**Suggested activities that could support with essential enquires**

* Shadow different pupils for the last and first half hour of the day. What’s it like for them?
* Do a pupil pursuit for a most-able pupil/most-able disadvantaged pupil and compare experiences.
* Look at the number of supply/subject experts different groups of pupils access in a week.
* Review the extent to which every disadvantaged pupil has access to best quality teachers in the school (subject expertise, permanent staff, highest expectations)
* Go back to the way you use information from stakeholders - what information do you have and is it used effectively to build-up a detailed picture of cohorts?
* Investigate who comes late to schools/ lessons. Are there any patterns?
* Check-out Monday and Friday absences, do any patterns emerge?
* Secondaries visit Year 6 lessons and find out whether Year 7 work is pitched high enough. Ask teachers at partner primary schools about current Year 7 pupils who are underachieving to find out whether that was the case at primary and what approaches worked then- bearing in mind they may not work now? Similar activities for junior schools visiting infant schools, primaries visiting nurseries.
* Investigate the attendance at enrichment clubs and activities, out of school hours. Are DP pupils accessing? What about roles of responsibility around the school? What opportunities exist and what’s the take up?
* Analyse the contact with parents and how it compares, including at school events and celebrations
* Look at how grouping pupils in class or between classes in year groups is influencing the pitch of expectations and access to most experienced staff
* Explore the character of the school’s ethos and culture as experienced by pupils, parents, teachers, support staff, middle leaders, senior leaders and governors in relation to achieving high outcomes for all pupils. What language and behaviours do you see that are enhancing or otherwise?