



East Riding Association  
of Governing Bodies



## Every Child Matters Change For Children



### **3. ENJOY AND ACHIEVE**

In this third ERAGB guide, we are presenting some ideas to governors to help them assess how they are meeting their responsibilities in promoting the well-being of children and young people with regard to the third 'Every Child Matters' aim, **ENJOY AND ACHIEVE**. This has 5 specific outcomes for children and young people for enjoying and achieving; (1) that they are ready for school; (2) attend and enjoy school; (3) achieve stretching national educational standards at primary school; (4) achieve personal and social development and enjoy recreation; (5) achieve stretching national educational standards at secondary school.

#### **Government 'enjoy and achieve' targets for children and young people include:**

- An agreed percentage of 11 year olds gaining level 4 in English and Mathematics.
- An agreed percentage of 16 year olds getting five A\*-C grades at GCSE, including English and Mathematics.
- Attendance targets.
- Take-up of cultural and sporting opportunities by 5-18 year olds.

#### **OFSTED inspectors expect to be able to judge whether:**

- Parents and carers receive support in helping their children to enjoy and achieve.
- Early years provision promotes children's development and well-being and helps them meet early learning goals.
- Action is taken to ensure that education provision for 5-16 year olds is of good quality.
- Children and young people are encouraged to attend and enjoy school and enabled to achieve highly.
- Educational provision is made for children who do not attend school.
- All children and young people can access a range of recreational activities, including play and voluntary learning provision.
- Children and young people who are looked after are helped to enjoy and achieve.
- Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve.

#### **Sources of evidence will include:**

- Children and young people's attainment and progress data.
- Pupil exclusion, punctuality and attendance data.
- Displays of children and young people's work and lesson observations.
- Discussions with children, young people and staff.
- Surveys of parents' and pupils' perceptions.
- Pupil involvement in extra-curricular activities, visits and visitors.
- Policy documents, curriculum, breadth of curriculum provision and displays.
- Continuing Professional Development programmes.
- The School Development/Improvement plan.
- The school Self Evaluation Form (the SEF), OFSTED reports and RAISE online.
- Headteachers' reports, reports from subject leaders, governors' minutes, newsletters, SIP reports.

#### **Additional sources of evidence for foundation stage settings:**

- Observations of children in a range of situations, including interactions with adults and other children.
- Early Years Foundation Stage Profile (or similar) to assess and record the Early Learning Goals.
- Availability and suitability of resources and space, particularly space for active play
- Informal discussions with children and parents/carers.
- Planned opportunities for children to gain independence.

## **WHAT ARE WE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO ENJOY AND ACHIEVE?**

These are the five stated pupil outcomes for 'Enjoy and achieve'. By asking some of the following questions, you will be in a better position to assess your role in ensuring the well-being of the children and young people and the extent to which your school is enabling them to enjoy and achieve.

### **The first outcome is 'Children and young people are ready for school'.**

How does your Foundation Stage setting help children to make the transition from home to school? Are arrangements for starting school focused on the child's needs and those of the parents/carers? Are admission criteria inclusive, taking particular accounts of the needs of vulnerable children? Are transition procedures clear and focused on helping the school to meet the child's needs rather than the other way round? Are parents and carers able to stay with their children in the early days of starting school? Are home visits set up before the child starts school? Do children look forward to starting at your school?

Points of transition are often associated with a dip in pupil progress and sense of well-being. Does your secondary school make a real attempt to recognise and overcome the problems associated with transition from the small, intimate primary school setting to the huge and often more impersonal setting of the secondary school? Are children helped to organise themselves, manage their time and cope with their belongings on transition to secondary school? Is pastoral care high on your school's agenda?

### **The second outcome is 'Children and young people enjoy and attend school'.**

Parents often talk enthusiastically about wanting their children to be happy in school. Do children display confidence and take initiative? Do they say they feel free from intimidation? Do children and young people know whom to approach if they have concerns? Do they show interest and curiosity in exploring the world around? Do they want to come to school? Does the school analyse patterns of and seek reasons for poor attendance? Do children and young people feel that good attendance and punctuality are important? Do children behave well? How does the school actively promote and plan for enjoyment? How does your school know if children enjoy school? Do children say they enjoy school? Some may see a conflict between enjoyment and high standards. Can children enjoy school and achieve well? What is done to ensure a balance? Are your children and young people proud to say they attend your school? Do they have good attitudes to school and take a pride in their work?

### **The third outcome is 'Children achieve stretching national educational standards at primary school'.**

All primary schools have to set targets for the percentage of 11 year olds achieving Level 4+ in English and Maths and Science. Do you know what targets your school has set? Do children know their targets and what they need to do to improve? Do children make good progress in their learning? Is there high quality support and provision for vulnerable children? Is excellent teaching and learning at the centre of your school? Are gifted and talented children identified and challenged? Are children presented with activities and opportunities that challenge, motivate and stretch them? How are the interests and abilities of all your children catered for? Are music, drama and art seen as important elements? Do you have motivational visitors who help to inspire your children?

### **The fourth outcome is 'Children and young people achieve personal and social development and enjoy recreation'.**

What opportunities does your school offer for social interaction? Are there quiet areas of the school where children and young people can meet and talk during breaks and lunchtimes? Do children and young people engage in lunchtime and after school clubs and societies? Are there facilities for parents to undertake learning with their children? Do you offer sport and recreational facilities beyond the school day? Are educational visits regularly arranged to extend and enhance learning? Are children and young people encouraged to become involved in the life of the school through a school council or other decision-making groups? Does your school encourage positive social development through a friendly, welcoming and open atmosphere?

### **The fifth outcome is 'Children and young people achieve stretching national educational standards in secondary school'.**

All secondary schools have to set targets for the percentage of 16 year olds achieving 5 or more GCSEs at grades A\*-C, including English and Maths. Do you know what targets your school has set? Does your school set attainment targets for the end of KS3? Do young people know their targets and what they need to do to improve? Is excellent teaching and learning at the centre of your school? Do young people make good progress in their learning? Is quality support and teaching available to vulnerable pupils? What is the curriculum on offer in your school? Are plans well in hand to offer the new Diplomas? Are children and young people presented with activities and opportunities that challenge, motivate and stretch them? Is there an established Young Gifted and Talented programme in place? Does work experience help them to consider what qualifications they'll need to progress into the world of work? How are the interests and abilities of all your children and young people catered for?

*To help you as governors decide what you are doing to enable all your children and young people to enjoy and achieve, we are providing you with a simple checklist under the headings of the 3 statutory governing body roles - providing a strategic view, acting as a critical friend and ensuring accountability. On the next page, you will see that one has already been filled out as an example but we'd like you to come up with your own activities to demonstrate 'Enjoy and Achieve'. The last page is a blank form for you to do just that. You may be surprised how many governor activities have a bearing on the well-being of children and young people with regard to enjoying and achieving.*

## WHAT WE ARE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO ENJOY AND ACHIEVE

### EXAMPLE

**1. Providing a strategic view:** *To what extent does the governing body help shape the vision and direction of the school with reference to the aim 'Enjoy and achieve'?*

<b>Core tasks</b>	<b>Evidence of governor activities and outcomes</b>
<p>1. We make clear our direction and vision to enable children to enjoy and achieve through long term planning.</p> <p>2. We formulate and review policies and practices which promote the importance of enjoying and achieving for all our children and young people.</p> <p>3. We promote 'Enjoy and achieve' outcomes through keeping the achievement and well-being of all children and young people central to policy, planning and recruitment.</p> <p>4. All children and young people's needs, particularly those of the most vulnerable, are included in the school's vision for enjoying and achieving outcomes.</p>	<p>Improvement in attainment for all children discussed and given emphasis in the long term plan and in the SDP for the coming year. Teaching quality seen as paramount in making any staffing decision.</p> <p>Admission criteria reviewed to meet legal requirements and LA policy on inclusion</p> <p>All curriculum reviews expected to demonstrate both potential for improvement and enjoyment: subject leaders provide regular feedback to governors according to a yearly curriculum review plan</p> <p>Attainment data for vulnerable pupils analysed and lessons learned incorporated in long term planning</p> <p>Transition arrangements including Home/school visits in Foundation Stage properly funded. Secondary transfer given priority and resourced.</p>

**2. Acting as a critical friend:** *To what extent does the governing body challenge and support the school with reference to the aim 'Enjoy and achieve'?*

<b>Core tasks</b>	<b>Evidence of governor activities and outcomes</b>
<p>1. We visit the school to learn about its work in promoting enjoyment and achievement, to celebrate its successes and get to know how children and young people are helped to enjoy and achieve.</p> <p>2. We discuss and challenge a wide range of evidence and outcomes which demonstrate enjoying and achieving outcomes.</p> <p>3. We ensure that the school supports parents and establishes good working relations with external professionals and other educational settings in promoting enjoying and achieving.</p> <p>4. We support the continuing professional development of all staff and training for governors in promoting enjoying and achieving outcomes for all children and young people.</p>	<p>All Governors supported assemblies, curriculum events such as Science Week, concerts, visitors, trips and extra curricular provision with a particular focus on inclusion and enjoyment for all. Opportunities for full participation by Looked After Children scrutinised. Link subject/theme Governors reported back through year inc. Gifted and Talented.</p> <p>Transition arrangements discussed in the light of parent, pupil and staff comments. Transition arrangements kept under review at key points in the year.</p> <p>Staff/parent consultations analysed with opportunity for feedback to secure further improvements.</p> <p>CPD for staff and governors identified and raised in SDP discussions; CPD plan presented to Governors.</p>

**3. Ensuring accountability:** *To what extent does the governing body understand the school's strengths and weaknesses with reference to the aim 'Enjoy and achieve'?*

<b>Core tasks</b>	<b>Evidence of governor activities and outcomes</b>
<p>1. We monitor, analyse and evaluate actions and policies in pursuit of promoting children and young people' enjoying and achieving outcomes based on secure and wide-ranging sources of evidence.</p> <p>2. We engage in systematic school self-evaluation with reference to desired enjoying and achieving outcomes for all children and young people, so that strengths are built on and weaknesses are addressed in planning, policies, curriculum and resource provision.</p> <p>3. We monitor the effectiveness of the deployment of resources in pursuit of promoting enjoying and achieving outcomes for all children and young people.</p>	<p>Governor with responsibility for Enjoy and Achieve reported back in Spring GB meeting. Training on RAISE online offered to all governors and staff.</p> <p>Targets and value added data presented to GB by Head with time given for explanations and questions.</p> <p>Quality of teaching and learning reports regularly given to governors.</p> <p>Pupil voices actively canvassed through School Council and surveys and reported back to Governors</p> <p>Attendance/punctuality data reported and explained termly.</p> <p>Parents are able to make their concerns and views known to enable careful analysis of key issues</p> <p>Participated in completing key sections in the SEF and identified issues for SDP including resources</p>

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