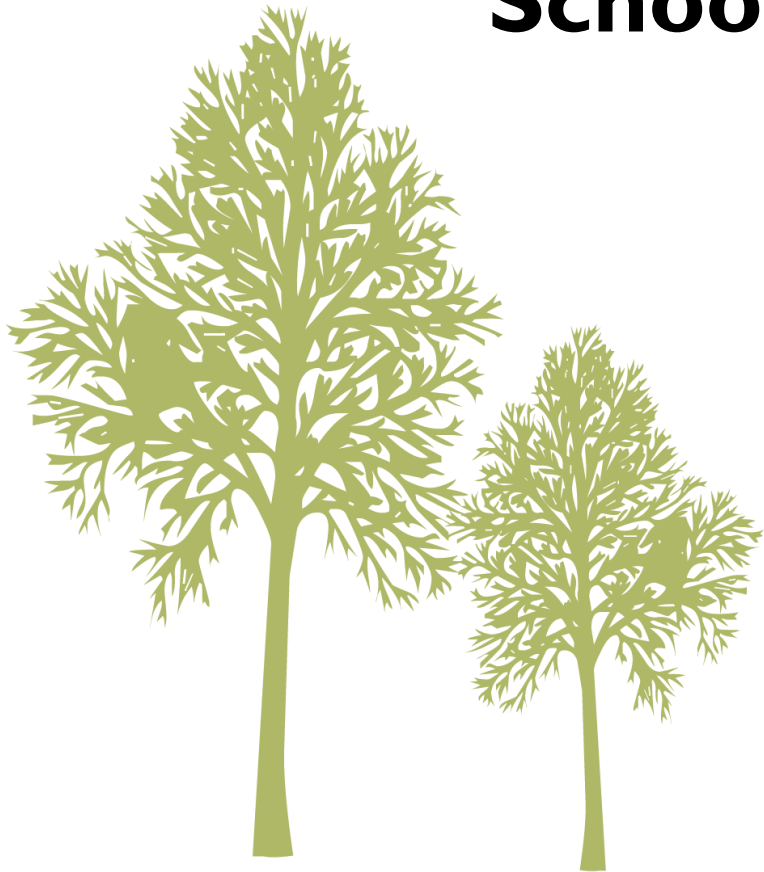# School Effectiveness Handbook

2023

School Effectiveness

<mark>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 DCEO in conjunction with school leaders and the school effectiveness team. The level of support and challenge 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 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. It also includes the Trust templates for key aspects of school effectiveness.</mark>

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 which includes reviews by the Deputy CEO (DCEO), taking into consideration the Quality Assurance Lead's (QAL) and Regional Effectiveness Leads' (REL) views. In some cases, a Rapid Improvement Plan (RAP) will be put into place. Ofsted and SIAMS gradings alone will not determine the Trust's views about additional support. <mark>If a school's headteacher and SET team disagree on categorisation, then the DCEO's decision will apply.</mark>

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 (TLP's)
Curriculum appointed specialists, recruited by DCEO. 6 days release per year to support schools
across the Trust with English, early reading, maths, RE, curriculum, EYFS and SEND.

SIAMS Lead (SL)
Bought in consultancy for 1 SIAMS visit annually to supplement and QA SET views.

Trust HTs
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 NOV's.

School Effectiveness Cycle 2023/24

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

- The DCEO will undertake the HT Performance Management meeting, SDP review and annual review at the end of the year. For schools that are focus schools, RAP reviews and associated visits will also be undertaken by the DCEO.
- The Quality Assurance Lead (QAL) – will have two days or the equivalent for each school across the year.
- The Regional Effectiveness Lead (REL) – will have three visits across the year. This will be to undertake the following activities - target setting/academic ambitions conversation, safeguarding audit and 1 day or 2 x 0.5 QE visits. Additional visits will be planned as required for focus schools.
- Trust Lead Practitioners (TLPS) will be deployed to work across focus schools. These may be single or multiple visits according to need and will be agreed with the DCEO.
- SIAMS Lead (SL) – will have one visit to check impact of the school's work in the seven strands of the SIAMS schedule.

Quality assurance of effectiveness

The DCEO will:
- quality assure the work of the QAL, SL and RELs
- receive and analyse notes of visit
- maintain an overview of any external reports (Ofsted and SIAMS) and data (DfE), and any information about support received
- use all available evidence gained throughout the academic year to gain a rounded view about the performance of each schools in line with this handbook
- provide feedback to the school effectiveness team
- provide a regular overview report to be shared with the Trust Board and the CEO

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

Core Offer 2023/24 for those schools evaluated to be green or above. The core offer is ten visits in total across the academic year.					
Term	DCEO	QAL	REL	TLP	SIAMS Lead
Term 1	HT Performance Management and Learning Walk undertaken in all Trust schools.	Day 1 Evaluation of the quality of education for core subjects. The visit will include: - meeting with subject leaders to check the impact of actions including a check against the landing pages - a learning walk led by leaders to monitor and sample effectiveness of curriculum - identifying how the key skills/strands in subjects are planned, taught, assessed. - identifying how are gaps being closed? - identification of the evidence of pupils knowing and remembering more - identifying how the curriculum meets the needs of SEND and PP - monitoring intent to implementation and the impact of leaders' actions. - meeting with subject leaders and pupils - work scrutiny - additional monitoring as required.	REL meeting with HT and Leadership Teams to discuss outcomes from 2022 and to review ambitions for the year ahead. Half day visit - all schools. Academic Ambition Form completed for all schools.	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 3 onwards Visit to check *How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?* Activities will look at impact of the schools' work under the 7 strands. Will involve, Leadership discussion, Pupil discussion, review of impact of RE and observation of collective worship.
Term 2	Term 2-4 The equivalent of 1 day to complete the following: - SEF and SDP discussions with Leadership teams. - Agreed focus activity Focus Schools will have additional visits with agreed foci to look at QE subjects not covered by QAL. Structure will remain the same. RAP reviews will occur at end of T2 and 4 to quality assure improvement journey.		Two 0.5 visits per school to review QE subjects not covered by DCEO and QAL. Structure will remain the same. Term 2-6. Term 3 Review of in year data against academic ambition as set out in September. There will also be a review of the school's data to include a focus on the impact on EYFS pupils / SEND / PP / bottom 20% / HAP. Focus schools, as agreed with DCEO, will receive support in addition to the core offer.		
Term 3					
Term 4		Day 2 Term 4-6			

Term 5		A review of the wider curriculum considering the extent to which the curriculum meets learners' needs. The visit will include: - identifying how the key skills/strands in subjects are planned, taught, assessed. - identifying how are gaps being closed? - identification of the evidence of pupils knowing and remembering more. - identifying how the curriculum meets the needs of SEND and PP. - monitoring intent to implementation and the impact of leaders' actions. - meeting with subject leaders and pupils. - work scrutiny.	Safeguarding Audit and pupil voice undertaken. Focus schools, as agreed with DCEO, will receive support in addition to the core offer.		
Term 6	Review of annual effectiveness discussion for those schools not inspected in the academic year or on a RAP. See page 1-6 for criteria. RAP review at end of T6.		RELs to undertake a data conversation with a sample of schools to triangulate teacher assessment to date ahead of statutory deadlines. 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.

Risk	Secure Green	Green	Amber	Red
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 demonstrate their ability to know and remember more in line with curriculum expectations. ▪ Curriculum leaders' model excellent practice in their own & other DGAT schools. ▪ Innovative curriculum change is apparent. ▪ Highly effective use of interventions by all teaching staff leads to strong outcomes for pupils. ▪ Quality of Education is strong.	▪ 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. ▪ Leaders have arrangements in place for the wider curriculum which are planned, sequenced and progressive and accessible for all pupils. There may still be some work remaining to do to ensure that assessment points are fully identified. ▪ The needs of all pupil groups are being met. ▪ There are clear plans for improving identifed gaps in pupils' knowledge through adaptations to teaching sequences and interventions as required. ▪ Effective use of CPDL ensures that staff knowledge across the curriculum enables effective delivery. ▪ Quality of Education is good.	▪ 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. ▪ Leaders do not have arrangements in place for all aspects of the wider curriculum which are planned, sequenced and progressive. There is work still to do on securing this precise requirement in all subjects. ▪ The needs of all pupil groups have not been fully considered which has led to gaps in pupils' knowledge. ▪ CPD is being planned to address gaps in staff knowledge. ▪ Quality of Education requires improvement	▪ 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. ▪ The wider curriculum has significant work to ensure that a sequenced and progressive curriculum for all subjects is in place. SEND pupils are not fully able to access learning. ▪ Subject leaders have not had sufficient development opportunities/are unable to effect change in their curriculum area. ▪ Outcomes show that pupils are not ready for their next stage in education. ▪ Quality of Education requires substantial work to ensure its effectiveness.

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. ▪ Considering cohort size & prior attainment school outcomes are 15% above average when compared against similar DGAT schools. ▪ Data over a three-year period is consistently upward.	▪ 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. ▪ Considering cohort size & prior attainment, school outcomes are above average when compared against similar DGAT schools for all groups of pupils. ▪ Data over a one-year period is upward in all areas. ▪ Teaching is consistently Good for all staff who have been at the school longer than 6 months.	▪ 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. ▪ Considering cohort size & prior attainment, school outcomes are within 10% average when compared against similar DGAT schools. ▪ SEND/PP pupils require further scaffolds to make the progress they are capable of. ▪ Data in the majority of core areas over a one-year period is upward. ▪ Teaching is 80% Good for all staff who have been at the school longer than 6 months.	▪ 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. ▪ Considering cohort size & prior attainment, school outcomes are 15% below the average when compared against similar DGAT schools. ▪ SEND/PP pupils require further scaffolds to make the progress they are capable of. ▪ The data trajectory is downwards &/or gives trust leaders cause for concern. ▪ Teaching is less than 80% Good for all staff who have been at the school longer than 6 months OR there is unaddressed inadequate teaching.
Leadership	▪ SLT members can clearly demonstrate high value impact within their own and wider DGAT school(s). Their monitoring of the effectiveness of their school is accurate and precisely identifies next steps. ▪ Subject Leaders have strong impact on ensuring that their subjects are delivered and support others within the	▪ All Senior Leaders are on target to meet all PM targets. ▪ Internal & external monitoring shows SLT are accurate self-evaluators & have clear actions for progress. ▪ Subject leaders demonstrate impact of their actions through their interactions with Central Team members and their monitoring. This is evidenced	▪ Senior leaders are on target to meet the majority of PM targets. ▪ There is some work to be done in securing effectiveness in Subject Leadership across the school. ▪ There are unclear or unactioned succession plans for school leadership. ▪ Most staff regularly report	▪ Senior Leaders have not secured effective systems and structures across the school to enable pupils to learn. ▪ Monitoring and Self-evaluation is not an accurate reflection of the school's current position. ▪ Subject leadership needs development in several subjects. ▪ Succession planning has not been considered &/or planned.

Risk	Secure Green	Green	Amber	Red
	Trust. ▪ Staff regularly report their satisfaction with leadership and say their well-being is protected.	through their landing pages. ▪ There are clear succession plans for senior staff. ▪ Staff regularly report their satisfaction with leadership and say their well-being is protected.	their satisfaction with leadership and say their well-being is protected.	▪ Staff report that their well-being is not prioritised by Senior Leaders.
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. ▪ Governors have a strong understanding of their roles and carry this out effectively, evidenced by minutes reports and discussions with trust leaders. ▪ Governors are highly reflective of their boards performance and use this to drive their work forward. ▪ LGB can provide a model of support & challenge evidenced through minutes, reports and understanding of school's strengths and next steps. ▪ Annual Skills audit completed & shows areas of strengths that can be used in other DGAT	▪ 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. ▪ Governors have a good understanding of their roles and carry this out effectively, evidenced by minutes reports and discussions with trust leaders. ▪ LGB provides appropriate levels of support & challenge, evidenced through minutes and reports and show understanding of school's position. ▪ Annual Skills audit completed & shows no areas of significant weakness. ▪ LGB is full & all statutory positions filled. ▪ Code of Conduct, Declaration of Interests & Governor checks completed for all Governors. ▪ 5/6 DGAT Hub meetings	▪ 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. ▪ Governors have an understanding of their roles and carry this out, evidenced by minutes, reports and discussions with trust leaders. ▪ LGB requires training to provide appropriate levels of support & challenge. ▪ Annual Skills audit completed & shows areas of weakness. ▪ LGB has vacancies &/or statutory positions not filled. ▪ Code of Conduct, Declaration of Interests & Governor checks completed for all Governors. ▪ 4/6 DGAT meetings attended.	▪ Governors have not ensured that there is a clear distinctive Christian vision, linked to scripture in place which determines their actions. ▪ Governors do not have a clear understanding of their roles and responsibilities. ▪ LGB deemed unable to support, challenge &/or may be a barrier to securing school improvement. ▪ Annual skills audit not completed. ▪ Code of Conduct, Declaration of Interests & Governor checks not completed. ▪ 3/6 or fewer DGAT Hub meetings attended. ▪ Some DGAT update training and Clerks Forums attended. ▪ (Consider levels of delegated authority)

Risk	Secure Green	Green	Amber	Red
	schools. • LGB is full & all statutory positions filled. • Code of Conduct, Declaration of Interests & Governor checks completed for all Governors & Chair (or representative). • Chair or designated representative attends all DGAT meetings. • All DGAT update training and Clerks Forum attended by appropriate member of LGB.	attended. • All DGAT update training and Clerks Forum attended by appropriate member of LGB.	• Some DGAT update training and Clerks Forums attended. • (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. • The school has a strong strategic plan, accurately reflecting the schools next steps. Progress can be clearly identified in line with the HT Handbook. • 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. • The SDP clearly identifies actions to address areas for development. The school's budget is planned to ensure actions are met. • 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. • The SEF & SDP are not central to Governor & SLT actions.	• The SEF does not reflect current in-school priorities. • There is no clear link between the SEF & the SDP. • Subject development plans do not link closely with the SDP.
Admissions Attendance	• Attendance & PA are better than National Average over a sustained period. • Senior Leaders rigorously track and monitor attendance of all groups of pupils to ensure high	• Attendance & PA is in line with National Average for one year. Senior Leaders rigorously track and monitor attendance of all groups of pupils to ensure high expectations in the community.	• Attendance & PA is below the National Average but is improving. • Senior Leaders track and monitor attendance but not of all relevant groups.	• Attendance & PA is lower than National Average with little or no improvement over time. • Senior Leaders do not track and monitor attendance effectively to ensure high expectations of all in

Risk	Secure Green	Green	Amber	Red
	expectations of all in the community. Support/challenge is used appropriately to overcome barriers.	Support/challenge is used appropriately to overcome barriers.	Support/challenge is used but not always consistently.	the community. Support/challenge is not always consistently applied.
Pupil Safety: Safeguarding Behaviour Policy Bullying	• School behaviour policy & practice enables young people to demonstrate high levels of self-control & respect. • Pupil voice demonstrates the high expectations that are expected from all within this community. • Safeguarding practices across the school are highly effective and triangulate with both pupil and staff voice.	• School behaviour policy & practice creates a safe environment that supports good teaching & learning. • Pupil voice triangulates the impact of this. • Leaders' analysis of behaviour incidents clearly identifies impact of actions. • All safeguarding measures are in place & are effective and triangulate with pupil and staff voice.	• School behaviour policy is being implemented by all staff & there is evidence of improvement through leaders' monitoring records. • Behaviour of pupils in and out of class indicates some additional work is required to secure the high expectations expected. • Pupil voice confirms observations by central team that pupils believe that there are issues with behaviour that are not always addressed. • Safeguarding policy is in place and delivered effectively.	• School behaviour policy is not being implemented by all staff. • The school has received an unresolved Ofsted complaint about Bullying/Safeguarding. • Pupil voice confirms observations by central team that the school does not deal with behaviour consistently. Issues with Bullying are not always tackled and resolved. • Safeguarding is not effective.
Christian Distinctiveness	• The schools distinctive Christian Vision, linked to scripture, drives all aspects of the school's work. • Religious education is of a consistently high quality. • 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	• The schools distinctive Christian Vision, linked to scripture, drives all aspects of the school's work. • Religious Education is consistently good. • Collective worship enables pupils to understand the school's distinctive Christian vision, quality religious education & collective worship. • Staff are becoming increasingly	• The school has a Christian Vision, linked to scripture, but it is not fully embedded across the school. • Collective worship requires improvement. • Religious Education requires improvement. • Leaders have not fully identified opportunities within the school's chosen	• The school does not have a vision which is linked to scripture or embedded across all stakeholders. • 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. • Opportunities for pupils to be courageous advocates in their

Risk	Secure Green	Green	Amber	Red
	their daily actions. ■ The school is continually seeking innovative ways of developing pupils' spirituality across the curriculum. ■ There is clear evidence that the school's curriculum is having a positive impact on generating high standards of behaviour & respect amongst pupils & adults. ■ Courageous Advocacy transforms pupils understanding of the world they live in and helps to understand their role in God's world. ■ Strong partnerships with local parish drives the school's relationships and enhances pupils experience of collective worship and wider relationships with the community as a whole.	confident at developing pupils' spiritual development across the whole curriculum. ■ Leaders ensure that within their work they provide a variety of opportunities for pupils to engage in social action within their local community so that they can be courageous advocates for change locally, nationally, and globally. ■ Partnerships with parishes are strengthening through, for example, shared use of premises & expertise within the community.	curriculum to develop pupils' spirituality. ■ Leaders are beginning to embed within their work a variety of opportunities for pupils to engage in social action within their local community so that they can be courageous advocates for change locally, nationally, and globally. ■ Relationships with the local parish require further prioritisation.	local, national, and global stage have not been developed. ■ 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.

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, Trust Lead Practitioners (TLPs) and the DCEO. 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, TLPs and the DCEO. 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 of time 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 DCEO will initially visit weekly, to ensure rapid progress is made to achieve the outcomes on the RAP. 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. The REL will work directly with the school on a weekly basis to secure rapid improvement.

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.

<mark>The note of visit (NOV) formats used by the school effectiveness team are at Appendix 3 – 5.</mark>

Towards the end of the year the DCEO will determine how much support the school requires in the next academic year 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 to the Trust's Standards and Ethos Committee the current strengths and concerns for its schools via reports and the academies overview grid which 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 identifed 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 6). 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 who 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 overall curriculum statement (Appendix 8). This will ensure that the statutory requirements set out in each school's supplementary funding agreement are met. The curriculum will be broadly underpinned by the National Curriculum, but if the school has decided to deviate from the National Curriculum there will be a clear rationale for this, and an aspirational alternative will be in place which will be rigorous in its delivery. This will have been shared with the school effectiveness team.

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. Appendix 9 sets out the DGAT Teaching and Learning Statement. Appendix 12 is the EYFS Principles in Action document, which sets out 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 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. It is expected that leaders will review impact regularly through pupil progress meetings. An example for this is at Appendix 6.

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 for Reading, Phonics, Writing, Maths and RE in KS1 and 2 to record progress against these statements. Other statements, including PSHE/RSHE (Coram Life), are also available for schools to use. All schools can have their own wider curriculum statements put onto SONAR. A judgement will be made termly using this information and other available evidence about the standard of attainment pupils have reached.

The use of SONAR enables leaders at all levels within the Trust to analyse pupils' progress. The data produced is used to review pupils' progress against the agreed academic ambitions, as well as 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. 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.

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.

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.

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.

Strategic planning

Planning and evaluation rationale

Schools will need to demonstrate that:
- the school's individual vision drives all actions of the school and links to the Trust's vision;
- they understand the context in which they are operating and the importance of maintaining and developing the Christian character of the school;
- they fulfil statutory requirements;
- they have robust systems of self-evaluation which take in all aspects of school performance and exhibit a capacity to identify accurately strengths and areas for improvement;
- they can analyse and use all information available, whether derived internally or provided externally, to improve outcomes for children;
- they take account of the views of pupils, staff, parents, and carers, the LGB, the community and the Trust Central Team;
- they can work strategically choosing priorities which will maintain what is good and secure improvements in the future, considering, where necessary, trust priorities.
- the development, management and performance of staff is linked to school improvements and individual professional development needs and with senior staff, and, where appropriate, wider trust needs;
- the aspirations they have for the school is a focus for all their work and shared across the establishment;
- the link between budget, priorities and impact is both clear and measurable;
- there is an alignment of overarching aims, key priorities, and detailed action plans;
- the LGB understands the strengths and weaknesses of the school, using notes of visits from the Central Team to support this understanding and applies best value principles to spending decisions and development plan priorities.

Self-evaluation

Accurate self-evaluation is the bedrock for securing an effective school. It enables schools to get to know themselves well, identify their agenda for improvement and promote innovative and leading practice. There is a format for recording self-evaluation on the Trust website which is expected to be used. Self-evaluation is triangulated annually with the DCEO.

Self-evaluation should:
- be realistic and accurate.
- utilise the focus of and reflect the agreed school vision.
- inform all priority setting and strategic planning.
- be based on internal and external data which enables comparison to be made with national and local school effectiveness. Trends over time should be considered.
- be based on evidence and judgements provided from external inspection and internal review.
- utilise the criteria provided by Ofsted and SIAMS frameworks.
- be part of the school improvement cycle.
- involve staff, pupils, governors, and parents.
- be a process which is continuous and part of the school's working life.
- be based on information collected throughout the year.
- lead to improvement.

Self-evaluation will involve activities undertaken by school leaders during the year, quality assured by the headteachers monitoring and triangulated by the school improvement teams notes of visit which will include:
- review of the quality of teaching and learning through regular lesson drop-ins.
- analysis of data - pupil, subject, class, pupil group and whole school level.
- work scrutiny.
- discussions with pupils, teachers, subject leaders, and senior leaders re the implementation of the curriculum intent.
- scrutiny of curriculum planning and assessment, recording and reporting.
- accessing the views of pupils, staff, governors, parents/carers.
- reviews undertaken by leaders within the school, trust leaders and by external experts.
- auditing of practice against agreed policies and procedures, such as safeguarding and health and safety.
- benchmarking against other successful schools.
- review of progress against development plans.

The completed self-evaluation should provide an overview of the context and performance of the school. Strengths and any systemic weaknesses should be identified and should take into consideration each of the Ofsted areas and SIAMS judgements about effectiveness. An overall judgement about the school's effectiveness must be included. The DCEO will quality assure the SEF. A copy of the templates to be used can be found in Appendices 10 and 11.

The detailed one-year improvement plan (School Development Plan)

One year development planning enables the school to act coherently to address its identified priorities and improve outcomes for the pupils in its care. It should:

- promote school effectiveness
- secure high-quality experiences for pupils
- provide a mechanism for the prioritisation and allocation of resources
- support the improvement of teaching and learning
- serve to maintain and or secure high standards.

The process of development of a School Development Plan will involve:

- confirmation of the school's vision, ethos and aims
- an assessment of the school's current position
- identification of factors which will influence the management and development of the school over the next year
- identification of the anticipated level of resource and its management
- what the school wants to achieve in terms of quantifiable ambitions for future performance
- how these achievements are to be realised
- when and how progress will be measured.

Development plans must include:

- a statement of the vision, ethos and aims of the school
- the school's current financial position and projected resources for the next year
- the school's governing body and its organisation
- school management and organisational structures
- interdependent networking of support between schools
- school achievements in the last year
- a description of how the plan was developed
- responses to Ofsted and SIAMS targets
- key priorities which will focus centrally on improving pupil outcomes across the school taking into account the Trust development plan key aims and objectives
- it should include actions related to the development of the Christian character of the school
- the monitoring arrangements for the plan including reporting of progress to the local governing body and to the school improvement team
- relevant key objectives from the DGAT annual plan.

The school effectiveness team will discuss with headteachers the progress towards identified actions over the course of the year.

The development plan is a working document intended to provide the roadmap for development within the school for the year. It should bring together, clearly, and simply, the school's and the Trust's priorities, the main measures it will take to raise standards and secure high-quality education. It should be a document which all members of staff can use as a reference point for their contribution to the school's improvement and in evaluating, developing, and improving their work. It should provide the school with an agenda for improvement, a timetable, and a checklist. A suggested template to set this out is contained in the handbook at Appendix 14 and the monitoring plan to support delivery of the SDP is at Appendix 13.

Priorities should be underpinned by defined actions, identified outcomes, individuals responsible, dates by when actions will be completed, and any associated resourcing required. Monitoring activities should additionally be clear. It is important that:
- success criteria are carefully defined to enable monitoring activities to assess whether improvement has been made
- performance management is closely linked to the progress anticipated for classes and particular groups of pupils
- the plan clearly identifies individuals responsible for ensuring actions have been taken, particularly governors
- there are direct links and references to other records, such as lesson observations records/data collection etc.

The plan should relate closely to the strengths and weaknesses identified in the self-evaluation, the performance management and professional development of staff, individual work plans, and the monitoring and reporting identified in the governors' work plan as well as any areas for improvement from Ofsted and SIAMS. It should be fully costed and link to the school's budget. Above all it should be centred on improving outcomes for the children in our schools.

Priority 1 - Quality of Education - Impact
   This could include:
- precise targets for specific subjects/including vulnerable groups, especially disadvantaged pupils
- achieve/exceed standards expected for age nationally (end of KS) or within curriculum
- progress of pupils in all age groups
- growth in pupils' security, breadth, and depth of knowledge, understanding and skills, including information about how schools are addressing gaps and catch-up.

Priority 2 – Quality of Education - Intent and Implementation
   This could include:
- specific improvements for Maths, English etc. following from data analysis assessment information gathered and used by teachers and pupils
- use of action research information/participation
- engagement with parents/carers to develop understanding in relation to expected standards and required improvement
- equality of opportunity and diversity promotion.

Priority 3 - Christian distinctiveness
- improvements from last SIAMS
- areas identified for improvement from evaluation against the current SIAMS schedule.

Priority 4 - Leadership and Management
- ▪ such as developing subject leadership, strengthening governance etc.
- ▪ areas identifed for improvement from evaluation against the current SEF/Ofsted schedule

Priority 5   Other areas such as EYFS, Behaviour, Attendance
- ▪ areas identifed for improvement from evaluation against the current SEF/Ofsted schedule.

Schools may also choose to have actions specifically for EYFS, leaders and managers and personal development, behaviour, and welfare etc. according to need. An example of format for a model SDP is contained at Appendix 11.

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.

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 will work closely with the school effectiveness team and attend the termly online meetings to address gaps, share good practice and access training to close attendance gaps, especially for our most vulnerable pupils.

Behaviour

Trust schools are required to write their own behaviour policy in line with the DfE guidance. It must align with the school's distinctive vision and values and ensure that this is easily understandable by all within the community to ensure that a strong culture and expectation for behaviour and attitudes for all within the community are understood and lived out.

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 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.

Appendix 1

School Effectiveness Cycle 2023-24 - 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 T1	How well are pupils doing? Include groups? Any variations? Trends? Impact of Covid? 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? How are leaders prioritising Key issues in their SDP? Teachers PM?	Discussion with leaders compare with previous history and one page data sheet for school. Check schools impact strategy for Covid, PP and Sports Premium is it compliant with DFE /Trust expectations. Review with leaders the SDP/RAP/ - does it include the key issues identified from data? 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? Website check impact strategy and Annual SEND reports on website? Agree timetable for the session. Note of Visit within 5 working days. 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. Get Impact statements for PP, Catch-up, Sport's premium and SEND annual report ready to share. SEF/SDP does it reflect the key needs arising from data and from cohorts? Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB.
QAL Day 1 T1/3	Check leaders' intent for their core curriculum? Is this a curriculum for all? SEND? Is it coherently sequenced from EYFS to Year 6? Does the curriculum enable pupils to know and remember more? What is the impact of CPD for staff?	Deep Dive activities: meeting leaders, lesson walk, work scrutiny, teacher, and pupil voice.	Review of previous NOV for core subjects and key actions for these core areas. Review of Website – check statements for curriculum. Agree timetable for day with School.	Review of previous NOV for core subjects and key actions for these core areas. Have issues raised been addressed? Impact? Agree timetable with QAL and key staff are released as needed.

			Note of visit within 5 working days. Agreed note of visit post factual accuracy check sent for wider circulation and sent to CD for central filing.	Ensure Long term plans, and any other documents are available and ready to share. Impact of actions from previous visits. Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB.
DECO Day T2/5	Do the agreed actions on the schools SDP relate to the agreed gaps in the school's SEF? How are leaders prioritising Key issues in their SDP? How is this being implemented in leaders' day to day actions? How are leaders checking for impact? Evidence to date?	Learning Walk led by Senior Leaders to evidence the impact of their actions. Review of monitoring records triangulation with data and pupils and their books. Staff voice - to evidence impact of leaders' actions.	Check SEF and SDP has been seen by DCEO and agreed ahead of visit. Agree timetable for the session. Note of Visit within 5 working days. Agreed note of visit post factual accuracy check sent for wider circulation and sent to CD for central filing.	Ensure that the SEF and SDP has been sent to the DCEO by end of October 23. Ensure that date and time is in the diary to agree timetable with the DCEO. Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB.
REL 0.5 x 2 2/6	QE Visit – Subjects not covered by QAL. 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? 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. Review previous NOV and key actions identified. Review Spring 1 data - mid way point.	Agree with REL focus to support schools next steps. Agree timetable and release of staff as required. Ensure any documentation required to support the REL is shared ahead of the visit.

			Note of visit within 5 working days. Agreed note of visit post factual accuracy check sent for wider circulation and sent to CD for central filing.	Impact of actions to date from previous visit with SET ready to share. Ensure data has been validated by data drop date and triangulates with information shared at Pupil Progress Meetings. Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB.
QAL Day 2 T4/6	Check leaders' intent for their selected aspect of wider curriculum? Is this a curriculum for all? Cultural capital? SEND? Is it coherently sequenced from EYFS to Year 6? Does the curriculum enable pupils to know and remember more? Are there any systemic issues beginning to arise as a result of Autumn and Spring term visits? Does there need to be any adaptation to the SDP/SEF?	Deep Dive activities: meeting leaders, lesson walk, work scrutiny, teacher, and pupil voice.	Review of previous NOV and key actions. Review of Website – check statements for curriculum. Agree timetable for day Note of visit within 5 working days. 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. Ensure Long term plans, and any other documents are available and ready to share. Impact of actions from previous visits. Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB.
SIAMS Lead T3/6	Visit to check effectiveness of the school's distinctive Christian vision on school's work.	Discussion with leaders, pupils, Lesson observations for RE. Observation of Collective Worship.	Review of school's website – check vision and schools' distinctive character. Agree timetable with leaders and ensure key documents are shared ahead of the visit to support understanding.	Ensure that key documents are shared with SIAMS lead ahead of visit. DBE NOV, Bishop's visitor etc SDP, SEF etc. Agree timetable with SL.

			Note of visit within 5 working days. Agreed note of visit post factual accuracy check sent for wider 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.
REL T5 Annual Safeguarding Audit.	Questions to include impact of leader's actions to ensure pupils feel safe and know how to safeguard themselves. How is behaviour managed? What are attitudes and behaviour in learning like? how does this triangulate with observations over time? 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? Review school's data for Attendance, Behaviour, Exclusions and EHE? Any trends?	Meeting with group of pupils to hear voice across the school. Discussion with leaders to clarify and understand schools' systems and impact of actions. How does this feed back to school SEF? Are any groups overrepresented in attendance/exclusion data? What is the impact of leader's actions to address these issues?	Agree Timetable. Review previous NOV and key actions identified. How do these relate to this visit's focus? Note of visit within 5 working days. Agreed note of visit post factual accuracy check sent for wider circulation and sent to CD for central filing.	Agree timetable. Ensure that data for behaviour, attendance, exclusions and safeguarding files are available and ready to discuss. Agree venue for pupils to meet with REL. Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with LGB
DCEO T6 Schools other than RAP	How school is evidencing their judgements against the Ofsted/SIAM's framework for	Meeting with DCEO, and SLT and a member of the LGB if able to attend.	Agree time with leaders. Review NOV from central team through the year to ensure clear	Agree time with DCEO and check if a member of the LGB can attend.

schools and schools who have had an inspection in this year.	the quality and effectiveness of their provision. How has leaders monitoring observations supported this viewpoint? Impact of leader's actions to accelerate pupil's progress. How has data submitted for key groups being triangulated to ensure consistency? What emerging issues will feed into next year's plans? Impact for SEF / SDP? Can leaders give example of vision lived out in daily actions.		understanding of key strengths and next steps for the school. Review school's data to ensure understanding of progress against set targets. Draft Effectiveness report and send to HT to check for factual accuracy within 5 working days. Send completed and agreed document to COG and sent to CD for central filing.	Ensure that SEF for Ofsted/SIAMS is updated and agreed with SLT so that all are clear about school strengths and next steps. 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 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.

Focus Schools only

RAP	Suggested key questions	Suggested activities	Central team prep and follow up	School action
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. Other activities may include: Some triangulations back to data and pupils' books to evidence leaders' assertions. Review of leaders monitoring evidence to triangulate with impact statements. Learning walk to evidence impact of actions.	Ensure that SLT reviewed RAP is shared ahead of the Review meeting. Agree timetable for the meeting and who should attend. Draft and send RAP review within 5 working days. 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. 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 Ensure that monitoring files and data etc is available for sharing with DCEO at the meeting. Respond to RAP review notes to ensure factual accuracy is in place within 5 working days and then share with FGB. 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 in Autumn T1	Impact of leaders' actions in relation to agreed targets set in the previous academic year. Are the suggested targets appropriate and focused on pupil progress/outcomes and the necessary school improvement priorities? 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. Lead review meeting with governing board representative and DCEO to agree targets met and next year's targets?	Agree time for meeting with HT. Review of the headteacher's annotated previous performance management objectives. Review previous notes of visits and analysis of data. Draft headteacher performance management documentation and send to HT within 5 working days. Agreed PM statement sent to HT and stored centrally.	Agree time with DCEO and nominated governor invited to attend this meeting. Review own performance against current objectives, annotate and share with DCEO. HT to review and agree draft statement and return to DCEO. Share finished and agreed copy with named governors. Arrange with named governor a midpoint review to check impact to date.

Raising Attainment Plan

RAP Plan Number: **Review Date** :

Priority: **Key Theme 1** **Quality of Education** To ensure the curriculum is ambitious and meets the needs of all children at XXXX	**Activity / Objective:** To ensure that the curriculum in place across the school from EYFS (include N where appropriate) to Year 6 is precisely identifed 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 l.	**Priority Target:** 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.

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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: **Key Theme 2 Raising attainment and accelerating progress**	**Activity / Objective:** To ensure that the level of attainment improves in both English and mathematics, and that each cohort make good or better progress against their end of year numerical targets.	**Priority Target:** To ensure at least xxx of pupils achieve GLD in EYFS. 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. To ensure that by Summer 2023 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. By Summer 2023 XXX of pupils will attain average score of 20 + in the MTC. To ensure that by Summer 2023, 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. 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. 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 its 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? **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? **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? **Attendance –** Are staff aware of chn who have missed learning? How are they able to fill any gaps in their learning? **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? **Website/Social media –** Is all statutory information accessible via the website and easy to find? **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: **Key Theme 3** Securing increased capacity in leaders throughout the school.	**Activity/Objective:** To develop and support all subject leaders to have greater ownership of their curriculum area.	**Priority Target:** 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	**Safeguarding –** safeguarding governor to ensure through discussion with DSL – all expected policies and procedures are in place? **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? **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? **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? **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 –** What are the actions thus far of the Ethos working group? Accuracy of SIAMS SEF and key next steps?

Priority: **Key Theme 4** Behaviour and Attitudes/Personal Development	Activity/Objective:		Priority Target:

Tasks and Actions to be taken	Time	Person / s Responsible	Outcomes / Success Criteria	Monitoring	Dates for monitoring	RAG
Comments:						
Governor focus:						
Impact Statement to be completed by DCEO						

Priority: **Key Theme 5** SIAMS	Activity/Objective:		Priority Target:

Tasks and Actions to be taken	Time	Person / s Responsible	Outcomes / Success Criteria	Monitoring	Dates for monitoring	RAG
Comments:						
Governor focus:						
Impact Statement to be completed by DCEO						

ROLLING RECORD - CONFIDENTIAL
DCEO and SELs

	XXXX Primary School Academic Year: 2022/2023	
	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?		

QAL NOTE OF VISIT 2023/24 – CONFIDENTIAL

XXXX Primary Academy
Vision

Ofsted Grade and Date:	SIAMS Grade and Date:
Attendees: Date of visit:	Support provided by: Purpose of Visit:

Activities carried out:

Key Questions from previous visit:

Key Findings:

Key Questions for leaders:

Circulation to:

Date and purpose of next visit:	

Appendix 5

School Annual Effectiveness Report – Term 6 2023/24

| School: |
| Headteacher: |
| Chair of Governors: |

- For more information about this visit please refer to the school effectiveness handbook
- Please discuss this form with your leaders but there is no need to fill it in as it will be completed at the meeting.
- The red text indicates the areas to be covered in the meeting
- Please have the evidence available to support your suggested gradings and be prepared to talk through your reasoning.
- During the meeting we will also discuss a document called the Trust Overview Grid which the ELT use during the year to RAG rate each school. A blank version of the areas included can be found in Appendix 1.
- The meeting should include you, chair of governors and any senior leaders you deem appropriate.

Progress made towards:

1. SDP priorities

2. Ofsted AFIs

3. SIAMS AFIs

Quality of Education:	School view	SET view
Intent - Ambitious for all including SEND, - Systematically sequenced building to next stage in pupils learning knowing and remembering more - Broad and balanced curriculum **Implementation** - Teacher Subject knowledge - Pedagogy, - Systems and structures applied with rigour and are demanding of pupils. - Remote Education systems supported within this system - Adaptation because of COVID supporting schools aims for its pupils. - Prioritisation of Reading - Cultural capital **Impact** - Assessment both formative and summative enables children to know and remember more and use and apply this knowledge in context.	Insert RAG rated judgement here	
Evidence: School to insert narrative here		

Behaviour and Attitudes:	School view	SET view
- High expectations of behaviour for all in and out of classroom. - Pupil attitudes are positive. - Current attendance - Exclusions - Relationships reflect positive and respectful culture in school		
Evidence:		
Personal development, behaviour, and welfare Include	School view	SET view
- Responsible respectful pupils demonstrating understanding of tolerance, democracy rule of law etc. - Wider curriculum opportunities to develop pupils further SMSC. - Pupils' confidence so that They keep themselves mentally healthy. - Keeping safe online and offline being aware of the support available - Keeping physically healthy including healthy eating - Healthy Relationships understanding		
Evidence:		
Leadership and management:	School view	SET view
- High expectations for all - CPD that is supporting teachers' subject pedagogical knowledge to enhance teaching. - Response to Covid and catch-up - Use of PP and Catch-up funding - Protected Characteristics - Safeguarding - Governance - Protecting staff from bullying and harassment - Leadership of finances - Health and Safety		
Evidence:		
Early Years foundation stage	School view	SET view
- Intent - Construction of curriculum ambitious and designed to give children including PP and SEND knowledge, self-belief, and cultural capital to succeed. - Curriculum planned and sequenced, building on children prior knowledge giving skills and knowledge for their future learning. - Implementation - Staff pedagogical knowledge strong especially in early reading - COVID - adaptation - EYFS environment created supports curriculum.		

- Clear understanding of PSED and importance of healthy eating taking managed risks. - Information and relationships with parents. **Impact** - Summative and formative assessment information - Readiness for Year 1		
Evidence:		

Overall Effectiveness:	School view	SET view
Is the school vulnerable when next inspected? In this case vulnerable means likely to be graded lower than current grading.		
SDP next steps:		

Expected SIAMS outcome	School view	SET view
- Christian distinctiveness - Vision driving provision. - Character development - Community living well together. - Dignity and Respect - Impact of Collective worship - RE effectiveness		
Evidence:		
Any other highlights		
Perceived barriers to improvement		
Engagement with the wider trust		

Area of Focus	RAG
Current Ofsted Judgement	
SI Team Judgement	
Current SIAMS Judgement	
School SEF SIAMS Judgement	
Outcomes (Published)	
EYFS outcomes	
Year 1 Phonics	
KS1 Outcomes	
KS2 Outcomes	
Quality of Education	
EYFS	
KS1	
KS2	
Leadership and Management	
SLT	
MLT	
Governance	
Curriculum	
Safeguarding	
EYFS	
Behaviour and Attitudes	
Exclusion	
Attendance	
Personal Development	
Christian Character	
Collective Worship	
FINANCE	
Budget Sustainability	
Strength of Financial Management	
Budget on Track	
Reserves	
Nurseries	
BUSINESS AND OPERATIONS	
Health and Safety (L and M)	

DGAT EYFS Pupil Progress Meeting 2023/24

| Year Group: | YR | Date of Meeting: |
| Class Teacher/s: | | Date of Review: |

GLD Ambition:	
PP GLD Ambition:	

Communication and Language

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Physical Development

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

PSED

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Reading

Word Reading Ambition:		Comprehension Ambition	
Current PITA At + Above:		Current PITA At + Above:	
PP Ambition:		PP Ambition:	
PP Current PITA At + Above		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Writing

Ambition:		PP Ambition:
Current PITA At + Above:		PP Current PITA At + Above:

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All

Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Maths

Number Ambition:		Numerical Patterns Ambition:	
Current PITA At + Above:		Current PITA At + Above:	
PP Ambition:		PP Ambition:	
PP Current PITA At + Above		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

DGAT KS1/2 Pupil Progress Meeting 2023/24

Year Group: Date of Meeting:

Class   Date of Review:
Teacher/s:

Phonics (delete if N/A)

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Reading

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Writing

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Maths

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Actions

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

MTC (delete if N/A)

Ambition:		PP Ambition:	
Current PITA At + Above:		PP Current PITA At + Above:	

Insert SONAR data here previous PITA and Current PITA

Teaching for All			
Action	Impact	Timescale	Responsibility

Targeted Support				
Names of Children	Action	Impact	Timescale	Responsibility

Appendix 7

DGAT Ofsted Preparation 2023/24			
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? Where might you steer inspectors to focus on the wider curriculum?	SLT and LGB	Central Team
Safeguarding	Are you confident that 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 child on child abuse and RSHE.	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 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?	SLT	Central Team and LGB

Covid-19	Are there any residual issues still impacting outcomes for pupils across the school? What actions have you taken to address these?	SLT	Central Team and LGB
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? 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 both Graded and Ungraded

| 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 - CEO/DCEO and your CoG. Alert your SLT 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 Focus aspect 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. Part 1 - be prepared to talk about current context, number of pupils on roll, Nursery Provision if appropriate, Any ECT's on staff, Governance structure including the role of the MAT, progress since last inspection, key areas of development currently, impact of the curriculum for all pupils including SEND. How you use assessment and what	HT and SLT	SLT Central Team and LGB

	it is currently telling you as your key next steps. The impact of Covid-19 for your school improvement journey, you will need to agree areas for Deep Dive's as part of this phone call. Second part of phone call is about arrangements for the inspections, who will meet the inspectors, timings, etc See bullet point 78 of the inspection handbooks to see the list of information schools need to provide the LI by 8 am on the first day of the inspection. If the school manages and runs a before/after school provision, inspectors will want to visit at an agreed time.		
Who will meet the inspection team	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. DCEO will meet with the inspectors to represent the MAT and DCEO/QAL will attend the meetings throughout as appropriate including the final team meeting and final feedback meeting (Bullet 20 of School Inspection Handbook). Governors and trustees are invited to meet the inspection team.	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. 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. 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. Ensure that initial timetable is shared with the staff team and that they understand that this may change.	HT and SLT	
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.	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. 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 Ensure that last minute changes to timetable are understood and in place. '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. Ensure meetings are on time and the relevant people are in the right place at the right time.	HT and SLT	Central 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.	HT, SLT and DCEO/QAL	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.	HT SLT and DCEO/QAL	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, SLT and DCEO/QAL	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	HT, SLT and DCEO/QAL	N/A

	findings. They will complete an evaluation card during this meeting. Leaders and Inspectors will agree next steps for improvement following this inspection.		
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 improving since the previous inspection and the suggested timeframe for this.	HT SLT, DCEO/COG/L GB/TB	All key stakehol ders
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 inspection process it should be raised during the inspection with the LI.	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.	HT and SLT	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 CEO and DCEO 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. 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
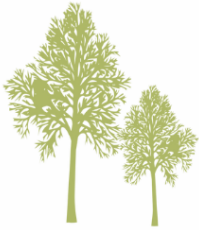
Curriculum Statement

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 curriculums 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
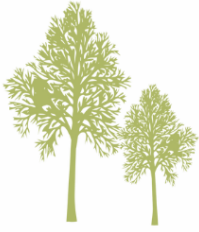
Teaching and Learning Statement

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.
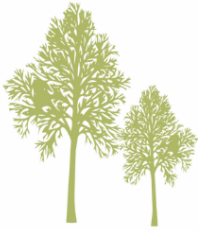
Enabling all to flourish

SELF-EVALUATION SUMMARY SHEET

THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential

SCHOOL		DATE	

	SECTIONS	SUMMARY EVALUATION		
1	**CONTEXT**			
2	**AREAS FOR WHOLE SCHOOL DEVELOPMENT**			
3	**PROGRESS MADE BY THE SCHOOL ON AREAS IDENTIFIED FOR DEVELOPMENT IN THE LAST FULL OFSTED INSPECTION**	**Key Issue**	**Progress made**	
4	**Response to Covid-19** Closing of gaps Adaptation to curriculum Remote Education Plan Behaviour and Attendance			
5	**Quality of Education** Intent of curriculum , Quality of teaching and learning Impact of curriculum including pupil outcomes including SEND/PP.	**Strengths**	**Areas for Development**	
6	**Behaviour and Attitudes** Learners behaviour and attitude, attendance, staff and pupil relationships Include support for Mental Health	**Strengths**	**Areas for Development**	
7	**PERSONAL DEVELOPMENT,** Curriculum supports learners character development and understanding of British values Include Embedding RSHE.	**Strengths**	**Areas for Development**	
8	**LEADERSHIP/ MANAGEMENT** Leader have ambitious vision for high quality education, CPD, have awareness of staff workload. Governance and Safeguarding.	**Strengths**	**Areas for Development**	
9	**EYFS -New Framework** Leaders have designed a curriculum that is highly ambitious for all children's needs. Quality provision enables all to develop skills and learning behaviours ready for Y1.	**Strengths**	**Areas for Development**	
	OVERALL EFFECTIVENESS		**Overall Effectiveness Judgement**	

Appendix 11

SCHOOL SIAMS SELF-EVALUATION SUMMARY SHEET

SCHOOL		DATE	

SECTIONS		SUMMARY EVALUATION		
Schools Christian Vision				
How has the schools addressed the recommendations from the previous SIAMS		Key Issue	Progress made	
1	**Vision and Leadership** (Impact of inclusion and distinctive Christian vision in maintaining original foundation and lived out with all stakeholders)	Strengths	Next Steps	
2	**Wisdom, Knowledge and Skills** (How well staff and leaders apply vision to ensure that vision meets all learners academic and spiritual needs)	Strengths	Next Steps	
3	**Character Development: Hope, Aspiration and Courageous Advocacy** (Impact of the vision on the character and moral development of pupils and how this inspires them to engage in social action in their own local and global communities)	Strengths	Next Steps	
4	**Community and Living Well Together** (Impact of vision on social and cultural development through practice of forgiveness and reconciliation, encouraging good mental health, enabling all to flourish and live well)	Strengths	Next Steps	
5	**Dignity and Respect** (Impact of vision on environment to celebrate difference and all to flourish, because treated with dignity and respect)	Strengths	Next Steps	
6	**Impact of Collective Worship** (Ways in which collective worship is an expression of the school's Christian Vision)	Strengths	Next Steps	
7	**Effectiveness of Religious Education**	Strengths	Next Steps	
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?**		

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.
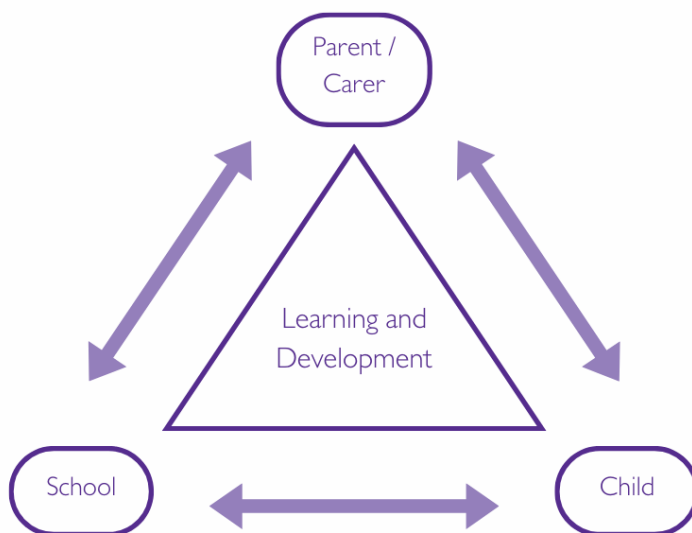
Enabling environments

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.
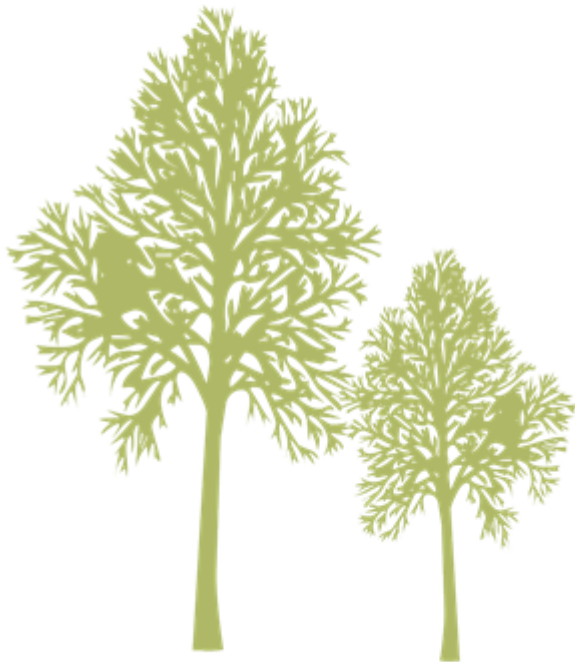
Parental partnerships

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.

Appendix 13

DGAT Termly Monitoring Plan

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6 7.12.20	
	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												

School Development Plan

2023

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CONTENTS

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 June 2011, SIAS 2016 and HMI 2012.

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): Leader: Monitoring and Evaluation:		Resources / Finance:	
Target/ Actions	Date	Success Criteria	
Vision:			

ISSUE 2:

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

ISSUE 3:

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

ISSUE 4:

Responsible Person(s): Leader: 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:		