**School Effectiveness Cycle 2024-25 - 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.

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| **Focus** | **Suggested key questions**  | **Suggested activities**  | **Central team prep and follow up** | **School action** |
| Pupil ProgressAcademic AmbitionT1 | 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 updated 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 1T1/3 | 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 and make connections with their learning ? 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.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. | 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.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 SIM meetings T2/5 | Review of the schools effectiveness. Learning Walk and discussion with leaders re key aspects of the schools work including curriculum, behaviour attendance and leadership. Review SDP with leaders and 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. Attend Collective Worship.Meeting with leaders to review key information and discussion re impact. Review of monitoring records triangulation with data and pupils and their books.Staff voice - to evidence impact of leaders' actions. | Agree timetable for the session. Note of Visit within 5 working days. Agreed Notes of Meeting agreed post factual accuracy check and sent for wider circulation and sent to CD for central filing. | Ensure that School Improvement Meeting Plan has been read ahead of visit and leaders are aware of key discussion points within the form and have available information ready. Agree who will attend the meeting. Respond to NOM to check factual inaccuracies within 5 working day and then share finished copy with LGB.  |
| REL 0.5 x 22/6 | 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.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 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. 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 dayNote 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.  |
| REL T5Annual 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 schools and schools who have had an inspection in this year. | How school is evidencing their judgements against the Ofsted/SIAM’s framework for 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. | 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 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. | Agree time with DCEO and check if a member of the LGB can attend. 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.  |