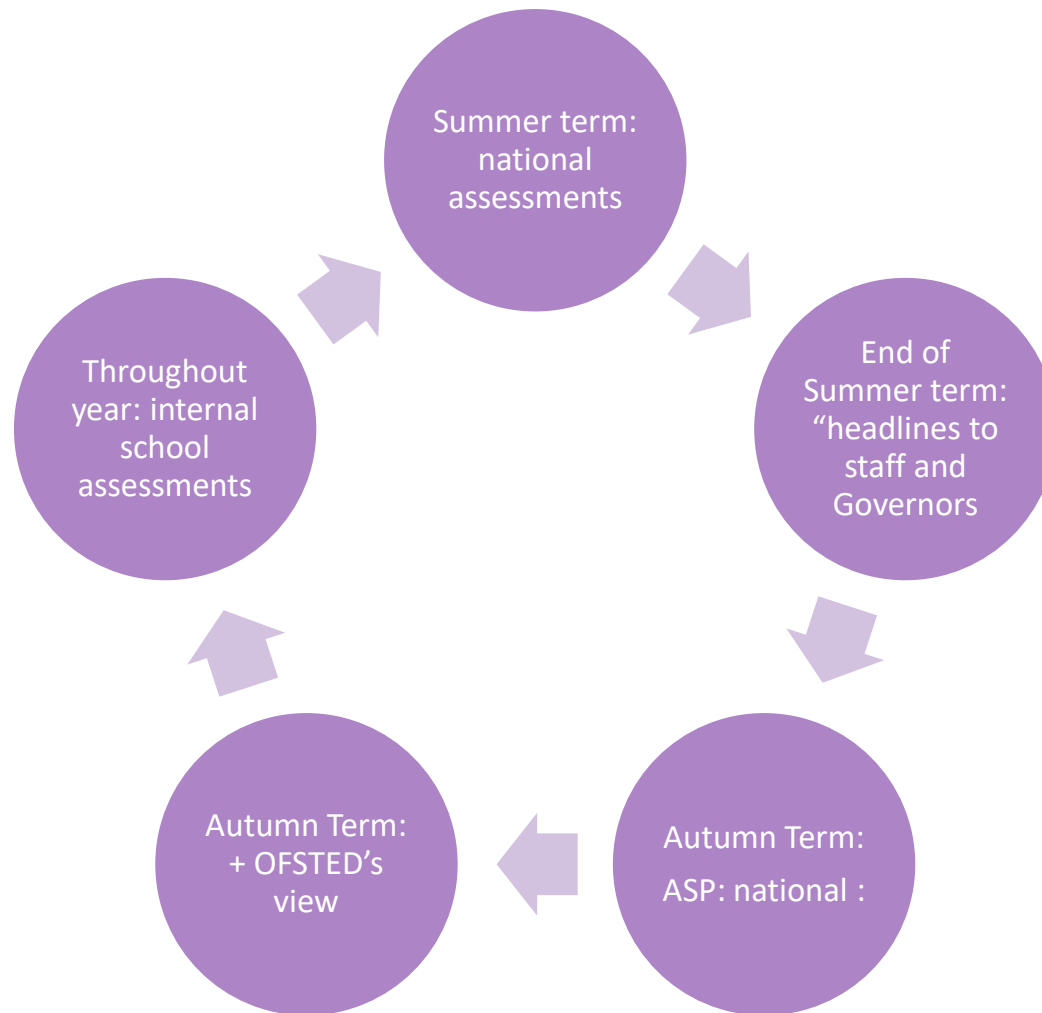
**This is why governors need to know about the curriculum
If this is being “mirrored in your school it is useful for all
concerned.**

**If another methodology is being used – ask about in your
“educational performance” role.**



Assessment – where does it fit in and what should we be monitoring?

Academic data: what to look out for...



External assessments – how do they fit in?

How do we find out about them? When are they?

The image features a light gray background with a faint, stylized illustration of three people sitting at a long table. The figures are rendered in a simple, rounded silhouette style. The person on the left is seated in a chair, facing right. The person in the middle is seated directly at the table, facing forward. The person on the right is seated in a chair, facing left. The table is a simple rectangular shape. The text 'Assessment – sources of information' is overlaid in the center of the image in a dark blue, bold, sans-serif font.

Assessment – sources of information

Academic data

ASP (Analyse School Performance) – every October/November (usually during half term!!)

Replaced “Raise online” in 2018




- Reflects the assessment and testing reporting arrangements
- Reflects school data for one year
- Raised profile of KS2 progress
- Raised profile of disadvantaged pupils
- Raised profile of prior attainment for KS2 and KS1
- Science teacher assessment now included
- Includes analysis of test outcomes for KS2 pupils
- Includes other data e.g attendance
- Raised profile of inspection dashboard

Academic data

- An ASP page (KS2)...

Progress in reading, writing and maths

[▶ Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
School progress score	+0.23	+1.41	-0.24
Confidence interval ?	-1.38 to +1.83	-0.16 to +2.98	-1.70 to +1.22
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)			
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	88	87	88

The data suggests that students are making positive progress in reading and, in particular, writing. The weakest area in the school for progress is maths. However, all of the progress scores fall within the confidence interval – potentially due to the low pupil numbers. This means that it is uncertain whether the progress made by students was due to the measures taken by the school or not.

Unlike attainment measures, the progress charts in ASP give a clear indication of whether a school is above or below the national average. It also gives some indication of the statistical significance of each progress

Academic data

The screenshot shows a GOV.UK page titled "School inspection data summary report (IDSR) guide". The page includes a breadcrumb trail, a "Guidance" label, and a main heading. A descriptive paragraph explains that the guide provides an overview of the inspection data summary report (IDSR) for primary and secondary schools, including schools with a sixth form, and offers guidance on interpreting the data. Below this, there is a "From: Ofsted" section with publication and update dates, and a "Get emails about this page" button. The page is divided into three main sections: "Applies to England", "Contents", and "Related content".

GOV.UK Menu

Home > Education, training and skills > Inspections and performance of education providers > Inspection and performance of schools

Guidance

School inspection data summary report (IDSR) guide

This guide provides an overview of the inspection data summary report (IDSR) for primary and secondary schools, including schools with a sixth form and gives guidance on interpreting the data.

From: [Ofsted](#)
Published 8 October 2019
Last updated 2 May 2024 — [See all updates](#)

Get emails about this page

Applies to England

Contents

- Overview of the Ofsted IDSR
- Access your school's Ofsted IDSR
- Ofsted IDSR
- Reporting data issues
- Predecessor or successor link
- School details
- Report information
- School and local context
- Staffing
- Expenditure: similar schools comparator
- Absence
- Suspensions and permanent exclusions
- Pupil movement
- Progress and attainment at key stages 1 and 2
- Key stage 4 subjects
- Progress and attainment at key stage 4
- Destinations at key stage 4
- 16 to 18 qualification types and retention
- Attainment at 16 to 18
- Pupil groups
- Understanding the data in the IDSR
- Conditions of use

Related content

- [IDSR: news and updates](#)
- [Ofsted Parent View: management information](#)
- [Ofsted inspections of maintained schools and academies](#)
- [School inspection handbook](#)
- [Ofsted Parent View: toolkit for schools](#)

Detailed guidance

- [IDSR: news and updates](#)

Collection

- [Ofsted inspections of maintained schools and academies](#)

Academic data

IDSR (Inspection summary data report)

The screenshot shows the GOV.UK website interface for an Inspection Data Summary Report (IDSR). At the top, the GOV.UK logo and the title 'Inspection Data Summary Report' are visible. A 'BETA' notice indicates that the service is new and encourages user feedback. The breadcrumb trail shows 'Home > IDSR'. The main heading is 'Example primary IDSR', accompanied by the Ofsted logo with the tagline 'raising standards improving lives'. Below the heading are two buttons: 'Print this page' and 'Download this page'. The report details include: URN: 888888, LAESTAB: 8888888, Local authority: NA, Phase of education: NA, and Type of education: NA. A link for 'About the trust' is provided. The release information states 'Provisional 2023 Phonics, Final 2023 KS1, Final 2023 KS2' and the release date is '2 May 2024', with a link to the 'IDSR news page'. A 'Contents' section lists 'School characteristics' as the first item.

- Its always worth knowing what OFSTED are thinking about our school..
- They are generic and compiled electronically.
- They are mainly academic data, (hence I am including it in this section,), but also include other sources of information e.g. absence, exclusions...

Academic data

This is a new version of the IDSR (2/5/2024).

It contains the following information:

- School Characteristics
- Ethnicity
- SEND characteristics
- Staffing
- Links to alternative provision and other providers
- Absence and exclusions
- Progress and attainment and Key Stages 1 and 2
- Pupil groups
- Important information.



Academic data

ISDR(Inspection summary data report) – example....

School characteristics

	2021	2022	2023
School number on roll	Close to average 1027	Close to average 1043	Close to average 1097
School % FSM	Well below average 14	Well below average 15	Well below average 16
School % SEND support	Well above average 18	Well below average 4	Well below average 5
School % EHC plan	Close to average 3	Above average 4	Well above average 3.8
School % EAL	Below average 4	Well below average 4	Below average 5
School % stability	Close to average 94	Above average 95	Close to average 93
Pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

- The proportion of pupils with EAL (18%) in last year's year 2 is high compared to other year groups.
- The proportion of pupils with EAL (17%) in last year's year 4 is high compared to other year groups.
- The proportion of pupils eligible for FSM (0%) in last year's year 2 is low compared to other year groups.
- The proportion of pupils eligible for FSM (22%) in last year's year 6 is high compared to other year groups.

Academic data

IDSR (Inspection summary data report) – example....

Progress and attainment at key stages 1 and 2

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

	2023 cohort	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Multiplication tables check	68	Sig above national and 89th percentile	24	20	—	No data
Reading KS2 progress	58	Sig above national and 97th percentile	5.1	0.0	—	—
Writing KS2 progress	58	Sig above national and 81st percentile	2.1	0.0	—	—
Mathematics KS2 progress	58	Sig above national and 98th percentile	5.1	0.0	—	—
RWM KS2 expected standard %	63	Sig above national and 81st percentile	75	60	—	—
Reading KS2 expected standard %	64	Sig above national and 79th percentile	86	73	—	—
Reading KS2 high standard %	64	Sig above national and 85th percentile	45	29	↑	↑
Mathematics KS2 high standard %	64	Sig above national and 88th percentile	40	24	↑	↑
EGPS KS2 expected standard %	64	Sig above national and 88th percentile	90	72	↑	—
EGPS KS2 high standard %	64	Sig above national and 95th percentile	56	30	↑	—

► [Non-significant data](#)

- Of the 60 year 1 pupils, 12 did not meet the **phonics expected standard**, with an average mark of 23. There were 19 pupil(s) that were screened for phonics in year 2 in 2023; 14 of those met the expected standard.

► [Guidance](#)

Academic data



Secondary Inspection Data Summary Report

	URN:	Laestab:
Headteacher:	Type of education:	
Local authority:	Phase of education:	
Pupils:	Academy trust or sponsor:	
Gender:	Date open/converted:	
Admissions policy:	Chair of governors/trustees:	
Ages:	School website:	
Denomination:	Postcode:	

Report information [Guidance](#)

Release information: Revised 2019 KS4, KS5

Release date: 12 November 2021

The IDSR can contain sensitive information regarding schools and colleges. It is your responsibility to ensure that the IDSR is stored and shared appropriately. Please see our guidance (linked to above) for our IDSR conditions of use and storage statement.

Important message: Due to the impact of the Covid-19 pandemic, 2019 data is the latest available results data. School performance may vary yearly, and, due to the uneven impact of Covid-19 on pupils and schools, 2019 data may no longer reflect a school's current performance. The IDSR displays both 2021 and 2019 census data to allow users to view the latest contextual data and the data for pupils who took KS4 exams or KS2 tests in 2019.

Areas of interest [Guidance](#)

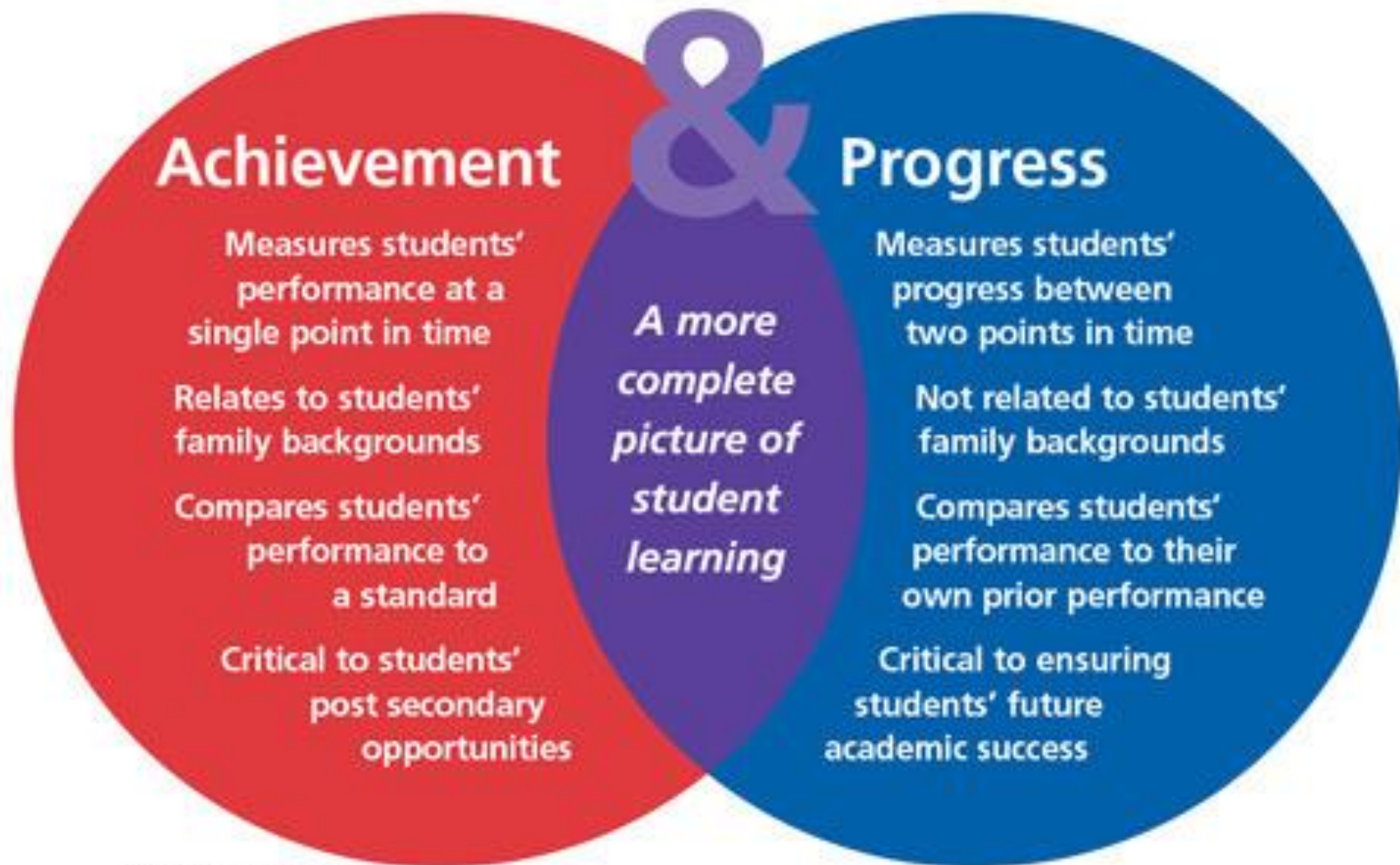
The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

This is the Secondary “example” IDSR – this has not been revised since 2019.



Assessment – what do we mean by progress?

Academic data – attainment v progress



Academic data – attainment v progress

It's usually recorded as grades, scores or levels, and it indicates a pupil's result at the end of a Key Stage (KS). In other words, attainment is where a pupil is at a specific point in time, and **progress is how steep the climb was between attainment points. The steeper the climb, the greater the progress.**

Academic data – attainment v progress

Attainment = driving test



LEARNING TO DRIVE
Our Learning to drive Hub has all you need to know to pass your tests successfully

THEORY TEST
Booking your Driving Theory Test & what happens on the day!

NERVES
Learn about overcoming your driving test nerves

WHAT'S NEXT?
P Plates & Pass Plus

PROVISIONAL LICENCE
How to apply either online or by post

COST OF LEARNING TO DRIVE
YCD helps you understand the cost associated with learning to drive

DRIVING LESSONS
With an approved instructor, or with family and friends

PRACTICAL TEST
Booking your Driving Practical Test & what happens on the day!

Your journey to achieving your full driving license. YCD covers everything you need to know

©YoungCarDriver.com

Where you are on this pathway and how long it has taken you is progress

KS2 Progress measure- How it works

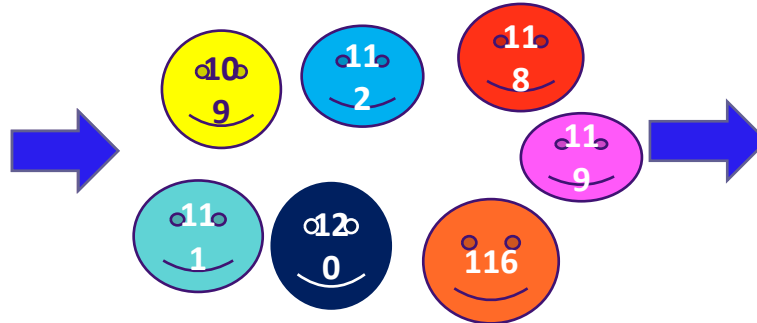
Stage 1:
This is Chris



Chris' result are

- KS1 Average Point Score = 18.0
- KS2 reading scaled score=117

All other pupils nationally with average score at KS1 of 18.0



All these pupils' KS2 scores are added together and divided by the number of pupils in the group = average (national mean) reading score is 116

Back to Chris

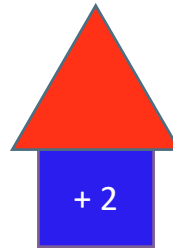
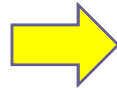


- He got one point(+1) more than the average for those with similar starting points

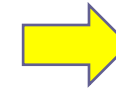
KS2 Progress measure how does it work

We put Chris back with his Y6 peers in his school.

Stage 2:
Chris now brings his +1
progress score with him



- We add all the Y6 progress scores together and divide by the number of pupils to give a mean score
- Schools progress score is +2
- So pupils in Chris' school made slightly more progress than those with similar starting points nationally



The different progress measures added together gives the school progress measure for that subject. This can then be compared for all pupils and groups to national comparators.

A stylized, light gray illustration of three people sitting at a long table. The person on the left is leaning forward, the person in the middle is sitting upright, and the person on the right is leaning back. The table is a simple rectangular shape. The background is a light gray gradient.

Governors – how do we monitor all of this?

Academic data

Understand the terms so you can ask the right questions....

An example of what you might be told....

“83% of Year 2 have made expected progress in Reading.”

Let's just interrogate that statement to see what it means



1. 83% out of how many? – 30/35/45/60/75/90/some other number. **You will need to know**
 2. “Expected” – what is the amount of progress that is “expected?” Is this good, what is the context, how many pupils are in specific groups e.g. SEND, PPG etc...
 3. Progress – what were the starting points?
 4. How does this relate to how Year 2 have done in previous years?
 5. Progress – what about the 17% who did not make expected progress? What are we going to do for them? Did they make expected attainment?
 6. Attainment – not mentioned here, but what are the actual attainment levels relative to progress. Again what were the starting points. This could be a tremendous achievement because attainment was very low in Year 1. However, it could be a falling back from the attainment in Year 1.
- CONTEXT** – you need to be able to interpret this to make some sense and see what the story is here.....

Governor monitoring of the Curriculum and assessments

- Understanding of our role to be **strategic**....
- Understanding of our role to **“challenge”**
- **Training**....
 - Keep updated on curriculum
 - Keep updated on national expectations
- Be **prepared** for meetings and ask challenging questions
- Programmes of **presentations** by subject leaders to the appropriate group(s)
- Governor **visits**



Governor monitoring of the Curriculum and assessments - -questions...

Some potential areas of questioning to be thinking about.....

- How were these results arrived at? Methodology?
- Are these progress and attainment?
- Can we go through these year by year please?
- Can we go through the main groups e.g PPG, SEND, EAL, Boys v Girls?
- Please explain how this data is being presented?
- How do we relate to national norms/local norms?
- How do they relate to previous year's results?
- Have they been internally moderated? How was this carried out?
- Have they been externally validated? If yes who by and how? If no are we going to do this?

It is important to remember that these questions indicate “areas” for you to investigate. The answers and your school's circumstances will determine where you go with the questioning and any subsequent actions.....

Curriculum and Assessment

Overarching question:
How well does the curriculum and
assessment of it provide for and stretch
all pupils?





Any

Questions





**Governor Support Service
Based in Hillingdon and
supporting governors and clerks
throughout the borough and
beyond**

Email: office@governor.support

Phone: 01895 717321

Website: www.governor.support

password

Remember Me

[Log In](#)

Upcoming courses

- * Clerks Briefing**
Wednesday 23rd November
10.00am-11.00am
- * New Governors and Trustees Induction course**
Part 1 Wednesday 9th November 2022,
3.00pm-8.00pm
(covering strategic roles & responsibilities)
Part 2 Wednesday 16th November
2.00pm-8.00pm
(covering your role in accountability)
Part 3 Wednesday 23rd November
2.30pm-8.00pm
(our role in safeguarding and child protection)
- * Safeguarding: the governor and governing boards role**
Wednesday 30th November
2.30pm-8.00pm
(a refresher and update for existing governors)

training, advice, guidance and support to all Hillingdon Schools. With over 20 years' combined experience working within local authorities in Governor Support roles, we are able to offer local and legislative advice, support and training to school governors and clerks.
[More](#)



Our services

Advice & Guidance
We provide governing bodies and schools with information, support, and advice to proactively promote and achieve outstanding governance. Schools can access our full range of services by purchasing a service level agreement with us for 2022/2023, or schools can access the training on a 'pay as you go' basis. Please contact us for further information

Clerks monthly briefing meeting
Copies of the October meeting Powerpoint and briefing notes are available. Please log in to download the material.
19th October 2022

DfE Federations Guidance
All categories of maintained school, including voluntary-aided, foundation schools and maintained school nurseries can federate together under one governing body. Follow link to find out more details
Updated 27th September 2022