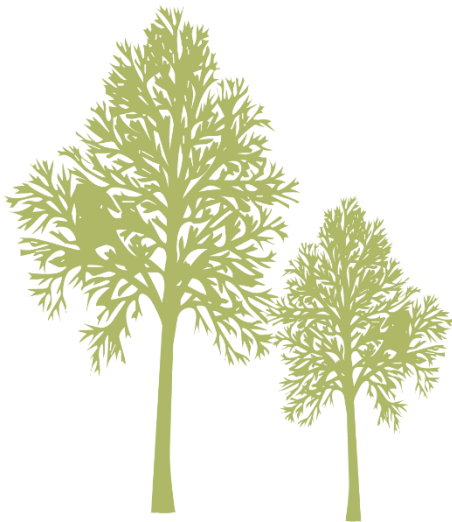# School Effectiveness Handbook

2025-26

## School Effectiveness

School effectiveness sits at the heart of the Trust's work, with the focus sharply on enabling children to succeed, achieve and flourish. The success of this in each school is risk assessed regularly by the Deputy CEO (DCEO) in conjunction with school leaders and the school effectiveness team. The level of support and challenge for the following year is determined as a result of this assessment. We recognise that schools will be joining the Trust at different stages in their improvement journey and that sometimes circumstances in schools change which may lead to schools being in a vulnerable position. This handbook outlines how support and challenge is provided for schools at different stages of their journey, how they are categorised (see pages 7-12) and the rationale for this. The handbook also sets out the potential questions that will be explored at each visit and suggested preparation that schools can undertake. It also includes the Trust templates for key aspects of school effectiveness. The templates within this document are for illustrative purposes and the templates for use can be found on the Trust website.

All Trust schools have a core offer of support which is outlined in the school effectiveness cycle (see pages 3-5). This supports the work of the school-based leadership team, adding support and additional capacity, as well as challenge and quality assurance. Based on the risk criterion, some schools will require additional support and guidance from the central team to secure or strengthen their performance. This will be identified through the risk assessment process. This includes reviews by the DCEO, taking into consideration the Quality Assurance Lead's (QAL) and Regional Effectiveness Leads' (REL) views. In some cases, a Rapid Action Plan (RAP) will be put into place. Ofsted and SIAMS gradings alone will not determine the Trust's views about additional support. If a headteacher and SET team member disagree on categorisation, then the DCEO's decision will apply.

# School Effectiveness Team 2025/26

**DCEO**
Strategic oversight for all aspect of School Effectiveness.

**Regional Effectiveness Lead (REL)**
Trust lead for standards and improvements.

**Regional Effectiveness Lead (REL)**
Trust lead for standards and improvements.

**Quality Assurance Lead (QAL)**
Expert validation of school's work.

**Trust Lead Practitioners (TLPs)**
Curriculum appointed specialists, recruited by DCEO. to support schools across the Trust with English, early reading, maths, RE, and EYFS.

**Trust HTs/DHTs**
Commissioned as needed by DCEO to bring additional capacity to the team for bespoke piece of work.

**Executive Admin to DCEO**
Key administrator for the Trust CPDL calendar of events, school visits for SET team and NOVs.

This annual cycle sets out the school visits made by the school effectiveness team (SET) to settings that are green or strong green.

- The DCEO will undertake HT Performance Management meeting in the autumn term. The DCEO may delegate performance management meetings to one of the Regional Effectiveness Lead (RELs). The DCEO will also meet with headteachers regularly across the year as part of regular line management support. These will be called leadership support and challenge meetings. The end of the year may conclude with an Annual Effectiveness Review depending on the schools Ofsted cycle, arising challenges for the school and any other information that may impact a school's effectiveness. If a school has had an Ofsted inspection in the year, they will not receive an Annual Effectiveness Review. For focus schools, RAP reviews will also be undertaken by the DCEO, and this will replace the Annual Effectiveness Review. In addition, the DCEO may undertake bespoke pieces of work for focus schools or schools in an inspection window such as leading inset training for staff and governors.
- The Quality Assurance Lead (QAL) – will ensure that all schools will receive a day's visit to ensure that the core curriculum remains strong across the school. The QAL will ensure that schools in focus have two days of visits across the year.  This will focus on ensuring the core curriculum and key identified areas of concern are reviewed. Typically Visit 1 will focus on the core curriculum effectiveness and on the wider curriculum in Visit 2, but this is agreed locally with the QAL.
- The RELs will undertake HT Performance Management for identified schools delegated by the DCEO. They will also lead academic ambition meetings in the autumn term and set targets for both pupils' outcomes across the school and attendance. They will ensure that links with PiXL support are made to enable these ambitions to be realised. They will also undertake three further visits across the year to ensure that all schools have the right level of support and challenge to enable them to be as effective as possible. This may include leading staff meetings or inset sessions with staff. For schools who are identified as needing additional support because they are in focus, there may well be additional visits to support areas of concern.
- Trust Lead Practitioners (TLPs) are appointed by the DCEO for a specific period of time. They are selected because they continually demonstrate exemplary practice which should be shared beyond their own school. They are deployed by the DCEO according to need and are supported by the RELs.  Schools are reimbursed for TLP's work using the agreed process which TLPs are given when they are appointed.
- Headteachers of schools judged to be good or better, and not in focus, with sufficient capacity to support others, will be deployed to support across the Trust and within the wider sector as required. Up to five days may be requested by the DCEO for this. There will be no payment for this support, but rather a recognition of giving back within the community and supporting the wider work of the Trust. When determining who to deploy the DCEO will always consider the skill set needed to support the receiving school and approach a headteacher with the right skill set.  Whether working inside or outside the Trust, the Trust principles of enabling others to flourish will always be borne in mind, alongside the requirement for confidentiality. This additional work will be directed and quality assured by the DCEO and, where appropriate, the RELs.

## Quality assurance of effectiveness

The DCEO will:
- meet with headteachers regularly to check their improvement plans are on track and leading to closing of gaps across the school.
- quality assure the work of the QAL, RELs and headteachers when they are deployed.
- receive and analyse notes of visits.
- maintain an overview of any external reports (Ofsted and SIAMS) and data (DfE) and any information about other support received, for example from the GDBE.
- use all available evidence from throughout the academic year to gain a rounded view about the performance of each school in line with this handbook.
- provide feedback to the school effectiveness team.
- provide a regular overview report for the CEO and the Trust Board

The RELs will:
- quality assure the work of the TLPs.
- receive and analyse notes of TLP visits.
- provide feedback to the DCEO and SET

# Annual Effectiveness Cycle 2025/26

| Term | DCEO | QAL | REL | TLP |
|---|---|---|---|---|
| Term 1 | HT Performance Management and Learning Walk undertaken in all Trust schools. | All schools visit 1 Evaluation of the quality of education for core subjects. The visit will include: <br>▪ Review pupils' outcomes and the impact of leaders in closing identified gaps. <br>▪ meeting with subject leaders to check the impact of the curriculum in meeting pupils needs. | HT Performance Management for identified schools. REL meeting with HT and Leadership Teams to discuss outcomes from 2025 and to review ambitions for the year ahead. Half day visit - all schools. Academic Ambition Form completed for all schools for outcome and attendance. | Trust Lead Practitioners will be deployed across focus schools identified as needing additional support. This will be agreed by the DCEO. These visits will be bespoke and will sit outside of the core offer set out in the visit schedule. |
| Term 2 <br><br> Term 3 | Terms 1-6 Undertake Leadership Support and Challenge meetings with headteachers on a regular basis to support wellbeing. This will also ensure that core goals set by each school are on track and leaders' actions are having impact. This will include discussion about the impact of PiXL and Raising Standards meetings to support the closing of gaps. RAP Review at the end of Term 2 and 4 for most schools on a RAP. At the beginning of a RAP journey, these reviews may be more frequent. | ▪ identifying how the key skills/strands in subjects are planned, taught, assessed. <br>▪ Discussion with leaders about the support for teacher to have a secure knowledge and understanding of the curriculum <br>▪ a learning walk led by leaders to monitor and sample effectiveness of curriculum and quality of teaching and learning. <br>▪ identifying how the curriculum is inclusive in meeting the needs of SEND and PP pupils. <br>▪ impact of leaders monitoring to improve effectiveness. <br>▪ work scrutiny with pupils and leaders to check impact of the curriculum. <br>▪ any additional trails as identified throughout the day. | Two 0.5-day visits per school to review QE subjects not covered by QAL visits Structure will remain the same. Term 2-6 to include a review of SEND provision to ensure that the school's curriculum remains inclusive. Term 3 Review of in year data against academic ambitions as agreed in September. The impact of PiXL interventions and therapies will feed into these discussions in ensuring key marginal pupils across the school are making the progress needed to close gaps. This will be triangulated with pupils' work. Focus schools, as agreed with DCEO, will receive support in addition to the core offer. | |
| Term 4 | | Day 2 for focus schools | | |

| Term 5 | | The visit will include: | Safeguarding Audit and pupil voice undertaken. | |
| --- | --- | --- | --- | --- |
| | | ▪ meeting with subject leaders to check the impact of the curriculum in meeting pupils needs. | Focus schools, as agreed with DCEO, will receive support in addition to the core offer. | |
| Term 6 | Review of annual effectiveness discussion for identified schools.<br><br>RAP review at end of T6. | ▪ identifying how the key skills/strands in subjects are planned, taught, assessed.<br>▪ Discussion with leaders about the support for teacher to have a secure knowledge and understanding of the curriculum<br>▪ a learning walk led by leaders to monitor and sample effectiveness of curriculum and quality of teaching and learning.<br>▪ identifying how the curriculum is inclusive in meeting the needs of SEND and PP pupils<br>▪ impact of leaders monitoring to improve effectiveness<br>▪ work scrutiny. | RELs to undertake a data conversation with a sample of schools to triangulate teacher assessment to date ahead of statutory deadlines.<br>Focus schools, as agreed with DCEO, will receive support in addition to the core offer. | |

Risk Criterion: The following criteria are used to inform decisions level of support for schools.  NB: Not every indicator has to be present to cause a concern.

| Risk | Secure Green | Green | Amber | Red |
| --- | --- | --- | --- | --- |
| Outcomes: | ▪ Outcomes for young people in terms of attainment &/or the progress they are making from EYFS to KS1 and KS1 to 2 are strong and consistently above average across the school for all groups of pupils.<br>▪ Considering cohort size & prior attainment, school outcomes are 15% above average when compared against similar DGAT | ▪ Outcomes for young people in terms of attainment &/or the progress they are making from EYFS to KS1 and KS1 to 2 are at least at the National Average.<br>▪ Considering cohort size & prior attainment, school outcomes are above average when compared against similar DGAT schools for all groups of pupils.<br>▪ Data over a one-year period is | ▪ Outcomes for young people in terms of attainment &/or the progress they are making from EYFS to KS1 and KS1 to 2 are broadly in line with the National Average.<br>▪ Considering cohort size & prior attainment, school outcomes are within 10% average when compared against similar DGAT schools. | ▪ Outcomes for pupils in terms of attainment &/or the progress they are making from EYFS to KS1 and KS1 to 2 are below National Average.<br>▪ Considering cohort size & prior attainment, school outcomes are 15% below the average when compared against similar DGAT schools.<br>▪ SEND/PP pupils require further |

| Risk | Secure Green | Green | Amber | Red |
|---|---|---|---|---|
| | schools.<br>▪ Data over a three-year period is consistently upward.<br>▪ Schools disadvantaged pupils and those non disadvantaged pupils are closed or significantly narrower than national. | upward in all areas.<br>▪ Pupils including disadvantaged pupils have a rich knowledge and demonstrate their understanding across subjects.<br>▪ Disadvantage pupils' outcomes is in line with those nationally. | ▪ SEND/PP pupils require further scaffolds to make the progress they are capable of.<br>▪ Data in the majority of core areas over a one-year period is upward.<br>▪ Leaders are not analysing the underlying causes of underachievement effectively. | scaffolds to make the progress they are capable of.<br>▪ The data trajectory is downwards &/or gives trust leaders cause for concern.<br>▪ The difference between pupil premium pupils and non-pupil premium pupils' attainment is wider than national and Trust averages.<br>▪ Pupils' knowledge and skills in reading, writing, mathematics, and oracy are not as secure as they should be to prepare them for learning across the curriculum. |
| Curriculum | ▪ The strong sequenced and progressive curriculum for all subjects enables all groups of pupils, including those with SEND, from EYFS to Year 6, regardless of their starting points, to achieve highly and develop secure, deep and fluent knowledge.<br>▪ Leaders continually review with rigour, the impact of their curriculum and adapt the design over time to ensure that the quality and impact for learners is sustained.<br>▪ Curriculum leaders' model excellent practice in their own & other DGAT schools. | ▪ Leaders have a curriculum in place which is strong, sequenced, and progressive for the teaching of Reading, Writing and Maths from EYFS to Year 6. This links to assessment processes across the school. All pupils, including those with SEND, can access the curriculum.<br>▪ The curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics.<br>▪ Leaders have arrangements in place for the wider curriculum which are planned, sequenced and progressive and accessible for all pupils. | ▪ Leaders have a curriculum in place which is sequenced and progressive for the teaching of Reading, Writing and Maths from EYFS to Year 6. This links to assessment processes across the school. It is not fully embedded in all Key Stages or not fully accessible for all groups of pupils.<br>▪ The curriculum in some areas is not designed effectively to build pupils knowledge and skills sequentially and cumulatively. There is work still to do on securing this precise requirement in all subjects.<br>▪ Teaching revisiting or practising knowledge and skills are not | ▪ The curriculum does not meet the needs of current pupils in Reading, Writing and Maths. SEND pupils are not supported sufficiently to enable them to access learning.<br>▪ The curriculum lack ambition structure or coherence. Leaders have not considered its content and sequencing sufficiently.<br>▪ The curriculum lacks ambition for PP pupil and or pupils with SEND.<br>▪ The wider curriculum has significant work to ensure that a sequenced and progressive curriculum for all subjects is in place.<br>▪ SEND and PP pupils are not fully |

| Risk | Secure Green | Green | Amber | Red |
|---|---|---|---|---|
| | ▪ The curriculum is highly inclusive which is continually reviewed to ensure that this is sustained across the school.<br>▪ Highly effective use of interventions by all teaching staff leads to strong outcomes for pupils. | ▪ Leaders take all reasonable steps to ensure that all pupils including those attending AP and those with SEND study an ambitious curriculum.<br>▪ There are clear plans for improving identified gaps in pupils' knowledge through adaptations to teaching sequences and interventions as required.<br>▪ Effective use of CPDL ensures that staff knowledge across the curriculum enables effective delivery. | embedded elements of the curriculum.<br>▪ The needs of all pupil groups have not been fully considered which has led to gaps in pupils' knowledge.<br>▪ Some Subject leaders do not have the expertise, support or time they need to design adapt or adopt an appropriate curriculum. This limits some pupils' access to a broad and balanced curriculum<br>▪ CPD is being planned to address gaps in staff knowledge. | able to access learning because leaders and teachers have not taken sufficient steps to ensure adaptations are in place.<br>▪ Subject leaders have not had sufficient development opportunities/are unable to effect change in their curriculum area.<br>▪ Outcomes show that pupils are not ready for their next stage in education.<br>▪ Quality of Education requires substantial work to ensure its effectiveness. |
| Developing Teaching | ▪ Leaders have a strong understanding of the quality of teaching across their school and the curriculum.<br>▪ Leaders' decisive actions drive continuous improvement in the quality of teaching and learning leading to improved outcomes for pupils.<br>▪ Teachers' practice is worthy of sharing with other schools and staff. They demonstrate expert subject knowledge as well as checking pupils' knowledge and adapting teaching in the moment to meet pupils needs. | ▪ Leaders have an accurate understanding of the quality of teaching across their school for pupils including those with SEND.<br>▪ Teachers deliver lessons effectively with clear curriculum content. They check for understanding and ensure that learning is adapted accordingly to meet pupils needs.<br>▪ Key curriculum concepts are revisited regularly so that pupils are secure in their knowledge and recall.<br>▪ Leaders use CPDL effectively to support staff knowledge and ensure that the quality of teaching and learning develops.<br>▪ Teachers use targeted | ▪ Leaders have taken action to improve the quality of teaching and learning, but it is not having the impact required.<br>▪ Leaders approaches to closing gaps is not precise enough and this is learning to pupils not making the progress required to catch up.<br>▪ Lessons show that there are weaknesses in teacher subject knowledge. This leads to the curriculum not being delivered as effectively as it should be.<br>▪ Lessons show that pupils are not given sufficient opportunities to revisit important concepts.<br>▪ Professional development for staff is not precise enough to have | ▪ Leaders have an inaccurate understanding of the quality of teaching.<br>▪ There are insufficient steps in place to tack weaknesses in the education that pupils receive.<br>▪ Lessons do not provide pupils with the experiences that they need to help them learn the curriculum effectively.<br>▪ Teachers' expectations for pupils are too low.<br>▪ Adaptations are not sufficiently meeting pupils needs.<br>▪ Assessment is not precise and as a result teachers lack clarity about what pupil understand. As a result, teaching to plan for next steps is not accurately adapted. |

| Risk | Secure Green | Green | Amber | Red |
|---|---|---|---|---|
| | | interventions effectively in conjunction with high-quality teaching to overcome barriers for pupil especially those with SEND. These adaptations do not lower expectations or limit access to the curriculum. | a sustained positive impact on the quality of teaching and learning | |
| Leadership | ▪ Highly effective leadership team rigorously living out their school and the Trust vision and values in all their interactions.<br>▪ Highly effective leadership with astute understanding of their schools' strengths and weaknesses informs and underpins their plans to improve their school.<br>▪ Their monitoring of the effectiveness of their school is accurate and precisely identifies next steps.<br>▪ Improvements in any area of identified weakness is rapid and sustained.<br>▪ SLT members can clearly demonstrate high value impact within their own and wider DGAT school(s).<br>▪ Subject Leaders have strong impact on ensuring that their subjects are delivered and support others within the Trust.<br>▪ Strong relationships with parents, carers and the local | ▪ Strong leadership team with a clearly embedded vision and values which is lived out in all interactions<br>▪ Leaders have an accurate understanding of the school's context, strengths and weaknesses. This informs their planning.<br>▪ The positive actions of leaders has been sustained over time and has led to a culture of continuous improvement across the school.<br>▪ Leaders monitoring evidence the impact of their actions.<br>▪ Subject leaders demonstrate impact of their actions through their monitoring, their understanding of the impact of their subject across the school lived out through pupil voice and their workbooks.<br>▪ Staff regularly report their satisfaction with leadership and say their well-being is protected. Morale is positive.<br>▪ All Senior Leaders are on target to | ▪ Leaders have a clear vision and values in place, but this is not consistently lived across all aspects of the school's work.<br>▪ Leaders understanding of the school's strengths and weakness lacks precision and is not consistently addressing the issues at hand.<br>▪ Leaders' actions to address identified weaknesses are imprecise in their actions which makes it difficult for leaders to be clear about the impact of their work as well as not supporting them in identifying next steps.<br>▪ There is some work to be done in securing effectiveness in Subject Leadership across the school.<br>▪ Leaders' engagement with parents and carers and the local community is not supporting pupils' achievement and well-being.<br>▪ Most staff regularly report their satisfaction with leadership and say their well-being is protected. | ▪ Leaders have not ensured that their vision and values have been understood by the whole community and as a result the community fails to live up to its aspirations.<br>▪ Leaders have a weak understanding of their schools' strengths and weaknesses and as a result plans they have put in place are not effective in closing these gaps.<br>▪ Senior Leaders have not secured effective systems and structures across the school to enable pupils to learn.<br>▪ Monitoring and self-evaluation is not an accurate reflection of the school's current position.<br>▪ Subject leadership needs development in several subjects and for multiple leaders.<br>▪ Leaders have not engaged with Trust support and training to support the closing of these gaps.<br>▪ Staff report that their well-being is not prioritised by Senior Leaders. |

| Risk | Secure Green | Green | Amber | Red |
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| | community are strong which has a positive impact on pupils' achievements and well-being.<br>▪ Staff regularly report their satisfaction with leadership and say their well-being is protected. Morale is high.<br>▪ PiXL is used highly effectively to drive further improvements across the school. | meet all PM targets.<br>▪ Leaders protect staff from bullying and harassment.<br>▪ Leaders have ensured that there are positive relationships with parents and carers and the local community. This is supporting pupils' achievement and well-being.<br>▪ PiXL is used effectively to drive further improvements across the school. | ▪ Leaders take action to address bullying and harassment of staff but learning from these incidents is not supporting recurrence of future incidents. | ▪ CPDL has not been prioritised to support future improvement for staff.<br>▪ Poor relationships with parents and carers and the local community has led to a number of complaints and challenges. |
| Governance: | ▪ Governors ensure that the school has a clear distinctive Christian vision, linked to scripture which informs all decisions so that resources are managed well, and school leaders are held to account for the quality of education.<br>▪ Governors have a strong understanding of their roles and carry this out effectively, evidenced by minutes reports and discussions with trust leaders.<br>▪ Governors are highly reflective of their boards performance and use this to drive their work forward.<br>▪ LGB can provide a model of support & challenge evidenced through minutes, reports and understanding of school's | ▪ Governors ensure that the school has a clear distinctive Christian vision, linked to scripture which informs all decisions so that resources are managed well, and school leaders are held to account for the quality of education.<br>▪ Governors have a good understanding of their roles and carry this out effectively, evidenced by minutes reports and discussions with trust leaders.<br>▪ LGB provides appropriate levels of support & challenge, evidenced through minutes and reports and show understanding of school's position.<br>▪ Annual Skills audit completed & shows no areas of significant weakness.<br>▪ LGB is full & all statutory positions | ▪ Governors ensure that the school has a Christian vision in place. This is not clearly linked to scripture. This does not yet inform all decisions so that resources and impact of leaders' actions are managed effectively.<br>▪ Governors have an understanding of their roles and carry this out, evidenced by minutes, reports and discussions with trust leaders.<br>▪ LGB requires training to provide appropriate levels of support & challenge.<br>▪ Annual Skills audit completed & shows areas of weakness.<br>▪ LGB has vacancies &/or statutory positions not filled.<br>▪ Code of Conduct, Declaration of Interests & Governor checks completed for all Governors. | ▪ Governors have not ensured that there is a clear distinctive Christian vision, linked to scripture in place which determines their actions.<br>▪ Governors do not have a clear understanding of their roles and responsibilities.<br>▪ LGB deemed unable to support, challenge &/or may be a barrier to securing school improvement.<br>▪ Annual skills audit not completed.<br>▪ Code of Conduct, Declaration of Interests & Governor checks not completed.<br>▪ 3/6 or fewer DGAT Hub meetings attended.<br>▪ Some DGAT update training and Clerks Forums attended.<br>▪ (Consider levels of delegated authority) |

| Risk | Secure Green | Green | Amber | Red |
|---|---|---|---|---|
| | strengths and next steps.<br>▪ Annual Skills audit completed & shows areas of strengths that can be used in other DGAT schools.<br>▪ LGB is full & all statutory positions filled.<br>▪ Code of Conduct, Declaration of Interests & Governor checks completed for all Governors & Chair (or representative).<br>▪ Chair or designated representative attends all DGAT meetings.<br>▪ All DGAT update training and Clerks Forum attended by appropriate member of LGB. | filled.<br>▪ Code of Conduct, Declaration of Interests & Governor checks completed for all Governors.<br>▪ 5/6 DGAT Hub meetings attended.<br>▪ All DGAT update training and Clerks Forum attended by appropriate member of LGB. | ▪ 4/6 DGAT meetings attended.<br>▪ Some DGAT update training and Clerks Forums attended.<br>▪ (Consider levels of delegated authority). | |
| Development & Strategic Planning | ▪ The SEF for Ofsted and SIAMS is an accurate reflection of the school's strength and next steps.<br>▪ The school has a strong strategic plan, accurately reflecting the schools next steps. Progress can be clearly identified in line with the HT Handbook.<br>▪ Subject Leaders plans for all curriculum areas link closely with the SDP. | ▪ The SEF clearly identifies the current position of the school using a wide evidence base.<br>▪ The SDP clearly identifies actions to address areas for development. The school's budget is planned to ensure actions are met.<br>▪ Subject development plans for English & Maths link closely with the SDP. Other subject leaders' plans are in place. | ▪ The SEF for Ofsted and SIAMS has been completed but is not supported by a wide evidence base. The SDP is in place, but milestones are not always met & the document is not used effectively to drive school improvement.<br>▪ The SEF & SDP are not central to Governor & SLT actions. | ▪ The SEF does not reflect current in-school priorities.<br>▪ There is no clear link between the SEF & the SDP.<br>▪ Subject development plans do not link closely with the SDP. |
| Admissions Attendance | ▪ Attendance & PA are better than National Average over a sustained period.<br>▪ Senior Leaders rigorously track | ▪ Leaders prioritise improving attendance and punctuality and have an effective strategy aligned to Trust policy in place. | ▪ Leaders do not identify or tackle barriers to attendance well enough, particularly for disadvantaged pupils and those | ▪ Strategic leadership of attendance is inconsistent.<br>▪ Senior Leaders do not track and monitor attendance effectively to |

| Risk | Secure Green | Green | Amber | Red |
|---|---|---|---|---|
| | and monitor attendance of all groups of pupils to ensure high expectations of all in the community.<br>▪ Support/challenge is used appropriately to overcome barriers.<br>▪ Strong engagement with the Trust attendance leaders' network. | ▪ Attendance & PA is in line with National Average for one year.<br>▪ Senior Leaders rigorously track and monitor attendance of all groups of pupils to ensure high expectations in the community.<br>▪ Support/challenge is used appropriately to overcome barriers.<br>▪ Leaders ensure that they regularly attend the Trust attendance network. | with SEND.<br>▪ Attendance & PA is below the National Average but is improving.<br>▪ Senior Leaders track and monitor attendance but not of all relevant groups.<br>▪ Leaders work with families and external agencies is not consistent and is therefore having limited impact on improving attendance.<br>▪ Attendance and engagement with the Trust attendance network is inconsistent. | ensure high expectations of all in the community. Barriers to attendance are not identified or tracked.<br>▪ Attendance & PA is lower than National Average with little or no improvement over time.<br>▪ Support/challenge is not always consistently applied.<br>▪ Leaders are inconsistent in ensuring that pupils attend.<br>▪ Leaders use part-time tables for longer than necessary without plans for returning pupils to full time education.<br>▪ Leaders do not monitor pupils' attendance at other settings such as alternative provision.<br>▪ Leaders do not engage with the Trust attendance network. |
| Behaviour and Attitudes | ▪ School behaviour policy & practice enables young people to demonstrate high levels of self-control & respect.<br>▪ Pupil voice demonstrates the high expectations that are expected from all within this community.<br>▪ Safeguarding practices across the school are highly effective and triangulate with both pupil and staff voice.<br>▪ Safeguarding across the school is highly effective. A strong | ▪ School behaviour policy & practice creates a safe environment that supports good teaching & learning.<br>▪ Pupil voice triangulates the impact of this.<br>▪ Leaders' analysis of behaviour incidents clearly identifies impact of actions.<br>▪ All safeguarding measures are in place & are effective and triangulate with pupil and staff voice.<br>▪ The school has strong and | ▪ Aspects of the school's behaviour policy is inconsistent in its application by all staff.<br>▪ Behaviour of pupils in and out of class indicates some additional work is required to secure the high expectations expected.<br>▪ Leaders' analysis of pupils' behaviour and attitudes is imprecise and does not accurately track trends across the school.<br>▪ Staff are not confident or consistent in challenging poor | ▪ Leaders do not take sufficient actions to secure good behaviour across the school through a consistently delivered policy.<br>▪ Leaders support for staff is insufficient and as a result staff struggle to manage behaviour.<br>▪ School behaviour policy is not being implemented by all staff.<br>▪ The school has received an unresolved Ofsted complaint about Bullying/Safeguarding.<br>▪ Pupil voice confirms observations by central team that the school |

| Risk | Secure Green | Green | Amber | Red |
|---|---|---|---|---|
| | culture is evidenced. | established relationships with pupils and their parents and carers. This leads to positive behaviour and support for improvement where needed.<br>▪ The provision that leader's put in place to support pupils' behaviour is high-quality and consistently contributes to a strong and positive culture across the school.<br>▪ Leaders identify patterns and trends in pupils' behaviours and rigorously address these.<br>▪ School approaches for pupils with additional needs ensures that the requirements of the equality act are met.<br>▪ Safeguarding is effective. | behaviour or disruption to learning.<br>▪ Pupil voice confirms observations by central team that pupils believe that there are issues with behaviour that are not always addressed.<br>▪ School approaches for pupils with additional needs is not consistently applied and as a result leaders have not ensured that they are fully meeting the requirements of the equality act are met.<br>▪ Safeguarding policy is in place and delivered effectively. | does not deal with behaviour consistently.<br>▪ Issues with Bullying are not always tackled and resolved.<br>▪ Safeguarding practice has some inconsistencies which need to be addressed rapidly. |
| Christian Distinctiveness | ▪ The schools distinctive Christian Vision, linked to scripture, drives all aspects of the school's work.<br>▪ Religious education is of a consistently high quality.<br>▪ Collective Worship is of a consistently high quality and allows pupils to reflect on the messages being shared and what this means for them in their daily actions.<br>▪ The school is continually seeking innovative ways of developing pupils' spirituality across the curriculum. | ▪ The schools distinctive Christian Vision, linked to scripture, drives all aspects of the school's work.<br>▪ Religious Education is consistently good.<br>▪ Collective worship enables pupils to understand the school's distinctive Christian vision, quality religious education & collective worship.<br>▪ Staff are becoming increasingly confident at developing pupils' spiritual development across the whole curriculum.<br>▪ Leaders ensure that, within their | ▪ The school has a Christian Vision, linked to scripture, but it is not fully embedded across the school.<br>▪ Collective worship requires improvement.<br>▪ Religious Education requires improvement.<br>▪ Leaders have not fully identified opportunities within the school's chosen curriculum to develop pupils' spirituality.<br>▪ Leaders are beginning to embed, within their work, a variety of opportunities for pupils to | ▪ The school does not have a vision which is linked to scripture or embedded across all stakeholders.<br>▪ Collective Worship requires improvement; it does not reflect the school's distinctive foundation and/or Religious Education does not reflect the schools distinctive Christian Foundation.<br>▪ Leaders have not ensured that their curriculum has provided sufficient opportunities to develop pupils understanding of justice |

| Risk | Secure Green | Green | Amber | Red |
|---|---|---|---|---|
| | - There is clear evidence that the school's curriculum is having a positive impact on generating high standards of behaviour & respect amongst pupils & adults.<br>- Leaders have ensured that their curriculum develops pupils understanding of justice and responsibility. This transforms pupils understanding of the world they live in and helps to understand their role in God's world.<br>- Strong partnership with local parish drives the school's relationships and enhances pupils experience of collective worship and wider relationships with the community as a whole. | work, they provide a curriculum which gives a variety of opportunities for pupils to explore what justice and responsibilities mean to them. It enables them to engage in social action within their local community so that they can be courageous advocates for change locally, nationally, and globally.<br>- Partnerships with parishes are strengthening through, for example, shared use of premises & expertise within the community. | develop their understanding of justice and responsibility. This is not yet having impact for pupils.<br>- Relationships with the local parish require further prioritisation. | and responsibility.<br>- There is little or no evidence of engagement with the local parish, DBE, or wider Church's vision for education. |

### Schools required to be Good or stronger (Green schools)

These schools will receive the Trust's core offer. Progress against the agreed actions outlined in the SEF/SDP will be monitored and reviewed by the school effectiveness team. Appendix 1 contains all details of these visits including suggested actions and preparation.

### Schools judged to be Requiring Improvement (Amber schools) referred to as focus schools

A RAP (Rapid Action Plan) will be put in place for the aspects needing improvement (Appendix 2). In consultation with the headteacher, the DCEO will identify areas of support and guidance that are needed in addition to the core offer. The DCEO will co-ordinate this support with the headteacher and the school effectiveness team. Progress towards the agreed actions will be reviewed at the end of each long term by the DCEO. This strategy is designed to develop capacity and skills so that, not only is the school self-maintaining but also that, the school's expertise may then be shared. In addition to the Trust's core offer, amber schools will receive additional days of support from the RELs, and Trust Lead Practitioners (TLPs). These additional days should reduce over time and will evidence leaders' impact towards delivering the actions identified on the RAP.

### Schools judged to be inadequate (Red schools) referred to as focus schools

A RAP (Rapid Action Plan) will be put in place (Appendix 2). In consultation with the headteacher, the DCEO will identify areas of support and guidance that is needed in addition to the core offer. The DCEO will co-ordinate this support with the headteacher and the school effectiveness team. Progress towards the agreed actions will

be reviewed termly by the DCEO. This strategy is designed to develop capacity and skills so that, not only is the academy self-maintaining but also that, the academy's expertise may then be shared. In addition to the Trust's core offer, red schools will receive additional days of support from the RELs, and TLPs. These additional days should reduce over time and will evidence leaders' impact towards delivering the actions identified on the RAP.

## Schools joining the Trust as a sponsored academy

On being sponsored by DGAT, the school will receive tailored support which will be detailed in a Rapid Action Plan (RAP). The RAP is developed with the school leaders and is designed both to secure and embed key improvements in effectiveness over a specified period and to provide support for the necessary changes to policy, procedure and expectations for governors, staff, pupils, and parents. The strategy is designed to develop capacity and skills so that, in time, the academy is self-maintaining and will be able to share expertise with other schools.

For these vulnerable schools, the REL will initially visit weekly to ensure rapid progress is made to achieve the outcomes on the RAP. The DCEO will provide additional capacity alongside these weekly REL visits to support the initial stages of the journey and to quality assure improvements. The DCEO will also broker additional support and guidance to help strengthen the school's position from appropriate TLPs or other Trust headteachers. Some decisions regarding the school's work will be directed by the DCEO and REL.

As the school secures improvement and increased capacity is evidenced through the impact of leaders' actions, support from the school effectiveness team will begin to decrease incrementally. This will enable school leaders to demonstrate their increased capacity. At this stage, the QAL will begin to undertake visits to triangulate evidence of improvements and to ensure that good progress is being made against agreed outcomes.

In some cases, the decision will be taken to remove the governing board. In these cases, the CEO will implement an Interim Governing Board, usually for the period of one year, to further strengthen the school's leadership position.

Visits from the DCEO and school effectiveness team will focus on improving and strengthening the school's work in the following key areas:
- to ensure the quality of teaching and learning against the school's published outcomes is rapidly improving for all pupils.
- to develop support and strengthen the effectiveness of the school's leadership team.
- to ensure that the school's Christian character is strengthening and developing.
- to consider the effectiveness of the school's broader curriculum.
- to ensure the safety and wellbeing of all pupils is effective.
- target sets by Ofsted / SIAMS are worked towards and identified through the RAP.

The DCEO will review the progress of the school towards the objectives identified on the RAP at regular intervals.

The note of visit (NOV) formats used by the school effectiveness team can be found at Appendices 3 and 5.

Towards the end of the year the DCEO will determine how much support the school requires in the following academic year. This will be undertaken in consultation with the QAL and RELs and in line with the school's risk rating.

## Monitoring and Review

The progress and achievements of all trust schools will regularly be reviewed and discussed through the termly school effectiveness team meetings. The DCEO will regularly feedback the current strengths and concerns of schools to the Trust's Standards and Ethos Committee via reports and the academies overview grid. The academies overview grid is a summary of the position of each school based on the risk criterion.

Other risk factors:

## Support for schools in the Ofsted window
Schools in an Ofsted window will be given additional support from the school effectiveness team. The DCEO will oversee the progress towards any identified actions. Leaders across the school, including governors will ensure that they are fully aware of the Trust's approach to inspection as outlined in the Trust's preparation for Ofsted document (Appendix 7). Either the DCEO or QAL will be present in school to fully support leaders throughout the duration of an inspection.

At the beginning of the year the DCEO will identify any schools that are causing concern or that are due an external validation visit during the course of the academic year. Any additional support and guidance will be provided.

## New headteachers
The Trust recognises that whenever a new headteacher is appointed this can make the school potentially vulnerable as the new leader begins to understand the context of the school and potentially the Trust. The executive leadership team will ensure that there is a structured induction plan in place to ensure that the new headteacher has all the appropriate support required to undertake their role within the Trust. This will be monitored by the DCEO. The DCEO will also provide bespoke support and guidance, regardless of the school's Ofsted designation, to ensure that the school continues to strengthen and develop. This may be in addition to the induction process.

## New deputy headteachers
Similarly, to ensure that appropriate support for new deputy headteachers (DHT) is in place so that schools are not vulnerable, a structured induction is put into place to ensure that the new DHT has all the appropriate support that they require to undertake their role within both the school and the wider Trust.

## The Effectiveness Cycle

## Curriculum design and pedagogy

The headteacher is responsible for ensuring that the school's agreed distinctive vision underpins its curriculum. The Trust is committed to enabling each school to determine its own broad and balanced curriculum, so that it meets the local need and context. This is within the context of the Trust's teaching and learning strategy. This will ensure that the statutory requirements set out in each school's supplementary funding agreement are met. The curriculum will be underpinned by the National Curriculum.

Headteachers are responsible for ensuring their intent and implementation that they have set out for their community, in each aspect of the curriculum, transfers through a coherently planned and sequenced cycle of learning. This should enable pupils to have the right knowledge and skills to enable them to move onto the next step in their learning. This will lead to high outcomes for pupils from EYFS to Year 6. The schools own monitoring will evidence the impact of this and will be considered alongside the school effectiveness teams work.  The Trust's teaching and learning strategy sets out the key expectations that should be considered alongside curriculum design.

## Assessment
At the beginning of the autumn term the REL will agree with the headteacher and leaders across the school, the academic ambitions for both statutory and non-statutory data.  This will be discussed in line with a review of the school's three-year data trend. This is part of the school effectiveness cycle. When discussing these ambitions with leaders a confidence interval will be discussed for each cohort. This will ensure that these ambitions are realistic and relate to the context of the cohort. These

ambitions will then be reviewed throughout the academic year alongside the Trust data drops. During these reviews, any additional support that may be needed to achieve these goals will be identified and planned. This will include the school's implementation of PiXL and its assessment, leadership support and interventions to support leaders in achieving these goals. The DCEO will also discuss progress towards these ambitions with her visit cycle. Appendix 4 has the form to be used for this visit. It is expected that leaders will regularly review progress towards these aspirations through raising standards meetings as part of as well as work scrutiny and drop ins. An example for this is at Appendix 8 and 9.

The Trust has implemented a Trust wide approach to assessment this academic year through the purchase of PiXL. PiXL is a leadership tool which includes a comprehensive assessment package. The PiXL implementation plan sets out the steps each school must undertake to implement PiXL in each setting this academic year. This is included in this handbook at Appendix 16. The PiXL website has the assessment calendar which leaders should ensure that they follow closely.

| Year Group | Assessments |
|---|---|
| 1 | Autumn Term no assessment<br>PiXL Spring diagnostic assessment package<br>PiXL Summer diagnostic assessment package |
| 2 | PiXL Autumn diagnostic assessment package<br>PiXL Spring diagnostic assessment package (NEW)<br>PiXL Summer diagnostic assessment package |
| 3-5 | PiXL Autumn diagnostic assessment<br>PiXL Spring diagnostic assessment<br>PiXL Summer diagnostic assessment<br>Option to use the online assessments in Year 3-5 for GPS and Maths is at the discretion of each school. |
| 6 | 2022 National KS2 paper (September)<br>2023 National KS2 paper (November)<br>2018 National KS2 paper (January)<br>2024 National KS2 paper (March) |

Once the assessment has been completed and the question level analysis (QLA's) have been uploaded to the PiXL website, teachers will review with leaders the outcomes and determine who their key marginal pupils are. This information will also be uploaded to the PiXL data section on the website. Pupil Learning Checklist will be used to support fine granular understanding about what each one of these key marginal pupils will need to be successful in making the progress they need to make and supporting staff in achieving this goal. The Implication for teaching reports released a week after the QLA deadline will support staff with next steps in teaching to close gaps. Additionally, PiXL will supply each school with ongoing support to improve outcomes for pupils across the year through as many support sessions as the school wishes to book. Regular raising standards meetings will ensure that leaders and staff are clear about the progress towards the schools' ambitions as well as ensuring that any further adaptations to teaching and learning are put in place to support the achievement of these goals. Leaders will ensure that they check that the impact of these actions are being consistently enacted across their schools.

The Trust has determined that the agreed mechanism for collecting information about pupils' progress and attainment is SONAR. The Trust's expectation is that all schools will use all statements for EYFS and make point in time judgements about reading, writing and maths across the academic year at the three agreed data drops. In line with the DfE reducing workload agreement, the Trust has set three data drop deadlines throughout the year. This allows progress and attainment information to be analysed at group, cohort, school, and trust level. Schools will use information from these points, along with information from pupil progress meetings, to identify next steps and adaptations to teaching, learning, and resourcing.

This year's data drops are:
- 24 October 2025 - PITA for Year 1- 6 and EYFS baseline information for all areas of the EYFS curriculum.  This can be entered earlier if the school has completed.
- 13 February 2026 - PITA for Year 1 - 6 and updated information for all areas of the EYFS curriculum for EYFS children.
- 7 July 2026 - All statutory data for EYFS, Year 1 PSC, Year 2 PSC, Year 4 MTC and KS2 SATS.  Year 1 - 5 PITA data end of year.

The use of SONAR enables leaders at all levels across the Trust to analyse pupils' progress. The data produced is used to review pupils' progress against the agreed academic ambitions. PiXL will support leaders in identifying curriculum gaps that need to be addressed. Headteachers will ensure that the data entered onto the system has been sampled ahead of data drops to ensure its accuracy and consistency. At the end of the academic year, data is entered onto the system to ensure that teachers' assessments can be uploaded to the Standards and Testing Agency via the Primary Assessment Gateway. Before submitting any data to the STA or the LA, headteachers **must** sample the data checking for accuracy against other assessment information. The RELs will also quality assure a sample of these results.

All schools are expected to participate with Trust moderation sessions for EYFS, KS1 and KS2 which run in the Spring and Summer terms. This ensures consistency across the Trust. This includes moderation sessions for those year groups who have no statutory data to submit. This will ensure that, across all year groups, aspirations remain high and there is clear understanding of what ARE/GD at each year group looks like. Work with PiXL throughout the year will further support this.

For each foundation subjects, headteachers will have agreed the systems and processes for collecting evidence to show that pupils have understood and retained the core knowledge from these subject areas. SET team will triangulate this across the year for a variety of subjects during core offer visits.  SONAR offer assessment statements for all foundations subjects including PSHE/RSHE (Coram Life) as part of their wider assessment practices.

## Strategic planning

## SDP vs SEF – Ensuring we understand the difference.

**SEF (Self-Evaluation Form)** answers:
- How well are we doing?
- How do we know?
- What do we need to do next?

**SDP (School Development Plan)** delivers on:
- What we need to do next.
- It is the **action plan** that follows from the SEF.

## Self-Evaluation: The Foundation of Improvement

Accurate self-evaluation is the bedrock of effective school improvement. It enables schools to understand themselves deeply, identify priorities, and promote innovative practice.

**Expectations for all Trust schools:**

- Use the latest Trust SEF format available on the website.
- SEF must be realistic, evidence-based, and aligned with the school's vision.
- It should inform all strategic planning and priority setting.
- SEF is triangulated annually with the Deputy CEO.

**Key Features:**

- Based on internal/external data and trends over time.
- Informed by Ofsted and SIAMS frameworks.
- Involves staff, pupils, governors, and parents.
- Continuous and embedded in school life.
- Leads directly to improvement.

**Activities Include:**

- Lesson drop-ins and teaching reviews.
- Data analysis at all levels.
- Work scrutiny and curriculum reviews.
- Stakeholder voice (pupils, staff, parents, governors).
- Internal and external reviews.
- Safeguarding and policy audits.
- Benchmarking and progress reviews.

**The completed SEF must:**

- Provide a clear overview of school context and performance.
- Identify strengths and systemic weaknesses.
- Include judgements across Ofsted and SIAMS areas.
- Be quality assured by the DCEO.

**Planning Process Expectations:**

- Collaborative planning is essential.
  During Term 6, discussions with the Deputy CEO and Regional Education Leads should run alongside engagement with your senior and middle leaders to collaboratively identify school priorities.

- Use this input to shape your SDP with governors.
  Finalise the plan in the second half of Term 6, avoiding last-minute summer stress.
- The process is as important as the final document

## Trust Expectations for School Development Planning (SDP)

### Purpose

The Trust's expectations for School Development Plans (SDPs) is that each school produces a focused, usable, and impactful plan that drives improvement, supports staff development, and aligns with the Trust's strategic priorities.

### Core Principles for successful plans:
1. **Be Brief**
   SDPs must be concise and relate to the key issues at hand.  Try to avoid lengthy narratives and focus on clear, actionable priorities.

2. **Map the Journey**
   The destination must be clear. What is the ambition for your school community? Your SDP should articulate where you want to be and how you'll get there.

3. **Keep It Simple**
   Limit priorities to no more than 5 key areas. One of these should include Christian Distinctiveness for Church Schools. Focus on what will make the biggest difference for your school community.

4. **Make It Easy to Use**
   The SDP should be a live document, used in line management, team meetings, and governor discussions and consistently referred to.  To enable maximum success with your plan, build it into your school's systems and culture to ensure it is consistently lived.

5. **Think Long Term**
   Link with your CPDL for staff development. Improvement is not just about pupils; it's about leading adults too. Ensure your plan includes capacity building and professional growth consider how you are using staff meetings and Trust CPDL opportunities to support your team in achieving your collective goals.

## Key Elements of a One-Year SDP – utilising the Trust SDP format

The SDP should:
- Promote school effectiveness and secure high-quality experiences for pupils.
- Provide a mechanism for prioritising and allocating resources.
- Support the improvement of teaching and learning.

- Maintain and/or secure high standards.

It must include:
- A statement of the school's vision, ethos, and aims.
- An assessment of the school's current position.
- Identification of influencing factors for the coming year.
- Projected financial resources and their management.
- Quantifiable performance ambitions and how they'll be achieved.
- Monitoring arrangements and timelines for progress.
- Responses to Ofsted and SIAMS targets.
- Key priorities aligned with Trust-wide aims.
- Actions related to the Christian character of the school.
- Relevant objectives from the DGAT annual plan.
- A description of how the plan was developed, including stakeholder input.

Using the SDP Effectively:
- Walk the school when monitoring, with it in hand and demonstrate that it matters.
- Use it as the agenda for meetings across the school.
- Embed it in team meetings and governor discussions.
- Consider allocation of governor responsibilities based on SDP priorities

## Monitoring and Accountability

Priorities must be underpinned by:
- Defined actions
- Identified outcomes
- Named individuals responsible
- Completion dates
- Associated resourcing
- Clear monitoring activities
- Success criteria must be well-defined to enable effective tracking.
- Performance management should link directly to SDP priorities.
- The plan should reference other records (e.g. monitoring data, performance reviews).
- Progress will be reviewed regularly by the School Effectiveness Team.

## Priority Areas

### Priority 1 – Quality of Education: Impact
- Targets for specific subjects and pupil groups
- Progress across all age groups
- Depth and breadth of pupil knowledge and skills

### Priority 2 – Quality of Education: Intent & Implementation
- Curriculum improvements based on data
- Action research and parental engagement
- Promotion of equality and diversity

### Priority 3 – Christian Distinctiveness
- SIAMS improvement areas
- Evaluation against the current SIAMS schedule

### Priority 4 – Leadership and Management
- Development of subject leadership
- Strengthening governance
- SEF/Ofsted-linked improvements

### Priority 5 – Other Areas (EYFS, Behaviour, Attendance)
- Improvements based on SEF/Ofsted evaluations
- Schools may include additional priorities as needed

### Templates and Guidance
- The Trust template for the SDP is in Appendix 15.
- The monitoring plan to support delivery is in Appendix 16.
- SEF templates are in Appendices 10 and 11.
- Additional guidance for leaders on effective SDPs is available in Appendix?

## Reminder

The SDP is not just a document – it's a roadmap for improvement. It should be simple, strategic, and central to your school's culture. When used well, it will empower staff, support pupils, and drive meaningful change.

The Ofsted SEF template will be updated following the release of the new inspection framework in Autumn 2025.

## Monitoring and Evaluation

The Subject Leaders Handbook contains all the information and formats needed to support trust subject leaders to evaluate the impact of their subject including the Trust deep dive proformas as well as other useful monitoring forms. Please see the separate handbook for information. All forms are stored on the website in the teaching section.

## Attendance

If pupils do not attend regularly, they will not achieve. It is our aspiration across all Trust schools to ensure that attendance is at or above the national average. We will support and challenge poor attendance using agreed Trust strategies in line with the Trust's attendance policy.  During the academic ambition meeting at the beginning of the academic year, REL's and headteachers will agree attendance ambitions for the year ahead.

Headteachers will ensure that there is a dedicated senior leader with overall responsibility for attendance (Attendance Lead) who will ensure that the Trust policy is delivered.  They will ensure that there is a strong whole school culture that promotes the benefits of good attendance.  Robust processes will be in place to ensure that any absence is followed up.  Checks of registers will be taken to ensure that they are compliant. The Attendance Lead will also ensure that weekly and half termly reviews of attendance for absence trends are updated.  Half termly proforma to collate this is on the Trust website.

Where barriers to attendance are identified, headteachers will ensure that the relevant staff in school support families in addressing and overcoming these hurdles. Where necessary the relevant challenge will be put in place, using a multi-agency approach to ensure that attendance improves. On the rare occasions where this does not work, the headteacher will ensure that, in conjunction with the LA, the appropriate next steps are in place to safeguard pupils.

Headteachers will ensure that attendance officers and leads work closely with the school effectiveness team and attend the termly online meetings to share good practice and access training to close attendance gaps, especially for our most vulnerable pupils. The SET team will discuss attendance with leaders during their regular visit schedule.

## Behaviour

Trust schools are required to use the Trust behaviour policy. This fully complies with DFE guidance and equalities legislation. Schools should insert their own unique and contextualised approaches into the policy. All staff should receive regular update training to ensure that they fully understand the policy and its principles and comply with it in their daily work.  It must align with the school's distinctive vision and values and ensure that this is easily understandable by all within the community. This will ensure that a strong culture and high expectation for behaviour and attitudes exists for all within the community. Headteachers should regularly analyse the incidents and type of behaviours across the year, using their electronic tracking programmes such as CPOMS and My Concern and ensure that this information is shared with their LGB. Any emerging trends and issues should be addressed in line with the policy and, where appropriate, the curriculum should be adapted to meet pupils' needs.

## Peer Review

The strength of a school Trust is the ability of schools to work together to collectively improve educational standards. A peer review can be a crucial part of this process. In previous years peer reviews have been undertaken with EYFS and PP Leaders and headteachers. Peer reviews are used as a way of supporting schools to listen to and learn from one another. Peer reviews, when done effectively, can provide sustainable school improvement as well as continual leadership development for those

that take part. Peer review is not about top-down accountability but is about the horizontal accountability and support which peer practitioners can provide for each other with the best interest of pupils at the heart of our schools.

## CPDL

In line with the Trust's vision for excellence in learning and the aspiration for all to flourish, high quality CPDL sits at the heart of all we do, ensuring we learn with and from one another. Alongside our own homegrown provision, we have some excellent external partners. Our CPDL brochure sets out the offer for the year ahead along with the booking links. The CPDL brochure sits on our website and is sent to headteachers, COG, SBMs and administrative staff to share with staff teams. There are clear expectations set out in the brochure about attendance at these events.

**Please note:**
**Forms and Templates**

Please note all forms and templates in this document are on the Trust website and the documents included within the handbook are for illustrative purposes and formatted for the purposes of this handbook. The templates to be used are on the Trust website.

**Appendix 1**

**School Effectiveness Cycle 2025-26 - Key questions and activities to support the preparation for visits for core offer.**

Additionally, each visit from members of the school effectiveness team will include attention on attitudes, behaviour, and the safeguarding culture.

| Focus | Suggested key questions | Suggested activities | Central team prep and follow up | School action |
|---|---|---|---|---|
| Pupil Progress<br><br>Academic Ambition<br><br>T1 | How well are pupils doing? Include groups?<br><br>Any variations? Trends?<br><br>How are leaders using their ring-fenced monies PP and Catch-up Curriculum to accelerate progress and close gaps? Is this being directed at the pupils who most need it?<br><br>How are leaders prioritising Key issues in their SDP?<br><br>Teachers PM? | Discussion with leaders compare with previous history and updated data sheet for school.<br><br>Check schools impact strategy for PP and Sports Premium is it compliant with DFE /Trust expectations.<br><br>Review with leaders the SDP/RAP/ - does it include the key issues identified from data?<br><br>Review of the SEF with leaders. | Last year's data – comparison with 2022 data, trends emerging? Mini milestones to be set if any data set below average?<br><br>Website check impact strategy and Annual SEND reports on website?<br><br>Agree timetable for the session.<br><br>Note of Visit within 5 working days.<br><br>Agreed note of visit post factual accuracy check sent for wider circulation and stored in the shared drive. | Prior discussion with SLT to identify groups, trends leaders are worried about and key challenges for the school. Impact of EYFS baseline.<br><br>Get Impact statements for PP, Catch-up, Sport's premium and SEND annual report ready to share.<br><br>SEF/SDP does it reflect the key needs arising from data and from cohorts?<br><br>Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB. |
| QAL Day 1 T1/3 | What is the impact of leaders' actions in the standards pupils achieve across the school?<br><br>Check leaders' intent for their core curriculum? Is the design and any adaptations put in place supporting all to access learning?<br><br>Are teachers confidently delivering the curriculum, are they regularly checking pupils | Monitoring activities will include meeting leaders, lesson walk, work scrutiny, teacher, and pupil voice. | Review of previous NOV for core subjects and key actions for these core areas.<br><br>Review of Website – check statements for curriculum.<br><br>Agree timetable for day with School.<br><br>Note of visit within 5 working days.<br><br>Agreed note of visit post factual accuracy check sent for wider | Review of previous NOV for core subjects and key actions for these core areas. Have issues raised been addressed? Impact?<br><br>Agree timetable with QAL and key staff are released as needed.<br><br>Ensure Long term plans, and any other documents are available and ready to share.<br><br>Impact of actions from previous visits. |

| | | | | |
|---|---|---|---|---|
| | understanding and adapting teaching to close gaps?<br><br>How have leaders ensured that EYFS pupils are getting off to a good start?<br><br>Is the curriculum coherently sequenced from EYFS to Year 6?<br><br>Does the curriculum enable pupils to know and remember more and make connections with their learning?<br><br>What is the impact of CPD for staff? | | circulation and sent to CD for central filing. | Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB. |
| DCEO leadership support meetings | Support and challenge for HTs across the academic year.<br><br>Discussions will include HT wellbeing, school effectiveness and leadership and management. | Support and challenge for HTs across the academic year.<br><br>Discussions will include HT wellbeing, School Effectiveness and Leadership and management. | Support and challenge for HTs across the academic year.<br><br>Discussions will include HT wellbeing, School Effectiveness and Leadership and management. | Support and challenge for HTs across the academic year.<br><br>Discussions will include HT wellbeing, School Effectiveness and Leadership and management. |
| REL 0.5 x 2 2/6 | QE Visit – Subjects not covered by QAL. Visits will ensure that schools approaches are fully inclusive and that provision for SEND and disadvantaged pupils is supporting closing of gaps in line with the Trust aim for inclusion for all.<br><br>T4 onwards - review of school's progress towards academic ambition set in Autumn 1. | Agree monitoring activities: meeting leaders, lesson walk, work scrutiny, teacher, and pupil voice, support for middle leaders, including how to use data?<br><br>Discussion with leaders re Spring 1 data. Progress of pupils from EYFS to Year 6. | Agree with school required focus for the session and activities to be undertaken.<br><br>Review previous NOV and key actions identified.<br><br>Review Spring 1 data - mid way point.<br><br>Note of visit within 5 working days.<br><br>Agreed note of visit post factual accuracy check sent for wider circulation and sent to CD for central filing. | Agree with REL focus to support schools next steps.<br><br>Agree timetable and release of staff as required.<br><br>Ensure any documentation required to support the REL is shared ahead of the visit.<br><br>Impact of actions to date from previous visit with SET ready to share.<br><br>Ensure data has been validated by data drop date and triangulates |

| | | | | |
|---|---|---|---|---|
| | | | | with information shared at Pupil Progress Meetings.<br><br>Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB. |
| QAL Day 2 for identified schools. T4/6 | Check the impact of leaders' support for teaching and learning to raise attainment in identified areas.<br><br>Check leaders' intent for their core and wider curriculum? Is the design and adaptations put in place supporting all to access learning?<br><br>Are teachers confidently delivering the curriculum, are they regularly checking pupils understanding and adapting teaching to close gaps?<br><br>What is the impact of the schools EYFS provision for ensuring that reception pupils get off to a good start in the school?<br><br>Does the curriculum enable pupils to know and remember more?<br><br>Are there any systemic issues beginning to arise as a result of Autumn and Spring term visits? | Deep Dive activities: meeting leaders, lesson walk, work scrutiny, teacher, and pupil voice. | Review of previous NOV and key actions.<br><br>Review of Website – check statements for curriculum.<br><br>Agree timetable for day<br><br>Note of visit within 5 working days.<br><br>Agreed note of visit post factual accuracy check sent for wider circulation and sent to CD for central filing. | Agree timetable with QAL and release of key staff as required.<br><br>Ensure Long term plans, and any other documents are available and ready to share.<br><br>Impact of actions from previous visits.<br><br>Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB. |

| | | | | |
|---|---|---|---|---|
| REL T5 Annual Safeguarding Audit. | Questions to include impact of leader's actions to ensure pupils feel safe and know how to safeguard themselves.<br><br>How is behaviour managed?<br><br>What are attitudes and behaviour in learning like? how does this triangulate with observations over time?<br><br>How is the school supporting pupil's wider curriculum knowledge so that they acquire the key skills required for the next step in learning? How are leaders ensuring that SEND/PP pupils are included within this provision?<br><br>Review school's data for Attendance, Behaviour, Exclusions and EHE? Any trends? | Meeting with group of pupils to hear voice across the school.<br><br>Discussion with leaders to clarify and understand school systems and impact of actions. How does this feed back to school SEF?<br><br>Are any groups overrepresented in attendance/exclusion data? What is the impact of leaders' actions to address these issues? | Agree Timetable.<br><br>Review previous NOV and key actions identified. How do these relate to this visit's focus?<br><br>Note of visit within 5 working days.<br><br>Agreed note of visit post factual accuracy check sent for wider circulation and sent to CD for central filing. | Agree timetable.<br><br>Ensure that data for behaviour, attendance, exclusions and safeguarding files are available and ready to discuss.<br><br>Agree venue for pupils to meet with REL.<br><br>Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB |
| DCEO T6 Identified schools. | How school is evidencing their judgements against the Ofsted/SIAMS framework for the quality and effectiveness of their provision.<br><br>How has leaders monitoring observations supported this viewpoint?<br><br>Impact of leader's actions to accelerate pupil's progress. How has data submitted for | Meeting with DCEO, and SLT and a member of the LGB if able to attend. | Agree time with leaders.<br><br>Review NOV from central team through the year to ensure clear understanding of key strengths and next steps for the school.<br><br>Review school's data to ensure understanding of progress against set targets.<br><br>Draft effectiveness report and send to HT to check for factual accuracy within 5 working days. | Agree time with DCEO and check if a member of the LGB can attend.<br><br>Ensure that SEF for Ofsted/SIAMS is updated and agreed with SLT so that all are clear about school strengths and next steps.<br><br>Ensure that data picture is accurate and reflects leaders triangulated discussions with teachers through Pupil Progress meetings and that any data submitted to STA/LA is accurate and has been moderated within |

| | | | Send completed and agreed document to COG and sent to CD for central filing. | the school by HT to ensure that HT sign off is accurate. |
| | | | | HT to review and agree Effectiveness report and amend any factual inaccuracies within 5 working days. |
| key groups being triangulated to ensure consistency?<br><br>What emerging issues will feed into next year's plans?<br><br>Impact for SEF / SDP? Can leaders give example of vision lived out in daily actions. | | | | |

**Focus Schools only**

| RAP | Suggested key questions | Suggested activities | Central team prep and follow up | School action |
|---|---|---|---|---|
| At least each long term. | Questions will relate to the identified areas of focus on the RAP, but will all revolve around impact of leaders' actions to secure rapid improvement across the school. | Discussion with leaders including those responsible for specific aspects of the including Reading etc.<br><br>Other activities may include:<br><br>Learning walk to evidence impact of actions.<br><br>Some triangulations back to data and pupils' books to evidence leaders' assertions.<br><br>Review of leaders monitoring evidence to triangulate with impact statements. | Ensure that SLT reviewed RAP is shared ahead of the Review meeting.<br><br>Agree timetable for the meeting and who should attend.<br><br>REL to work with the school to ensure that per review of the RAP has been completed and shared with the DCEO ahead of the RAP review meeting.<br><br>Draft and send RAP review within 5 working days.<br><br>Agreed note of visit post factual accuracy check sent for wider circulation and stored in the shared drive | Agree timetable with DCEO and who should attend the meeting for whole or part.<br><br>Ensure that RAP is reviewed and annotated in RAG commentary ahead of the meeting with leaders' views of impact based on their observations throughout the term. Share with the DCEO at least one working day ahead of the meeting<br><br>Ensure that monitoring files and data etc is available for sharing with DCEO at the meeting.<br><br>Respond to RAP review notes to ensure factual accuracy is in place within 5 working days and then share with FGB.<br><br>Ensure agreed next steps flow forward into the next terms RAP. |

| HT PM | Suggested key questions | Suggested activities | Central team prep and follow up | School action |
|---|---|---|---|---|
| Led by DCEO and REL's in Autumn T1 | Impact of leaders' actions in relation to agreed targets set in the previous academic year.<br><br>Are the suggested targets appropriate and focused on pupil progress/outcomes and the necessary school improvement priorities?<br><br>How is performance management supported by and contributing to rigorous school self-evaluation? | Meeting with HT ahead of the review meeting with governing board representative to discuss success and potential next year's targets.<br><br>Lead review meeting with governing board representative and DCEO to agree targets met and next year's targets? | Agree time for meeting with HT.<br><br>Review of the headteacher's annotated previous performance management objectives.<br><br>Review previous notes of visits and analysis of data.<br><br>Draft headteacher performance management documentation and send to HT within 5 working days.<br><br>Agreed PM statement sent to HT and stored centrally. | Agree time with DCEO and nominated governor invited to attend this meeting.<br><br>Review own performance against current objectives, annotate and share with DCEO.<br><br>HT to review and agree draft statement and return to DCEO.<br><br>Share finished and agreed copy with named governors.<br><br>Arrange with DCEO and appointed governor a midpoint review to check impact to date. |

# Raising Attainment Plan –Term 2025/26

**RAP Plan Number:**                                    **Review Date:**

| Priority: | Activity / Objective: | Priority Target: |
|---|---|---|
| **Key Theme 1** **Quality of Education** To ensure the curriculum is ambitious and meets the needs of all children at | To ensure that the curriculum in place across the school from EYFS (include N where appropriate) to Year 6 is precisely identified and builds sequentially across the school allowing pupils to build on prior learning in each teaching sequence. Precise support and CPD for teachers will ensure that the quality of teaching has impact so that across the school expectations are high, and pupils make accelerated progress. | Every teacher understands the whole school progression in each subject and expectations for their year group and use the agreed consistent approach to plan and deliver a sequence of lessons. |

| Tasks and Actions to be taken | Time | Person / s Responsible | Outcomes / Success Criteria | Monitoring | Dates for Monitoring | RAG |
|---|---|---|---|---|---|---|
| Reading | | | | | | |
| Writing | | | | | | |
| Maths | | | | | | |
| Phonics | | | | | | |
| Wider Curriculum | | | | | | |
| **Comments:** | | | | | | |
| **Governor Focus** | **Safeguarding –** Is the curriculum allowing opportunities for pupils to learn how to keep themselves safe in a range of situations. What teaching of online safety, mental and physical wellbeing has happened so far? **Pupil Premium –** Can all staff identify PP children? Are lessons designed and resourced to support them? Are they challenged through effective and timely feedback? **SEND –** Can all staff identify SEND children? Are lessons designed and resourced to support them? Are they challenged through effective and timely feedback? **Attendance –** Are lessons engaging and appropriately pitched to encourage high attendance? Are there enough resources, in good condition, appropriate for the session? **Behaviour –** Are learning behaviours strong? **Website/social media –**How well are school themes and activities communicated? Can parents engage with children over their learning? | | | | | |

| | Christian Character – How well does the current curriculum map enable children to flourish? How effective is collective worship and the teaching of RE? Evidence? Impact of Child led CW consultancy? |
|---|---|
| **Impact Statement Completed by DCEO** | |

| **Priority:** | **Activity / Objective:** | **Priority Target:** |
|---|---|---|
| **Key Theme 2** <br> Raising attainment and accelerating progress | To ensure that the level of attainment improves in both RWM, and that each cohort make good or better progress against their end of year ambitions. | To ensure at least xxx of pupils achieve GLD in EYFS. <br><br> To ensure at least xxx of pupils in Year 1 achieve the expected standards in the phonics screening test. XXX of pupils by the end of Year 2. <br><br><br> To ensure that by Summer 2025 xxx (reading), xxx (writing) and xxx (maths) of pupils at the end of Key Stage 1 achieve age related expectations of which xx (reading), xx(writing) and xx (maths) will be greater depth. <br><br> By Summer 2025 XXX of pupils will attain average score of 20 + in the MTC. <br><br> To ensure that by Summer 2025, the proportion of pupils achieving ARE or above in KS2 is above xxx in RWM (Combined) with xx reading, xx writing and xx maths ARE. xx reading, xx writing and xx maths greater depth. <br><br> An overall whole school focus on those most vulnerable pupils eligible for additional funding. |

| Tasks and Actions to be taken | DATE for actions | Person / s Responsible | Outcomes / Success Criteria | Monitoring | DATE for monitoring | RAG |
|---|---|---|---|---|---|---|
| Assessment post summer data of gaps and next steps | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| completed and LTP adapted to take account of this. | | | | | | |
| Consistent use and application of TT across the school including gaps analysis to plan next steps. | | | | | | |
| Phonics - Milestone document showing on track progress. Pupils who did not achieve PSC in Summer 2 supported to be on track achieve their progress by end of Autumn 1unless exceptional circumstances.<br>Pupils in Year 3 who did not achieve - additional reading intervention | | | | | | |
| Reading ages and comprehension checks demonstrating that pupils are making at least their expected progress from their starting points | | | | | | |
| Writing - from previous starting points pupils demonstrating knowledge and skills in action so progress made. | | | | | | |
| Maths   Remember it's evidencing that across the school pupils know and remember more- pupils making at least their expected progress from previous published starting points. MOT sessions carefully planned to take account of misconceptions and gaps in learning identified in assessment. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| PP pupils - close the gaps in all year groups between progress made by PP pupils and their non-PP peers. Qu how effective is the support given to these groups including those who are at ARE/GD? | | | | | | |
| SEND regular checks on the impact of intervention's both in class and external supports by SENCO and CT. Fortnightly checks? | | | | | | |
| **COMMENTS:** | | | | | | |
| **Governor Focus:** | **Safeguarding –** Do pupils feel safe and secure and ready to learn?<br>**Pupil Premium –** Can all staff identify PP children? Is their progress being tracked, monitored? Is it evident that they are making at least good progress in all lessons?<br>**SEND –** Can all staff identify SEND children? Is their progress being tracked, monitored against My Plan targets? Is it evident that they are making at least good progress in all lessons? Is it evident that My Plans/+ are being reviewed regularly with specific and achievable targets set?<br>**Attendance –** Are staff aware of chn who have missed learning? How are they able to fill any gaps in their learning?<br>**Behaviour –** Are staff adapting approach to match the internal CPD provided? What's the impact of this? Are chn behaving in a manner that supports good learning and at least good progress?<br>**Website/social media –** Is all statutory information accessible via the website and easy to find?<br>**Christian Character –** Are the spiritual needs of all learners met through the broad and balanced curriculum? (Published data) | | | | | |
| **Impact Statement completed by DCEO** | | | | | | **Judgement Made** |

| Priority: | Activity/Objective: | Priority Target: |
|---|---|---|
| **Key Theme 3**<br>Securing increased capacity in leaders throughout the school. | Example...To develop and support all subject leaders to have greater ownership of their curriculum area. | All subject leaders have clear action plans in place and confident when leading a deep dive in their curriculum area. |

| Tasks and Actions to be taken | Time | Person / s Responsible | Outcomes / Success Criteria | Monitoring | Dates for monitoring | RAG |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

**COMMENTS:**

**Governor Focus:**

**Impact Statement completed by DCEO**

**Pupil Premium –** Are PP chn effectively monitored? Is practice in line with current research and recommended initiatives? Are all eligible pupils registered as PP? How is this encouraged?

**SEND –** Are SEND chn effectively monitored? Is practice in line with current research and recommended initiatives? Are parents fully informed?

**Website –** Are all policies easy to access? Are key staff clearly signposted? Are Governors profiles accessible and up to date? Are parents signposted to resources to support pupils over learning for English and Maths?

**Christian Character –** How do leaders including governors ensure that the schools distinctive vision underpins all aspects of the school's work? Accuracy of SIAMS SEF and key next steps?

**Safeguarding -** Have leaders ensured that a strong culture for safeguarding has been created?

| Priority: | Activity/Objective: | Priority Target: |
|---|---|---|
| **Key Theme 4**<br>Behaviour and Attitudes/Personal Development | | |

| Tasks and Actions to be taken | Time | Person / s Responsible | Outcomes / Success Criteria | Monitoring | Dates for monitoring | RAG |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| **Comments**: | | | | | | |
| **Governor focus:** | **Attendance –** Is attendance monitored regularly? Are there systems in place to ensure maximum attendance? Do families feel supported to overcome any barriers? Is attendance information effectively shared with appropriate stakeholders?<br>**Behaviour –** Is there a clear, consistent, and fair approach to managing behaviour? Are all stakeholders clear of the behaviour policy? Are leaders supporting staff effectively through modelling best practice as well as holding staff to account for their own behaviour? | | | | | |
| **Impact Statement to be completed by DCEO** | | | | | | |

| Priority: | Activity/Objective: | Priority Target: |
|---|---|---|
| **Key Theme 5**<br>SIAMS | | |

| Tasks and Actions to be taken | Time | Person / s Responsible | Outcomes / Success Criteria | Monitoring | Dates for monitoring | RAG |
|---|---|---|---|---|---|---|
| | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

| | |
|---|---|
| **Comments**: | |
| **Governor focus:** | **Christian Character –** How do leaders including governors ensure that the schools distinctive vision underpins all aspects of the school's work? Accuracy of SIAMS SEF and key next steps? |
| **Impact Statement to be completed by DCEO** | |

**Appendix 3**

## Note of Visit and ROLLING RECORD - CONFIDENTIAL
## Regional Effectiveness Lead

| | XXXX Primary School Academic Year: 2025/26 *Vision* | |
|---|---|---|
| | **Session Focus** | **Actions to be taken by School** |
| | | |
| **Key Questions for leaders to consider as a result of these discussions.** | | |
| | | |
| **Date and purpose of next visit:** **Who will attend?** | | |

**Appendix 4**

**Academic and Attendance Ambition 2025/26**

This meeting is to review the three-year trend for the school and to establish the ambitions for the year ahead.

This should be completed alongside reviewing the three-year trend document for the school.

**Key Data**

| EYFS (ARE25 Aspirational targets) | GLD | | School GLD 2025 | Trust GLD 2025 | National GLD 2025 | PP GLD | | School PP GLD 2025 | Trust PP GLD 2024 | National PP GLD 2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| | BL | ARE 2026 | | | | BL | ARE 2026 | | | |
| | | | | | | | | | | |

| EYFS Cohort |
|---|
| *Narrative captured about challenges for this cohort taken from baseline discussions.* |

| Year 1 Phonics | Word Reading 2025 | Phonics 2026 | School 2025 | Trust 2025 | National 2025 | Phonics PP 2026 | School PP 2025 | Trust PP 2025 | National PP 2025 |
|---|---|---|---|---|---|---|---|---|---|
| All | | | | | | | | | |

| Year 1 Cohort |
|---|
| *Narrative captured about challenges for this cohort taken from discussion about cohort from end of GLD. Include narrative from phonics tracker as well within this discussion. On track?* |

| Year 2 Phonics | Phonics Screening 2025 | Phonics 2026 | School 2025 | Trust 2025 | National 2025 | Phonics PP 2026 | School PP 2025 | Trust PP 2025 | National PP 2025 |
|---|---|---|---|---|---|---|---|---|---|
| All | | | | | | | | | |

| Year 2 Cohort |
|---|
| *Narrative captured about challenges for this cohort taken from discussion about cohort from PSC in 2024. Include narrative from phonics tracker as well within this discussion. On track?* |

| End of KS1 | School 2026 | | School 2025 | | Trust 2025 | | National 2025 | | PP 2026 | | School PP 2025 | | Trust PP 2025 | | National PP 2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS |
| Reading | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Writing | | | | | | | | | | | |
| Maths | | | | | | | | | | | |
| RWM | | | | | | | | | | | |

<br>

**Year 2 Cohort**

*Narrative captured about challenges for this cohort and interventions planned for this cohort.*

<br>

| Year 4 MTC | End of KS1 Maths | MTC Av Score 2025 | MTC Av Score 2026 | Trust MTC Av Score 2025 | National MTC Av Score 2025 | % Pupils 25+ 2026 | % Pupils 25+ 2025 | Trust % Pupils 25+ 2025 | National % Pupils 25+ 2025 |
|---|---|---|---|---|---|---|---|---|---|
| All | | | | | | | | | |
| PP | | | | | | | | | |

<br>

**Year 4 Cohort**

*Narrative captured about challenges for this cohort and interventions planned for this cohort.*

<br>

| End of KS2 | School 2026 | | School 2025 | | Trust 2025 | | National 2025 | | PP 2026 | | School PP 2025 | | Trust PP 2025 | | National PP 2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS |
| Reading | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | |
| EGPS | | | | | | | | | | | | | | | | |
| Maths | | | | | | | | | | | | | | | | |
| RWM | | | | | | | | | | | | | | | | |

<br>

**Year 6 Cohort**

*Narrative captured about challenges for this cohort and interventions planned for this cohort.*

<br>

Other year groups

| Year 3 | School 2026 | | School 2025 | | Trust 2025 | | National 2025 | | PP 2026 | | School PP 2025 | | Trust PP 2025 | | National PP 2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS |
| Reading | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | |
| Maths | | | | | | | | | | | | | | | | |
| RWM | | | | | | | | | | | | | | | | |

| Year 3 Cohort |
|---|
| *Narrative captured about challenges for this cohort and interventions planned for this cohort.* |

| Year 4 | School 2026 | | School 2025 | | Trust 2025 | | National 2025 | | PP 2026 | | School PP 2025 | | Trust PP 2025 | | National PP 2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS |
| Reading | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | |
| Maths | | | | | | | | | | | | | | | | |
| RWM | | | | | | | | | | | | | | | | |

| Year 4 Cohort |
|---|
| *Narrative captured about challenges for this cohort and interventions planned for this cohort.* |

| Year 5 | School 2026 | | School 2025 | | Trust 2025 | | National 2025 | | PP 2026 | | School PP 2025 | | Trust PP 2025 | | National PP 2025 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS | EX | GDS |
| Reading | | | | | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | | | | | |
| Maths | | | | | | | | | | | | | | | | |
| RWM | | | | | | | | | | | | | | | | |

| Year 5 Cohort |
|---|
| *Narrative captured about challenges for this cohort and interventions planned for this cohort.* |

**Attendance Ambition 2025/26**

This meeting is to review the trend for the school and to establish the ambitions for the year ahead.

This should be completed alongside reviewing the school's data compared to Trust and national.

| | School 2025 | School 2026 | Trust 2025 July 2025 data | National 2025 (Spring term data) |
|---|---|---|---|---|
| All pupils | | | 95% | 94.8% |
| Boys | | | 94.6% | 93.0% |
| Girls | | | 95.3% | 93.1% |
| Persistently Absent | | | 10.9% | 16.3% |
| PP | | | 91.3% | 89.2% |
| SEND | | | 93.7% | 89.2% |

NB: This will be reviewed once the DFE have completed their update data comparison at the beginning of the Autumn term 2025.

|  | Barriers to success | Actions to overcome |
|---|---|---|
| All pupils |  |  |
| PA pupils |  |  |
| SEND |  |  |
| PP |  |  |

**Appendix 5**
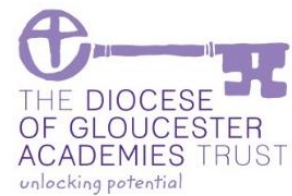
## QAL Note of Visit – CONFIDENTIAL

| XXXX Primary School Academic Year: 2025/2026 | |
|---|---|
| *Vision....* | |
| **Ofsted Grade and Date:**<br>XXX | **SIAMS Grade and Date:**<br>XXX |
| **Attendees:**<br>**Date of visit:** | **Support provided by:**<br>**Purpose of Visit:** |
| **Activities carried out:**<br><br>▪ | |
| **Key Questions from previous visit: DD/MM/YYYY**<br><br>▪ | |
| **Key findings:** | |
| <br><br><br><br><br> | |
| **Key Questions for leaders:** | |
| <br>▪<br> | |
| **Circulation to:** | |
| ▪ CEO<br>▪ DCEO<br>▪ HT<br>▪ CD<br>▪ CoG | |
| **Date and purpose of next visit:** | |

**Appendix 6**

## School Annual Effectiveness Report – Summer Term 2025/26

| |
|---|
| **School:** |
| **Headteacher:** |
| **Chair of Governors:** |

**Progress made towards:**
1. Ofsted AFIs
2. SIAMS AFIs

| Quality of Education: | School view | SET view |
|---|---|---|
| ▪ **Intent**<br>▪ Ambitious for all including SEND,<br>▪ Systematically sequenced building to next stage in pupils learning knowing and remembering more<br>▪ Broad and balanced curriculum<br>▪ **Implementation**<br>▪ Teacher Subject knowledge - Pedagogy,<br>▪ Systems and structures applied with rigour and are demanding of pupils.<br>▪ Remote Education systems supported within this system<br>▪ Prioritisation of Reading<br>▪ Cultural capital<br>▪ **Impact**<br>▪ Assessment both formative and summative enables children to know and remember more and use and apply this knowledge in context. | | |
| Evidence: | | |

| Behaviour and Attitudes: | School view | SET view |
|---|---|---|
| ▪ High expectations of behaviour for all in and out of classroom.<br>▪ Pupil attitudes are positive.<br>▪ Exclusions<br>▪ Relationships reflect positive and respectful culture in school<br>▪ Current attendance | | |
| Evidence: | | |

| Personal development, behaviour, and welfare Include | School view | SET view |
|---|---|---|
| ▪ Responsible respectful pupils demonstrating understanding of tolerance, democracy rule of law etc.<br>▪ Wider curriculum opportunities to develop pupils further SMSC.<br>▪ Pupils' confidence so that they keep themselves mentally healthy.<br>▪ Keeping safe online and offline being aware of the support available | | |

| | School view | SET view |
|---|---|---|
| ▪ Keeping physically healthy including healthy eating<br>▪ Healthy relationships understanding | | |

| Evidence: | | |
|---|---|---|

| **Leadership and management:** | School view | SET view |
|---|---|---|
| ▪ High expectations for all<br>▪ Impact of leadership across the school, Senior, Middle and Governance<br>▪ CPD that is supporting teachers' subject pedagogical knowledge to enhance teaching.<br>▪ Use of PP Funding<br>▪ Protected Characteristics<br>▪ Safeguarding<br>▪ APS<br>▪ Protecting staff from bullying and harassment | | |

| Evidence: | | |
|---|---|---|

| **Early Years foundation stage** | School view | SET view |
|---|---|---|
| **Intent**<br>▪ Construction of curriculum ambitious and designed small steps to give children including PP and SEND knowledge, self-belief, and cultural capital to succeed.<br>▪ Curriculum planned and sequenced, building on children prior knowledge giving skills and knowledge for their future learning.<br>**Implementation**<br>▪ Staff pedagogical knowledge strong especially in early reading and mathematics<br>▪ EYFS environment created supports curriculum.<br>▪ Clear understanding of PSED and importance of healthy eating taking managed risks.<br>▪ Information and relationships with parents.<br>**Impact**<br>▪ Summative and formative assessment information<br>▪ Readiness for Year 1 | | |

| Evidence: | | |
|---|---|---|

| **SDP next steps:** | | |
|---|---|---|

| **Expected SIAMS outcome** | School view | SET view |
|---|---|---|
| ▪ Impact of vision enabling pupils and adults to flourish<br>▪ Vision shaping and driving curriculum<br>▪ Vision shaping Collective worship to enable pupils and adults to flourish spiritually<br>▪ Vision allowing pupils and adults to live well?<br>▪ Vision creating a culture of justice and responsibility?<br>▪ Effectiveness of RE – statement of entitlement, curriculum impact and CPD for staff | | |

| | | |
|---|---|---|
| ▪ Impact of RE if in a VA school – quality of teaching, progress pupils make and impact of assessment. | | |
| Evidence: | | |
| **Any other highlights:** | | |
| **Perceived barriers to improvement:** | | |
| **Engagement with the wider Trust:** | | |

**Appendix 7**

| DGAT Ofsted Preparation 2025/26 | | | |
|---|---|---|---|
| **Pre-Inspection Preparation** | | **Responsibility** | **Shared with** |
| Website | The first interaction an inspector will have with your school is via your school website. Questions to ask? Is it statutorily compliant? PP /Catch up Funding/Sports Premium impact statements etc on website? Is it up to date? Is it easy to navigate? Does it sell your school? Is the information on your website about your curriculum up to date? Does it include an overview of the Governance structure of DGAT and links to DGAT's website? | HT | LGB |
| SEF | Your SEF should be a living document - it should not be long (DGAT one page summary a good start) It should be reviewed and updated regularly reflecting the improvements and next steps you and your leadership team have achieved. It should be understood by all so that you are all singing from the same hymn sheet. Ensure that this is shared with LGB | SLT and LGB | Central Team |
| SDP | Does your SDP reflect your current challenges and identified next steps from your SEF? Can you evidence the impact your planned actions are having? QE - have you thought about subjects and Deep Dives? Have you discussed this with the DCEO and QAL? Where might you steer inspectors to focus on the wider curriculum? | SLT and LGB | Central Team |
| Safeguarding | Are you confident that the Trust safeguarding policy is lived out in your school. Are your safeguarding systems and processes are understood by your whole team and that this is contributing to a strong and effective culture of safeguarding in the school? How regularly do you stop and check as DSL the impact of actions? Be ready to share leaders' work with staff and pupils to evidence school's understanding and actions on all aspects of your safeguarding practice. | DSL and HT | Central Team and LGB |
| Consistency | Make sure everyone is following your agreed systems and processes including your behaviour systems, so that you can evidence this key message. Evidence this in your monitoring. | SLT | Central Team and LGB |
| Data | Ofsted will only have published data apart from Phonics - this will now be very historic. What is your internal data showing you? How have you caught up from Covid? Are you where you expect to be? What | SLT | Central Team and LGB |

| | | | |
|---|---|---|---|
| | have you done to close gaps? What impact has your actions had as a result of this? Consider your groups of pupils? How does your data triangulate with your pupil progress meetings notes? | | |
| SEND | Are you confident that your curriculum is accessible for SEND pupils? How do you know and what is your evidence for this? Are SEND pupils making progress? Can your SENCO evidence the impact of actions for identified pupils? How do IEPs translate into daily practice? How do you monitor the impact of this?<br>Make sure TAs are confident and well prepared to discuss the impact of interventions set out on EHCP's. | SENDCO and HT | Central Team and LGB |
| PP/Catch up Premium | How effective is the schools support and actions for closing the gap and providing additional support for this group of pupils? What are your trends showing? How are you addressing gaps post Covid? Impact? | SLT | Central Team and LGB |
| Well-being | How are you ensuring your staff and pupils well-being? Staff will be asked by Ofsted how leaders are supporting them and protecting them from harassment?   How are you as a leader protecting their workload | SLT | Central Team and LGB |
| Key Knowledge ready | Ensure that all your key information and documents are available and stored in an easily accessible place ready for the phone call so you can share as needed. This could be on your website in a secure place so that you can simply hand over the log in details to the inspection team when announced. Ensure that key documents are updated. | SLT | Central Team and LGB |

**Preparation for Ofsted**

**Please make sure you have the latest version of the handbook available. The online version is always safest.**

| Pre-Inspection Phone Call | | Responsibility | Shared with |
|---|---|---|---|
| Initial Phone Call from Ofsted admin | Arrange time for Education Focussed conversation with the Lead Inspector. Make sure you give yourself time to prepare, have had a cup of tea, been to the toilet etc... Think ahead would you want to have two separate conversations or one single conversation? Alert the trust - DCEO and your CoG.<br>Alert your SLT<br>Collect your key paperwork so you the information for the conversation at your fingertips | HT | SLT, CEO/D CEO COG and LGB. |
| Education focussed conversation | Conversation with Lead Inspector (LI) split into two sections. The education and the inspection planning aspect. This could be on speaker phone, so the SLT are in the room and able to support with the phone call.  Bullet 104 of the current handbook has all the information about this aspect of the call. | HT and SLT | SLT Central Team and LGB |

| | Part 1 - be prepared to talk about current context, number of pupils on roll, Nursery provision if appropriate, any ECTs on staff, governance structure including the role of the Trust, progress since last inspection, key areas of development currently, impact of the curriculum for all pupils including SEND. How you use assessment and what it is currently telling you are your key next steps. The impact of Covid-19 for your school improvement journey, you will need to agree areas for deep dives as part of this phone call.<br><br>Second part of phone call is about arrangements for the inspections, who will meet the inspectors, timings, etc See bullet point 96 of the inspection handbooks for this information. Bullet 109 contains the list of information schools need to provide the LI by 8 am on the first day of the inspection.<br>If the school manages and runs a before/after school provision, inspectors will want to visit at an agreed time. The LI will also want to ensure that there are arrangements for the pastoral support for the headteacher throughout the inspection. This is provided by the DCEO. The LI will also share a contact number for the Headteacher to contact should they have a complaint immediately following the inspection. | | |
|---|---|---|---|
| Who will meet the inspection team | The Trust central team are part of the wider leadership team of the school and as such are expected to be included within the inspection process. DCEO and/or QAL will be in school throughout the inspection to provide additional support for the leadership team.<br>DCEO will meet with the inspectors to represent the MAT and DCEO/QAL will attend the meetings throughout as appropriate including the team, final team meeting and final feedback meeting (Bullet 22 of School Inspection Handbook).<br>Ofsted recognises that the Trust is the legal representative for the school. They will want to meet with both the LGB and TB as part of their governance discussions.  Bullet 139-143. The CEO will attend the school on the afternoon of day 2 of the inspection. | HT | SLT Central Team LGB |
| Meet with school staff | Explain the timetable for the next couple of days and the key information from the initial conversation with the lead inspector.<br>Gather all key information from staff including timetables and cover arrangement requirements to ensure that all leaders have the support and resources they need to be able to shine.<br>Reassure that quality of teaching and learning is not judged on an individual basis, but more that this is an evaluation of impact over time of the QE within the school.  Remind that they should adapt and respond | HT and SLT | |

| | | | |
|---|---|---|---|
| | in their practice as they would normally do on a day-to-day basis, addressing misconceptions, addressing behaviour etc.<br>Ensure that initial timetable is shared with the staff team and that they understand that this may change. Ensure that leaders have their landing pages ready to support them through the inspection. Be clear that they need to ask at the end of each meeting they hold with the p team what else they could show/share to evidence the impact of the school's work? | | |
| Questionnaire | Ofsted will have made available the letter to the parent body announcing the inspection alongside the questionnaires to be shared with parents, pupils, and staff. Ensure that these are sent out using your agreed school systems. There is a short turnaround on these timescales so be clear about deadlines. It is useful to have previous in-house questionnaires available to share with the team to demonstrate how you listen and respond to your community. | HT and Office staff | Parents, Staff and Pupils |
| Prepare a room for the inspection team | Ensure that there is a room and space with Wi-Fi access available within the school. Make sure all staff know where the team will be based. Provide the team with the Wi-Fi access code on their arrival. Ensure that there are refreshments available for the inspection team.<br>Gather all documents required to be shared with the inspection team and put them into the team room in readiness. | HT and Office Staff | Staff |
| Parking arrangements | Ensure that where possible there are agreed spaces for the inspection team to park. Ensure that staff understand the impact of this if it affects them. | HT and Site Manager | Staff |

| During Inspection | | Responsibility | Shared with |
|---|---|---|---|
| Introductions | Be ready to meet the inspection team at 8am<br>Ensure that last minute changes to timetable are understood and in place.<br>'Meet the Staff' meeting in place to ensure that all staff have the opportunity for staff to meet inspectors. | HT and SLT | Staff, Central team and LGB |
| Inspection - observations and work scrutiny | Ensure that inspectors are accompanied on inspection activities by members of the SLT. There should be few conversations that SLT are excluded from. Ensure that SLT are confident in being honest and challenging back where inspectors and leaders have seen things that are not typical, backing up with evidence from leaders monitoring to support the overtime conversation. DCEO or QAL will support with further suggestions if required during this time. Be tenacious in ensuring meetings are on time and the relevant people are in the right place at the right | HT and SLT | Central Team |

| | time. There is an element of managing the inspection team. | | |
|---|---|---|---|
| Team Meetings | During the inspection there will be regular opportunities to touch base and check where the inspection team members are in their thinking and what evidence they have found so far.  Pre-empt and ask what additional evidence might help support judgments and leaders' evaluations.  Make sure you record the discussions within these meetings as well as any incidental comments made during the process, just in case it is necessary to make a complaint. | HT, DCEO/QAL and SLT | Central Team |
| End of day meetings | Ensure that there is a clear understanding of key hypotheses from day 1. What questions do inspectors have moving towards day 2, what are the systemic issues arising from day 1?  What additional evidence do leaders need to have in readiness for day 2. Ensure that SLT have copies of the handbook with them. – The emerging timetable for day 2 is likely to be shared. Make notes about why they want activities on day 2 to support the evidence you share and show. Is there any feedback from staff re the inspection that needs to be shared? | HT, DCEO/QAL and SLT | LGB |
| Day 2 | Meet inspection team at beginning of the day and agree timetable for the day. As for day 1 ensure that leaders accompany the inspection team where possible. | HT | LGB |
| Meeting with LGB | DCEO/QAL will meet with LGB ahead of their meeting with Ofsted to ensure that they are fully prepared, have the key information needed and are aware of live inspection trails so that they are able to respond. | LGB, DCEO and QAL | HT and LGB |
| Team meeting | Team Meetings will happen to touch base and ensure that inspectors have the key information that they require to close down their inspection trails. | HT, DCEO/QAL and SLT | Central Team |
| Final team meeting | Ensure leaders have copies of the handbook with them. During this meeting, the team will come to their overall judgements and discuss the evidence base to support their findings. They will complete an evaluation card during this meeting. Leaders and Inspectors will agree next steps for improvement following this inspection. | HT, DCEO/QAL and SLT | N/A |
| Final feedback meeting | HT, SLT, CEO, DCEO, COG, LGB and Trust Board Representatives invited to be part of this meeting. Inspection team will feedback key findings. This will have enough information attached so that all presents understand how these key judgements are made. These grades are provisional and will be quality assured during the next step of the process. Inspectors will make it clear what the suggested grading of this inspection mean for example, whether this means that the next inspection will be a full section 5 if the school is viewed as declining or | HT SLT, DCEO/COG/LGB/TB | All key stakeholders |

| | improving since the previous inspection and the suggested timeframe for this. | | |
|---|---|---|---|
| Sharing with the wider staff team | Staff will want to know how the inspection has gone. Normal practice is for staff to be allowed to remain in the building to be updated, post the final feedback meeting. This is of course optional. This has to be prefaced with a reminder that the inspection is not yet concluded. Any information shared with staff should not be shared more widely.  The Trust Code of Conduct related to staff confidentiality should be referenced at this point. The CEO usually speaks to staff about this. | HT, DCEO /QAL, SLT | Wider staff |
| Team Room | Before the inspection team depart, ensure that all key documentation including minutes etc are retained in the team room and not taken off site. | HT | SLT |
| Concerns about the inspection team or process | At any point during the inspection if there is any concern about the behaviour, attitudes, or the inspection process it should be raised during the inspection with the LI.  If concerns arise after the inspectors leave the school these should be shared with Ofsted the next day after discussion with the DCEO via the contact number given during the inspection. | HT | DCEO /QAL |

| Post Inspection | | Responsibility | Shared with |
|---|---|---|---|
| Draft Report | Within 18 working days the school should receive a draft report. When this is received leaders have 5 working days to comment on the report and send back to Ofsted.  This should be shared with the DCEO. | HT and DCEO | Staff, Central team and LGB |
| Schools' response | If there are any concerns or queries about the report this should be discussed with the DCEO to support in responding. If the school wishes to make a complaint, then this should be discussed with the DCEO and CEO before going ahead with this who will support with this process. | HT, DCEO | COG and CEO |
| Final report | Ofsted will respond to school's comments when the final report is shared with the school which will be within 30 days of the end of the inspection. If the school makes a formal complaint this will impact the publication of the report.  Within 5 days of receipt of the final report, the inspection report should then be shared as with every parent of a registered pupil within the school. Once the inspection report has been received the inspection is deemed to be closed. | HT and CEO/DCEO | COG |

**Appendix 8**

**Raising Standards Meetings 2025/26 - EYFS**

**Date:**

**Present:**

**What does the baseline tell you about this cohort?**

What were the 3 main areas of weakness at the last assessment point? (For example - fine motor control, listening, word recognition...  Use the SONAR EYFS Good Level of Development report to help you here.

| | |
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| | |
| | |

What adaptations to the curriculum have you already made? What further improvements are needed?

| | |
|---|---|
| | |
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| | |

What are the implications for whole class teaching?

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| | |

How did the Key Marginals perform? Which areas provided the greatest barrier for them? How will this impact on our therapy provision and further adaptations to the provision?

| | |
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| | |

In addition to the Key Marginals, which other pupils require further support?  What resources and strategies can we implement to secure learning for them?

| | |
|---|---|
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| | |

Are any patterns evident in terms of pupils' gender? If so, what strategies are required to address this?

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|---|
| |

How will we ensure that all relevant staff are aware of the key messages?

| |
|---|
| |

## Looking forwards: Measuring success

How will you measure the success of your actions at the next assessment point? What impact should you see for the cohort? What impact should you see for Key Marginals?

| | |
|---|---|
| | |
| | |
| | |

**Appendix 9**

# Raising Standards Meetings 2025/26

**Date:**

**Present:**

## Looking back: Progress since last assessments

What were the main areas of weakness at the last assessment point?

| Reading | |
|---------|---|
| Writing | |
| Maths | |

What impact has there been on these areas? What further improvements are needed?

| Reading | |
|---------|---|
| Writing | |
| Maths | |

## Current picture: Key messages from this QLA and Impact for teaching report

What are the three main areas of strength? What are the three main areas of weakness?

Consider question types as well as content domains.

| Reading | |
|---------|---|
| Writing | |
| Maths | |

What are the implications for whole class teaching?

| Reading | |
|---------|---|
| Writing | |
| Maths | |

How did the Key Marginals for this subject perform? Which areas provided the greatest barrier for them? How will this impact on our therapy provision?

| Reading | |
|---|---|
| Writing | |
| Maths | |

In addition to the Key Marginals, which other pupils require further support?  What resources and strategies can we implement to secure learning for them?

| Reading | |
|---|---|
| Writing | |
| Maths | |

Are any patterns evident in terms of pupils' gender? If so, what strategies are required to address this?

How will we ensure that all relevant staff are aware of the key messages?

## Looking forwards: Measuring success

How will you measure the success of your actions at the next assessment point? What impact should you see for the cohort? What impact should you see for Key Marginals?

| Reading | |
|---|---|
| Writing | |
| Maths | |

**Appendix 10**

## SCHOOL SIAMS SELF-EVALUATION SUMMARY SHEET

| SCHOOL | | DATE | |
|---|---|---|---|

| SECTIONS | SUMMARY EVALUATION | | |
|---|---|---|---|
| Schools theologically rooted Christian Vision | | | |
| How is this shaped by the context it serves? | | | |
| How does it relate to the Trust's vision? | | | |
| **How has the schools addressed the recommendations from the previous SIAMS** | **Key Issue** | **Progress made** | |
| | | | |
| | | | |
| | | | |
| 1 **IQ1** How does the school's theologically rooted Christian vision enable pupils and adults to flourish. | **Strengths** | **Next Steps** | **J1/2** |
| | | | |
| | | | |
| | | | |
| | | | |
| 2 **IQ2** How does the curriculum reflect the school's theologically rooted Christian vision? How is the curriculum shaped by vision? Impact? | **Strengths** | **Next Steps** | **J1/2** |
| | | | |
| | | | |
| | | | |
| | | | |
| 3 **IQ3** How is collective worship enabling pupils and adults to flourish spiritually? How does the vision shape worship? Breadth of experience offered. How is it inspirational, invitational and inclusive ? | **Strengths** | **Next Steps** | **J1/2** |
| | | | |
| | | | |
| | | | |
| 4 **IQ4** How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? Policies and practice Pastoral support for all, especially vulnerable and disadvantaged? | **Strengths** | **Next Steps** | **J1/2** |
| | | | |
| | | | |
| | | | |
| 5 **IQ5** How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? Partnerships? pupils encouraged to be agents of change? Impact of these actions on the world around them? | **Strengths** | **Next Steps** | **J1/2** |
| | | | |
| | | | |
| 6 **IQ6** Is the religious education curriculum effective ? Core subject?  Curriculum challenging, accurate, well sequenced, well-balanced, relevant, and diverse? CPD for staff? | **Strengths** | **Next Steps** | **J1/2** |
| | | | |
| | | | |
| 7 **IQ7 (if relevant)** What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught? Quality of teaching, Impact in pupils learning, how does assessment impact next steps in teaching and learning? | Strengths | Next Steps | J1/2 |
| | | | |
| | | | |
| 8 **Overall Effectiveness as a Church School** | **How effective is the school's distinctive Christian vision. Established and promoted by leadership at all levels, in enabling pupils and adults to flourish?** | | **J1 or 2** |

**Appendix 11**

## Curriculum Statement

*(The Diocese of Gloucester Academies Trust — unlocking potential)*

## Vision

Our Trust's vision is to enable all to flourish. It is rooted in John 10:10: 'I have come that they might have life, life in all its fullness'. It underpins everything we do as a family of schools - enabling, nurturing and celebrating all of our children's achievements.

## Intent

### Learning and curriculum

We are ambitious for our children to be the best they can be, to reach their academic potential but also help them towards becoming well-rounded human beings, willing and ready to make a positive contribution to the world.

Each school's curriculum is broad and balanced and is set within a Christian context. Each one recognises the uniqueness of every child and serves to prepare them for their future.

Curriculum design and implementation is a local decision by each school based on the needs of the community. We expect all schools to craft a curriculum underpinned by the National Curriculum, which is rich in opportunity, steeped in an understanding of pedagogy and engages pupils at every turn.

Collaboration is a key element of our Trust's success. It is used to embed effective relationships at every level, from working with individual families through to Trust wide initiatives. Through this collaboration, we support leaders to carefully and regularly assess the quality of provision evidenced through both coverage of the curriculum, as well as the pupils' knowledge and understanding.

## Implementation

### Curriculum Implementation

There is a wide range of curriculum design within Trust schools, which reflects the different needs of our diverse school communities. Our children use and apply their learning using retrieval practice, making connections and small step approaches in a range of subjects, allowing them to learn and remember more. Pupils are encouraged to make connections in their learning to develop their understanding. A range of visitors, trips and use of our own amazing local environment supports this learning.

Across all of our schools we seek to foster a love of reading through both shared and individual activities aimed at developing this enjoyment. All schools have adopted a DfE approved systematic synthetic phonics approach to early reading.

We employ a mastery approach to learning in mathematics which helps to enhance pupils' mathematical understanding. We aim for all children to experience a wealth of educational experiences so that they become independent learners fully ready for their next challenge.

All teaching staff have good subject knowledge and use formative assessment and a range of teaching styles to challenge and adapt teaching in our schools.

All our schools deliver religious education through the locally agreed syllabus. Church of England schools are supported by the Understanding Christianity resource ensuring a consistent approach is in place for planning and provision of this core knowledge area.

## Church and community

We expect all of our children to ask and answer big questions, and to recognise that it is important that they play their full part in their communities, both in and out of school. In our Church schools this is supported by our strong Christian values. Through this and our continued focus on courageous advocacy we ensure that our children are fully ready for the demands of life in modern Britain. Our schools offer many ways to further develop these skills through the leadership opportunities they offer. This introduces them to the art of decision making as well as supporting their personal development, and helps our community ethos become a reality in our schools.

We are also committed to supporting our schools to be inclusive environments where tolerance and respect for others are embedded into daily life.

# Impact
## Achievement

We have high expectations and are ambitious for all children across the Trust. All of our schools deliver a rich, engaging and well sequenced curriculum to prepare our pupils for the next stage of their education and to reach their full potential. From their relative starting points, we expect all pupils make expected or better progress and achieve at least in line with national expectations. The Trust supports and challenges all our schools to ensure that the appropriate support is provided to achieve this aim for all children and groups of children.

# SMSC

The Trust's vision and distinctive ethos is rooted in the National Church and Diocesan Vision, (John 10:10) Life in all its fullness. Our schools, including our community schools, seek to ensure all children in the Trust family understand how they are called to live and develop the values they need to flourish and become self-confident citizens in modern Britain.

Our schools ensure that pupils understand and celebrate diversity and difference and develop their ability to demonstrate tolerance and respect for others.

Enabling all to flourish

**Appendix 12**

# THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

# Teaching and Learning Statement

## Vision

Our Trust's vision is rooted in John 10:10: 'I have come that they might have life, life in all its fullness'. It underpins everything we do as a family of schools - enabling, nurturing and celebrating all of our children's achievements.

## Our non-negotiables

- The whole curriculum that we offer will be rooted firmly in our shared values and will link to all the experiences we plan and deliver. We place high value on personal empowerment within our curriculum, celebrating everyone's uniqueness as a child of God.
- We believe that highly effective relationships with all our stakeholders, (parents, children, local governors and staff) are paramount to our success.
- As part of this understanding we recognise that together, as a family of schools, we share accountability for all of our children and their development and outcomes.
- The inclusive curriculum we offer will be creative, collaborative and challenging for all, recognising the benefits that a broad and balanced curriculum can have in developing the whole child. Throughout this curriculum there will be a strong emphasis placed on developing
  pupils spiritually, morally, socially and culturally so that they are fully able to play their part in both today's and tomorrow's society. The curriculum we design will be rooted in evidence so that the strongest pedagogical practice is in place across our schools.
- Our schools design and deliver the curriculum that they offer, in order to reflect the needs and contexts of the children they serve.
- We have high expectations of everyone in our schools and believe that high quality outcomes can only be achieved through quality first teaching. We continually strive for excellence in all we do.
- Our teachers and our children are reflective so that mistakes are celebrated and learning is maximised.
  Learning is typified by high levels of engagement throughout our teaching and learning.
- We believe in a model of developing others that is supportive and coaching in style, whilst maintaining the high expectations of all in our community - children and adults alike.
- There are equal opportunities for all in our communities ensure that high quality learning is exemplified by all groups.
- We believe that our commitment to ensuring teaching and learning of this nature will result in high levels of enjoyment and high quality outcomes for pupils.

Enabling all to flourish

**Appendix 13**

THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential

# EYFS Principles into Practice

## Vision

Our Trust's vision is to enable all to flourish. It is rooted in John 10:10: 'I have come that they might have life, life in all its fullness'. It underpins everything we do as a family of schools - enabling, nurturing and celebrating all of our children's achievements.

## Unique child

We recognise that each child in our Trust is unique and special and will be treated as such.

- Children will have a strong sense of belonging and will feel part of a community that provides a starting point for their learning journey.
- An inclusive, sequenced, creative and ambitious curriculum will ensure that the needs and interests of every child will be met through child led and adult focussed learning.
- Children's learning in all areas of the curriculum is nurtured and their achievements are celebrated.
- Children are encouraged to develop independence, resilience and self-regulate in a safe learning environment.
- In all aspects of the setting, adults will ensure that children are given opportunities to explore, be curious and imaginative in their play.
- Transitions in and out of Early Years settings will ensure a continuum of learning for all children.

## Positive relationships

Positive relationships are the bedrock of ensuring children learn well.

- Adults take time to know and understand their children well.
- Children will feel happy, safe, secure and valued for the unique and wonderful individuals they are.
- Children make warm, nurturing and affirming relationships with their peers and familiar adults.
- All adult interactions with children, during planned and child-initiated play and activities, will consistently support learning and development.
- Interactions will include communicating and modelling language, scaffolding learning, exploring ideas, questioning to ensure depth of understanding, providing narratives, facilitating and challenging where appropriate.

# Enabling environments

Providing the right learning environment for our children is essential.

- Children will show high levels of motivation and engagement in their child led and adult focused learning in the indoor and outdoor classroom.
- A language rich environment supports the teaching and consolidation of new skills and knowledge in order for learning to "stick".
- The environment supports the development of the characteristics of effective learning and reflects the uniqueness of each child and their journey.
- Continuous provision is carefully planned and presented to children in order for them to become familiar with key basic resources that are used across the year.
- Diverse resources are carefully selected to inspire, promote interest, and create awe and wonder, as well as encouraging consolidation of key skills and knowledge.
- Children will take responsibility for their environment and demonstrate understanding of how to respect and value their world.

# Parental partnerships

All parents and carers are valued as partners in their child's learning journey. Effective communication and strong relationships between home and school are a vital part of our children's school experience.
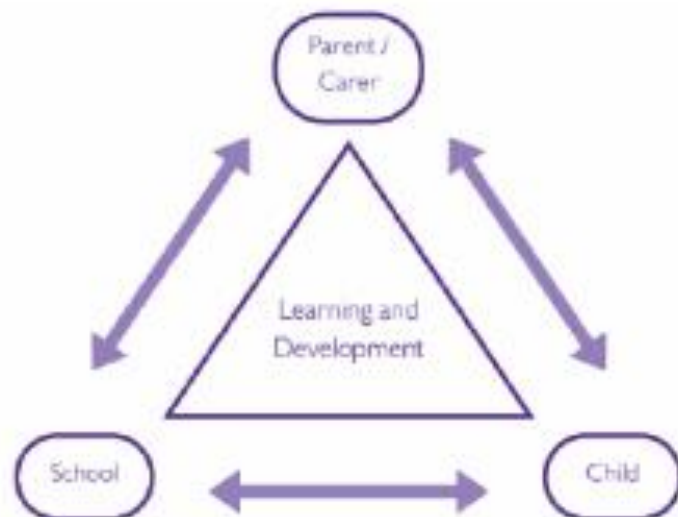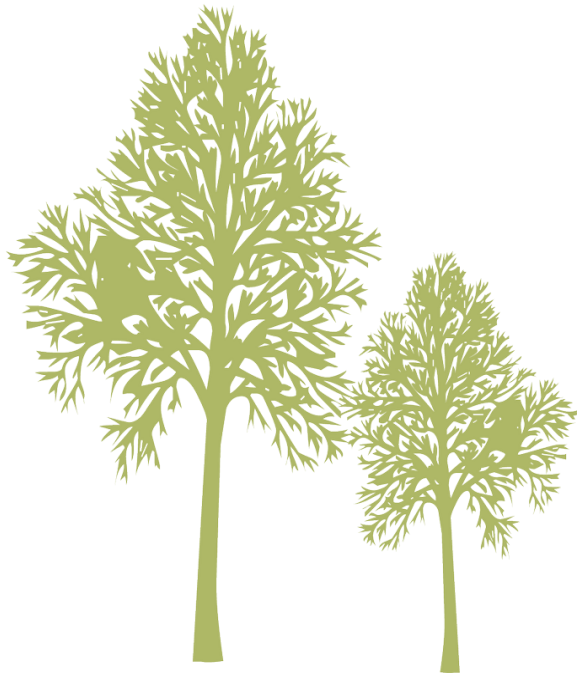


Enabling all to flourish

# School Development Plan
## 2025

<div style="border: 1px solid black; padding: 10px;">

**CONTENTS**

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## Mission aims for the year ahead

- **Outstanding:**  Reaching for the best in all we do.
- **Achievement**:  Every pupil being the best they can be.
- **Values**:  Ensuring that whatever activity we are engaged in, both adults and children, we remember that everyone is a child of God and should be treated as such.

# INTRODUCTION

This plan establishes our priorities for school development for the period September 2023 to September 24. The purpose of the School Development Plan is to identify how we can further improve and develop the work of the school, how we will manage change, and how we can make best use of resources and new opportunities available to us. Priorities are identified in relation to the extent to which they:

- maintain and raise standards of achievement.
- improve the quality of teaching and learning.
- broaden and enrich children's educational experience.
- provide for children's social development and self-esteem.
- improve facilities offered to pupils and staff.
- improve facilities for families.
- provide good value for money.

We have considered priorities for the school year ahead in the light of:

- outcomes from monitoring and evaluation.
- consultation with staff, children and stakeholders.
- advice and guidance from our Ofsted and SIAMS Inspections in XXXX, and XXXX.
- the financial position and opportunities to apply for grants.
- current national initiatives.
- the opportunities provided by being part of the DGAT and our wider partnerships.

## CONTEXT

This Development Plan recognises the context of the school:

- 

## PROCESS AND CONSULTATION

This plan was drawn up during XXXX with consultations involving:

- School Council representatives.
- A school development planning evening with all staff and governors, parent representatives and head boy and girl
- DGAT Central Team
- Feedback from the Ofsted Inspection in XXXX and SIAMS in XXXX.

## MONITORING

The plan will be monitored by the headteacher, governors and DCEO in senior leadership meetings, in staff meetings and at Governors' committees, with written progress updates included in the headteacher's reports to full governors' meetings. Detailed plans and proposals will be discussed with the School Council and progress on certain issues is reported to parents through regular newsletters.

## ACTION PLAN

This year's action plan has five areas of focus. The scope of the targets means that the plan is very ambitious and focuses on continually developing the school's facilities and learning approaches. A key aspect of the plan is the active involvement of our children at each stage of the work.

## ISSUE 1:

| Responsible Person(s):<br>Leader:<br>Monitoring and Evaluation: | | Resources / Finance: |
|---|---|---|
| **Target/ Actions** | **Date** | **Success Criteria** |
| | | |
| | | |
| **Vision:** | | |

## ISSUE 2:

| Responsible Person(s):<br>Leader:<br>Monitoring and Evaluation: | | Resources / Finance: |
|---|---|---|
| **Target/ Actions** | **Date** | **Success Criteria** |
| | | |
| | | |
| **Vision:** | | |

## ISSUE 3:

| Responsible Person(s):<br>Leader:<br>Monitoring and Evaluation: | | Resources / Finance: |
|---|---|---|
| **Target/ Actions** | **Date** | **Success Criteria** |
| | | |
| | | |
| **Vision:** | | |

## ISSUE 4:

| Responsible Person(s):<br>Leader:<br>Monitoring and Evaluation: | | Resources / Finance: |
|---|---|---|
| **Target/ Actions** | **Date** | **Success Criteria** |
| | | |
| | | |
| **Vision:** | | |

## ISSUE 5:

| Responsible Person(s): Leader: Monitoring and Evaluation: | | Resources / Finance: | |
|---|---|---|---|
| **Target/ Actions** | **Date** | **Success Criteria** | |
| | | | |
| | | | |
| **Vision:** | | | |

**Appendix 15**

<div align="center">

### TERM X MONITORING PRIORITIES - WEEKLY ACTIONS

</div>

| | Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Action | Led by | Action | Led by | Action | Led by | Action | Led by | Action | Led by | Action | Led by |
| **Leadership Monitoring** | | | | | | | | | | | | |
| **Staff Meetings** | | | | | | | | | | | | |
| **TA Meetings** | | | | | | | | | | | | |
| **Other including Stat duties such as PM** | | | | | | | | | | | | |
| **Communication** | | | | | | | | | | | | |

**Appendix 16**

# PiXL implementation guide for DGAT 2025/26

This will support each school in ensuring that the Wildly Important Goals (WIG) as set out in the Academic Ambition document are met.

Reminder that SONAR needs to have EYFS data entered at the beginning of the year in full for all areas of learning following baseline.  All other year groups just PITA data is being entered.

Data drops for the academic year are:
- 24 October 2025
- 13 February 2026
- 7 July 2026

1. **Appointment of Raising Standards Leaders (RSLs)**

   Each school must appoint an RSL.

   The Deputy CEO requires the names of all appointed RSLs to add them to the DGAT RSL Teams group via Claire Digby.

   RSLs must book training directly via the PiXL website.

2. **PiXL Website Access and Resource Familiarisation**

   Ensure all teachers have access to the PiXL website.

   Teachers must be familiar with key sections:

   - **DTTR (Diagnose, Therapy, Test, Review)** resources.
   - **Pupil Data** section
   - **Therapies and associated tools** to support teaching and learning.

3. **DGAT Assessment Plan Overview**

| Year Group | Assessments |
|---|---|
| 1 | Autumn Term no assessment<br>PiXL Spring diagnostic assessment package<br>PiXL Summer diagnostic assessment package |
| 2 | PiXL Autumn diagnostic assessment package<br>PiXL Spring diagnostic assessment package (NEW)<br>PiXL Summer diagnostic assessment package |
| 3-5 | PiXL Autumn diagnostic assessment<br>PiXL Spring diagnostic assessment<br>PiXL Summer diagnostic assessment<br>Option to use the online assessments in Year 3-5 for GPS and Maths is at the discretion of each school. |
| 6 | 2022 National KS2 paper (September)<br>2023 National KS2 paper (November)<br>2018 National KS2 paper (January)<br>2024 National KS2 paper (March) |

**Key information**

**EYFS - Reception** baseline completed as normal and submitted to SONAR for all areas as soon as this is finished. This may well be ahead of the data drop deadline.

**KS1**: No formal assessments until Spring. Use teacher judgement and upload data via the portal (see Step 4).

**KS2 Years 3–5**: Online assessments for GPS and Maths are optional. Follow the PiXL Assessment Calendar for assessment windows. This is 22 September–24 October, but in order to have completed the QLA and updated PITA data on SONAR, this should be done in the beginning of the assessment window.

**Year 6**: For Year 6 pupils the assessment window starts on 8$^{th}$ September to 26$^{th}$ September. Again, in order to ensure that the QLA is completed and information for SONAR is input along with Trust deadlines, it is helpful to complete this at the beginning of the assessment window so that maximum time is given to close gaps.

Assessments are released two weeks prior to the window. Use the latest assessments only.

4. **Post-Assessment Actions**

   Teachers must:
   - Mark assessments
   - Complete QLA papers (found in the **DTTR section** of the PiXL website)
   - Upload QLA papers to the PiXL portal.

5. **Pupil Data Tracker**

   Use assessment outcomes and teacher knowledge to complete the **Pupil Data Tracker**.

   Upload to the PiXL portal.

   This tracker supports termly progress monitoring and is updated as needed.

   Templates and guidance are available in the **DTTR – Data and Assessment Guidance** section. The Language of Assessment from PiXL will support teachers in their identification of pupils.

6. **Data Review and Intervention Planning**

   RSLs and leaders should:
   - Review pupil data and QLA outcomes.
   - Identify key barriers and marginal pupils.
   - Book a session with your PiXL specialist to discuss goals, barriers, and strategies (e.g., pre-mortem analysis)
   - Use the **Implications for Teaching Report** (released post-assessment) to guide next steps and interventions.
   - Compare cohorts' performance with wider PiXL family data - where are there similar strengths and weaknesses.

7. **Identifying Marginal Pupils**

   Teachers should complete **Pupil Learning Checklists** for A2 and B1 pupils to pinpoint learning gaps. Guidance on this is contained in the DTTR resources.

8.  **Raising Standards Meetings**

    Hold meetings with each class teacher using the template in the **School Effectiveness Handbook** and the **RSL Teams Channel**.

    Meetings should cover:
    - Goals and barriers
    - Teaching implications and next steps
    - Planned therapies/interventions.
    - Impact measurement strategy (within a 6-week window)

9.  **Ongoing Monitoring**

    Continue Raising Standards meetings throughout the term to maintain focus and momentum.

10. **Reassessment Cycle**

    Repeat Steps 2–7 each term to monitor progress and adjust interventions.

11. **Discussion with SET team to evaluate the impact of progress.**

    The impact of PiXL and how this is supporting the closing of gaps will be a running conversation between the DCEO and each school's REL over the course of the academic year.

12. **Support and Training**

    Contact your PiXL specialist for support at any time.

Take advantage of free PiXL training to enhance staff expertise and collaborate with leaders nationally. Look at the PiXL website and the Trust CPDL calendar for more information.