Maiden Erlegh Trust

SCHOOL IMPROVEMENT FRAMEWORK

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Contents

INTRODUCTION

Community and inclusion are at the heart of what we do, and who we are, as an organisation, and we are proud to represent a broad and diverse range of school communities within our Trust. Each of our schools is a thriving learning community where high ambition and high aspiration for our children and young people are hallmarks, alongside a relentless commitment to developing the whole child.

VISION

Our vision is to develop a diverse, inclusive, and collaborative community of highly effective schools that deliver excellent educational opportunities for the children and young people of the communities we serve. Through our work we will ensure that they are equipped with the knowledge, skills, and behaviours to deal with the demands of an ever-changing world.

VALUES

Figure 1: Maiden Erlegh Trust Values

These values (**Figure 1**), co-created with all stakeholders, provides the golden thread that informs our approach.

Aim High succinctly articulates our fundamentals of high expectations and high aspirations for all – our staff, our children, and young people and our wider community. It asks all our stakeholders to be the best they can be, to view the world through a positive lens and to be continually ambitious for themselves and others.

Be Inclusive expresses our fundamental commitment to educational equity and opportunity for all in everything we do and every decision we take we choose to support children to overcome barriers and to succeed.

Work Together demonstrates our commitment to team and others over self where collaboration and partnership with all stakeholders underpins how we operate and why we exist. Working together to ensure that the children and young people who attend one of our schools has the very best experience and leaves us ready to take their next steps in the world.

EXPECTATIONS

STRATEGIC PLAN 2023-2028				
Educational Standards	**Culture and Inclusion**	**Leading and Developing People**	**Growing and Developing our Community**	**Operational Effectiveness**
Outcomes and Destinations Outcomes in mainstream to be in the top 10% nationally and 100% of children with EHCPs to meet their learning goals. 100% of children will have a meaningful destination.	**Safeguarding** A culture of safeguarding is embedded in all schools as measured through external validation.	**Ethical Leadership** Staff will feel part of the Trust community as measured through survey against the national benchmark.	**Trust Growth** The Trust will continue to grow in a measured and sustainable way, educating 10,000 children and young people by 2028.	**Financial Sustainability** ICFP is embedded practice and supports the delivery of balanced budgets, with reserves in line with policy.
Quality of Education Provision All schools judged to be Grade 2 or higher as measured through formal accountability processes.	**Attendance** Attendance for all groups is above the local and national average.	**Professional Development** The Trust will deliver, or provide access to, high quality CPD and career opportunities for all staff, measured through engagement.	**Community Confidence** The Trust will maintain community confidence as we continue to grow as measured through stakeholder survey against the national benchmark.	**Operational Sustainability** The Trust will invest resources to ensure all schools operate effectively, efficiently, and sustainably as measured against its sustainability strategy.
Marker of Excellence Strategies to narrow gaps are shown to continually eliminate inequality across groups.	**Behaviour and Inclusion** Permanent Exclusion and Suspension rates to be below the national average in all schools.	**Employer of Choice** The Trust will be recognised as employer of choice through external accreditation and benchmarking.	**System Leadership** The Trust will contribute to wider system leadership with MEI growing year-on-year.	**Statutory Compliance** The Trust will operate a 'best-practice' approach to ensure statutory compliance is maintained across all operations as validated through audit.

Figure 2: MET Strategic Plan 2023-2028

Our schools will:

- provide a safe, respectful, and calm environment in which to learn and work.
- provide an exceptional comprehensive education to all pupils/students.
- plan and deliver a rich and ambitious curriculum that meets the needs of all pupils/students.
- help pupils/students understand how to learn and value positive attitudes to learning.
- provide useful feedback to students so they know their strengths and how to improve and can take responsibility for that improvement.
- ensure that students understand how to main and maintain positive and safe relationships in school and outside.
- ensure that students are prepared for the next phase of their education and lives.
- provide useful information to parents so they can support their child's improvement.
- provide effective support and development opportunities to staff and promote high levels of morale and job satisfaction.
- provide value for money and work as efficiently as possible whilst maintaining standards.
- perform in the top 10% of schools nationally or be on a rapid trajectory to do so.
- achieve an Ofsted rating of "good" to "outstanding" in all areas.
- provide leadership which is highly effective and ethical, and which places its values and ethos at the forefront of all decision-making.
- work with the Trust, other Trust schools and other partners to enhance the work of the school.

PRINCIPLES

A key aspect of an effective organisation is to ensure that there is an integrated approach to continuous school improvement. Maiden Erlegh Trust (MET) believes that where there is a "joined up", rigorous and collaborative process linking the evaluation of standards, professional development, support & challenge, and school improvement, then both learners and staff benefit (**Figure 3**).

Trust – School - Team - Individual

Improvement Planning

Provision

Quality Assurance

CPD & Research

Continuous Improvement

Outcomes

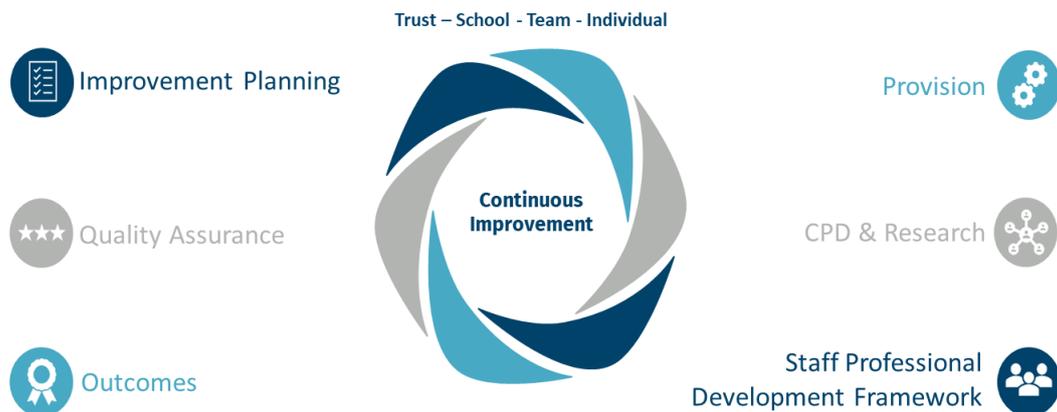Staff Professional Development Framework

Figure 3: Continuous Improvement

The framework is applied with the understanding that each school has its own context and is on its own course of school improvement and that appropriate support will be provided. There remains a clear expectation that the schools will commit to key improvement strategies and the Trust conducts its school improvement work using a common vocabulary which lies at the heart of MET schools. School-to-school support and partnership working within MET schools and other partners will be central to ensuring effective support for all schools, but particularly where there is a concern.

ACCOUNTABILITY

As outlined in the Scheme of Delegation, accountability for all aspects of school performance across the Trust lies with the Trustees (**Figure 4**). The Headteacher and the School Advisory Board, in conjunction with the Chief Executive, are accountable for their own school performance and adhering to the Scheme of Delegation.
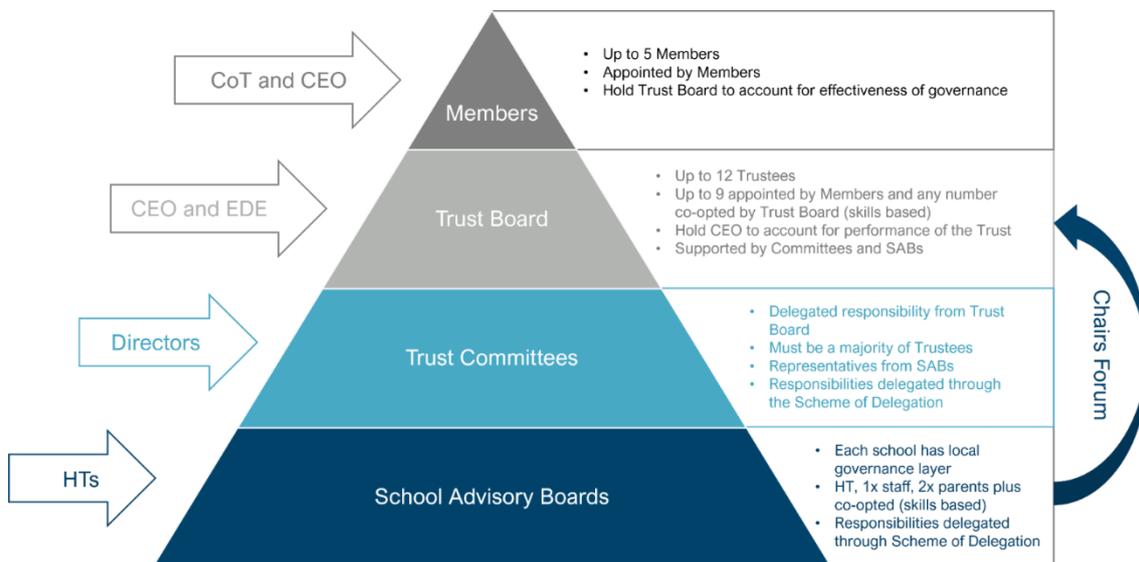

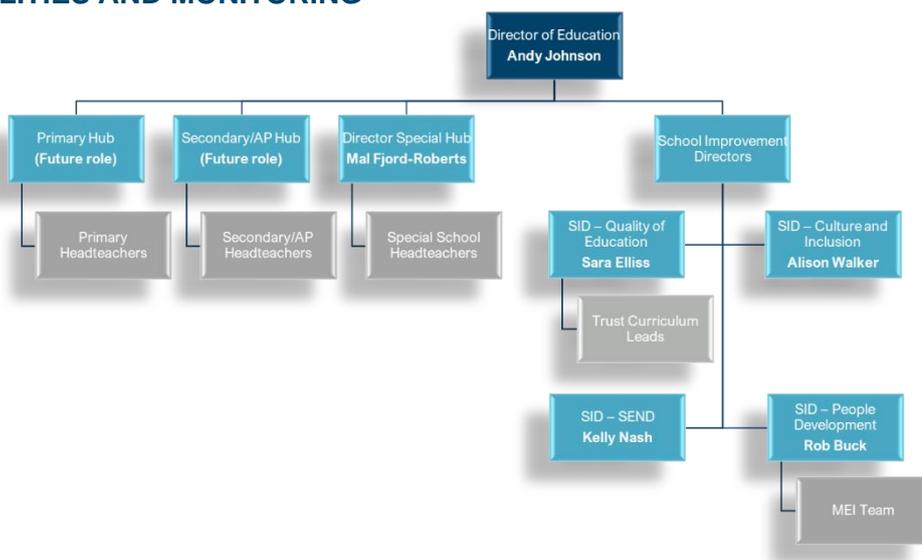**Figure 4:** MET Governance

RESPONSIBILITIES AND MONITORING

Figure 5: Education Directorate

Quality of Education	Culture & Safeguarding	People Development	SEND
• Curriculum • Teaching and Learning • Assessment and reporting • Public examinations • Quality assurance processes • SPR/SIP processes • Raising standards strategy • Reading Strategy • Oracy Strategy • Personal Development • ICFP, timetabling and staffing support	• Safeguarding • Attendance • Behaviour • Pastoral structures • Extracurricular and enrichment • Exclusion support and reduction • Alternative provision • Vulnerable children (inc. CLA, Medical, SG) • Pupil premium strategy	• Maiden Erlegh Institute • Careers and destinations • Higher ability provision support • Trust CPD support • Trust training courses • Trust conference • Trust Apprenticeship manager • School-to-school support • Teacher training support • Early careers support • Staff career progression	• Quality of education and SEND provision • SENDCo support and staff CPD • SEND information reports, policy, procedures and compliance • Resource base support • Special/mainstream collaboration • SEND resources inc funding and EHCPs • Alternative provision/pathways • SEND outcomes and destinations • LA engagement • SEND admission panels

Figure 6: Responsibilities of School Improvement Directors

SCHOOL IMPROVEMENT QUALITY AREAS

There are 3 core areas which permeate throughout all levels of the organisation and can be broken down further into 21 focus areas for continuous school improvement (Figure 7). This conceptualisation of the quality of school performance enables all levels of MET to have a shared language and the ability to monitor and track progress consistently in different contexts.
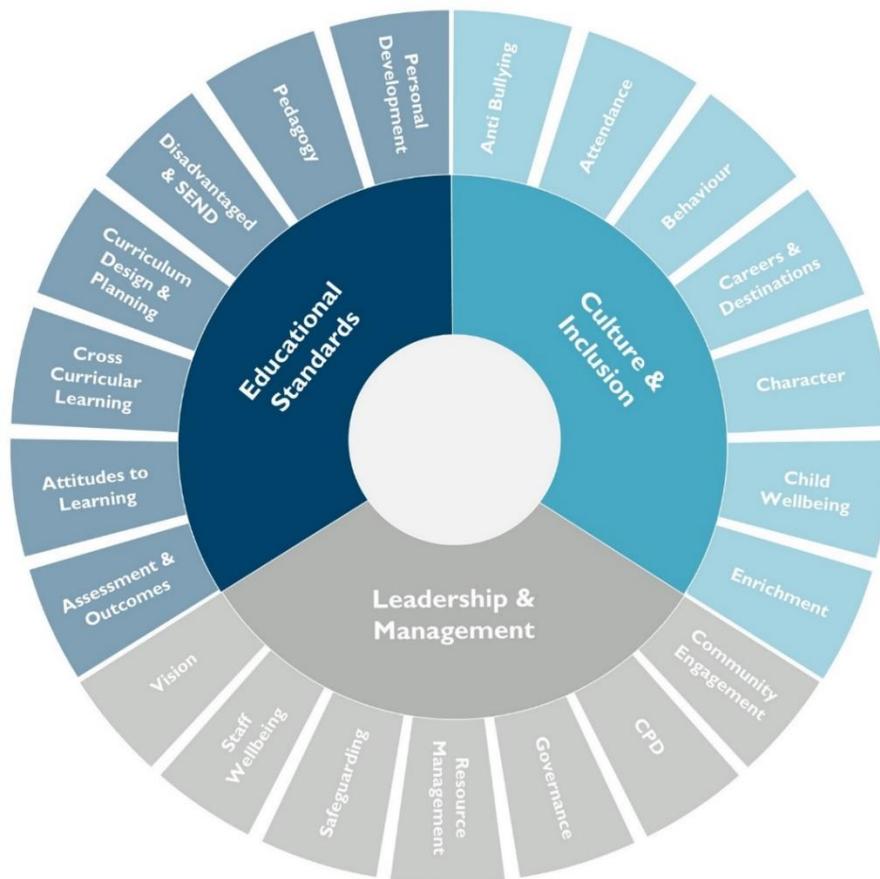
Figure 7: 21 areas for School Improvement

The success criteria (Annex 3) for each pillar partially reflects the Ofsted Inspection Framework but goes beyond this to include wider focus areas criteria which MET consider to be vital to ensure that all schools are examples of exemplary provision.

Whenever an evaluation or review is required a simple impact evaluation key (**Figure 8**) is consistently used. Evaluations should be accurate, impact and evidence-focused and used to inform any further strategies to aid improvement. Where practice is reviewed as **Exemplary**, there should be an aspiration and intent to share best practice widely at Trust level and beyond.

EXEMPLARY	EFFECTIVE	DEVELOPING	INEFFECTIVE
Wider impact	Positive impact	Minimal impact	Absent or no clear impact

Figure 8: Impact evaluation key
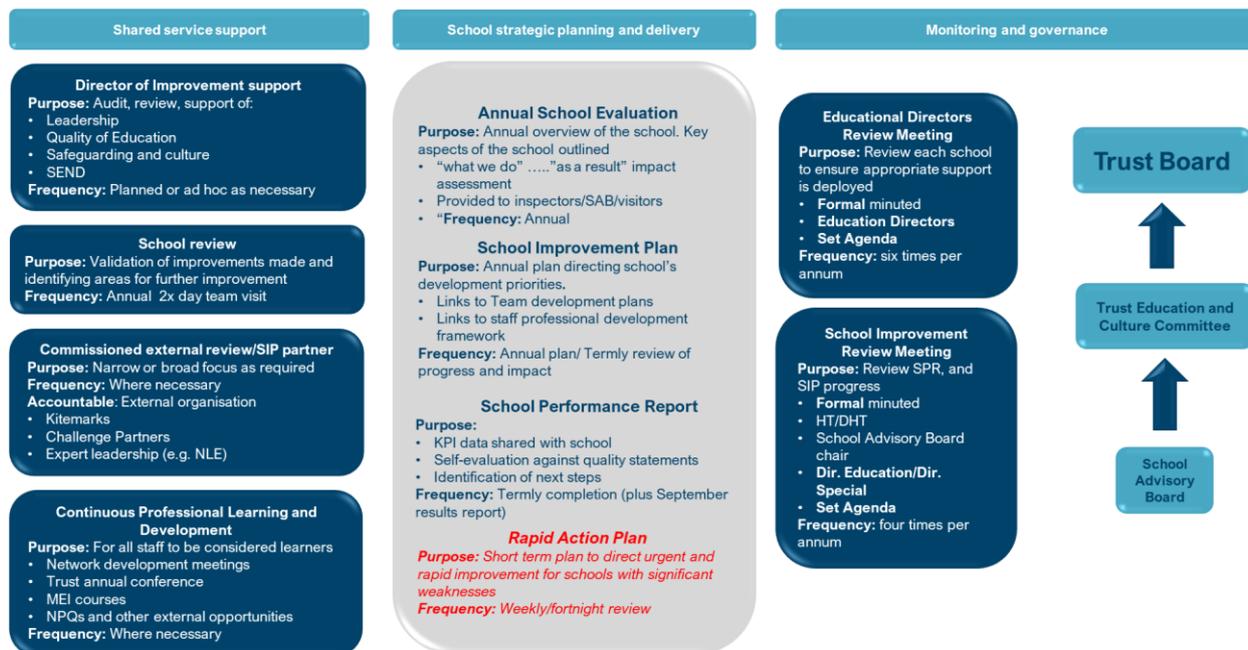
SCHOOL IMPROVEMENT CYCLE

Figure 9: School Improvement Core Provision

The level of support from the Trust's shared services team will be closely linked to the categorisation of each school in the 3 core areas of school improvement. Educational director meetings each half term will assess the level of risk for each school in the three school improvement quality areas using the School Performance Report, and the knowledge garnered during school visits. Support will be reviewed and refined as a result of the programme of School Improvement review meetings throughout the year (**Figures 9 and 10**).

Where a school might join the Trust mid-year, a full evaluation and risk assessment will be undertaken to determine the nature and level of support moving forward. However, there is a core offer of engagement and support which set out what all schools can expect from the Trust.

N.B. Judgments are not made on individuals' performance, nor does it influence or inform any individual's performance management.
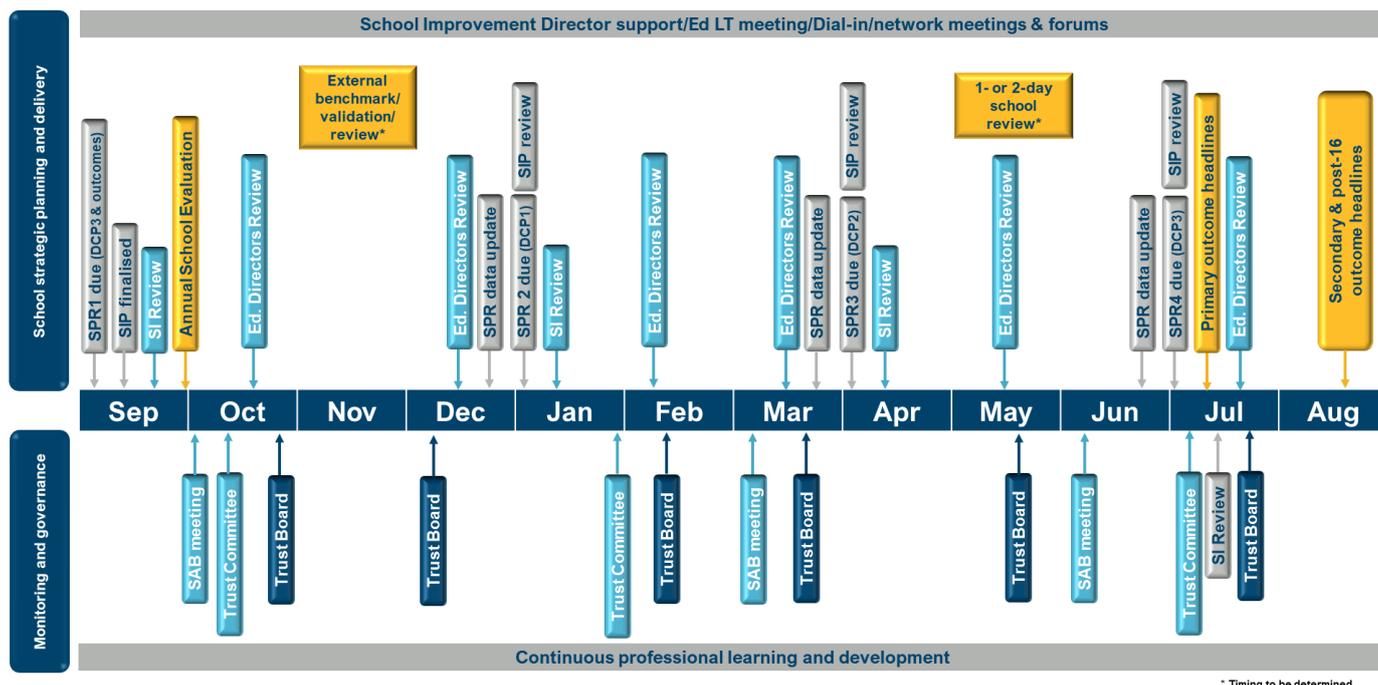

Figure 10: Annual School Improvement Cycle

CORE EXPECTATIONS

IMPROVEMENT PLANNING

Improvement planning is a key feature that contributes to the successful continuous improvement of the organisation. MET follows the process of setting key objectives by auditing or assessing the functional area in line with national benchmarks leading to the creation of an improvement plan with regular review periods built into the academic year (**Figure 11**)

Figure 11: Improvement planning at MET

TRUST STRATEGIC OBJECTIVES (SO)	SCHOOL OBJECTIVES	DEPARTMENT/SUBJECT or KEY STAGE/PHASE OBJECTIVES
• See Trust website • Forms the basis of the TSTRAT and TSEF.	• Each school has school specific objectives based on the Ofsted categories (see below). • Forms the basis of the SIP and SPR.	• Each department/subject or Key Stage/phase have their own specific objectives. • Forms the basis of the department/subject or key stage/phase plan.
TRUST STRATEGIC PLAN (TSTRAT)	**SCHOOL IMPROVEMENT PLAN (SIP)**	**DEPARTMENT/SUBJECT or KEY STAGE/PHASE PLAN**
• Written by the CEO and agreed by the Trustees. • Strategic development over 5 years. • Progress towards success criteria reviewing impact termly. • Trustees hold CEO to account for progress.	• Written by the Headteacher and agreed by the SAB and the Trustees. • Strategic development over 1 year using the TSTRAT and the identified needs of the school. • Progress towards success criteria reviewing impact termly. • SAB and Trust hold Headteacher to account for progress.	• Written by middle leader and agreed by Line Manager. • Strategic development over 1 year using the SIP. • Progress towards success criteria reviewing impact termly. • Headteachers hold middle leaders to account for progress.
TRUST SELF EVALUATION (TSEF)	**SCHOOL PERFORMANCE REVIEW (SPR)**	**DEPARTMENT/SUBJECT or KEY STAGE/PHASE REVIEW**
• Written by CEO. • Executive Team provides impact evidence for TSEF in line with the Strategic Objectives. • Progress reviewed termly. • Trustees hold CEO to account for impact and evidence-base.	• Written by Headteacher • Senior leaders provide impact evidence and discuss holistic judgements. • Half-termly reviews and evidence published to School Improvement Team and Trustees. • Impact reviewed half-termly and submitted to CEO. • SAB holds Headteacher to account for impact.	• Written by relevant middle leader as part of the Standards Strategy. • Team members provide impact evidence. • Termly reviews take place through Standards Strategy. • Evidence used by Standards leaders/senior leaders to feed into school SEF process.

CPD & RESEARCH

Each school has its own training and professional development priorities which support the SIP for the year. Each staff member is committed to complete the Core Staff Training and teaching staff with additional responsibilities will also complete training specific to their role.

All staff are expected to keep up to date with relevant research and thinking and to move their professional learning beyond the training room. We will support them to do so and want to see staff developing and embedding the best practice possible.

We provide colleagues from every functional area of the organisation with a Trust People Development curriculum. The purpose of this curriculum is to provide colleagues with a Continuous Professional Learning Hub containing differentiated Professional Learning Pathways and a hyperlinked Learning and Development Directory on the Trust IntraMET to signpost the rich and wide variety of professional and career opportunities delivered within Maiden Erlegh Trust.

The pathways and opportunities described in this brochure help to affirm the Trust's commitment to the very best professional and career development for all colleagues who work across our family of schools. Our People Development Curriculum works in tandem with the Maiden Erlegh Institute, outlining our approach to pioneering leadership, teaching and learning, and services and administration. In pursuit of excellence, we invest in supporting all colleagues to become the very best leaders and classroom practitioners and ensure that the Trust can provide excellent services for the children, young people and local communities in our care.

The Institute also offers several Continuous Professional Development Courses. This menu of opportunities supports the Trust People Development curriculum, highlighting the career and professional development opportunities for all colleagues. The work of the Institute supports the Staff Professional Development Framework, encouraging all colleagues to take ownership of their own professional career development and practice.

All colleagues have access to the National College CPD platform. National College provide several benefits relating to a bespoke CPD offer and offers curated and tailored watchlists to different groups to meet training requirements e.g., different functional areas, TAs, SEND.

STAFF PROFESSIONAL DEVELOPMENT FRAMEWORK

Each school implements the Maiden Erlegh Trust Staff Professional Development Framework which employs a coaching approach to identify and support annual professional aims and objectives

As part of the framework colleagues use the MET Career and Professional Development Action Plan to help to formalise their approach to aligning one appraisal target specifically to career and professional development. The Action Plan then forms part of the discussion about professional and career development with line managers and provide colleagues with the opportunity to consider relevant career goals as part of a 5-year journey

In addition, teaching staff are expected to meet the basic Teacher Standards and the UPR standards (Annex 3 MET Pay Policy) where relevant. They are also required to demonstrate that they understand their responsibility to contribute positively to the standards within their team and school.

Explicit in the Teacher Standards is the expectation that teachers be reflective and evaluative of their own practice and take responsibility for their professional development commensurate with their experience and role.

All leaders in the organisation are expected to follow the Nolan Principles of standards in public life.

OUTCOMES

Measurable targets or key performance indicators, referencing national comparative data where appropriate and available, are regularly monitored through the improvement planning process.

The quality areas have success criteria which has been co-constructed with school leaders.

At the end of each term a school performance report is completed by school leaders which forms a significant part of the School Improvement Review meeting with their Chair of SAB, Director of Education/Special Education as appropriate.

QUALITY ASSURANCE

Quality assurance is a process that occurs at all levels within MET across all 21 quality areas as it is important to:
- Develop, support and encourage staff.
- Share experience and best practice for the benefit of other colleagues.
- Encourage innovation.
- Ensure that the most appropriate CPD is in place.
- Ensure that there is consistency and equity of practice over time.
- Provide additional support or appropriate interventions as necessary.
- Provide evidence as part of the Staff Professional Development Framework.

All staff should be mindful of the fact that their professional practice has a direct and indirect impact on the quality of work, job satisfaction and workload of others, and work together accordingly.

Quality assurance will occur at multiple different times and take several different forms (**Figure 12**) throughout an entire year, sometimes this will have taken on a school improvement focus or a team focus, both of which will support the individual focus. Those involved in monitoring and quality assurance will receive training delivered by school or Trust leaders.

Substantial and sustainable improvements happen when quality assurance is a collaborative and developmental process, and colleagues are encouraged to be reflective professionals evaluating the impact of their provision in the round.

All schools will have an annual school review of differing lengths dependent on the school. For example, mainstream primary it will be for 1 day, mainstream secondary it will be for 2 days and for Special and Alternative Provision it could be either 1 or days. The focus of the reviews will be decided in collaboration with the Headteacher and school leaders (Annex 1).

Feedback	Improvement	Validation
Focus groups	CPD	Networks
Child Parent Staff	Coaching Leadership Provision	Cross-Trust External
Moderation	Discussion	Professional Awards
Provision Subject	Coaching Leadership Provision	Compliance Excellence
Reviews	Observation	Outcomes
Cross-Trust School	Planned No notice	Cross-Trust School Subject
Surveys	Professional Learning	Scrutiny
Child Parent Staff	Qualifications Subject Provision	Compliance Professional body

Figure 12: Forms of Quality Assurance

Staff are entitled to professional and developmental feedback. For feedback to be meaningful it should be timely (ideally within five working days) and should always be characterised by a two-way developmental coaching approach. Feedback should clearly outline the strengths and development areas and next steps should be agreed and tracked to inform whole school CPD. For further information regarding support for staff please refer to the Maiden Erlegh Trust Staff Professional Development Framework.

ANNEX 1: School Reviews

RATIONALE

As a part of the trust continuous improvement commitment and ethos, each trust school will receive:

- At least one trust led broad school review per annum (schools may receive further reviews if the school is on a journey of rapid improvement).
- Annual SEND audit
- Usually, at least one form of externally commissioned quality assurance review (For example NLE commissioned, specialist improvement partner, challenge partners QAR etc.). This could take the form of a broad-brush quality assurance review, kite-mark linked audit/review (e.g. NACE evaluation), or subject specific review.

This regular review rhythm will support leadership teams in schools by:
- validating the impact of previous improvement foci
- ensuring internal trust evaluation and judgement is triangulated/challenged externally.
- keeping the experience of review fresh for colleagues
- informing school self-evaluation/school performance report by providing triangulation points
- identifying potential further improvement areas
- providing key feedback to aid the SAB in its role as "critical friend".
- Offering HTs and DHTs development opportunities to engage in the review process in other schools in the trust.
- broaden knowledge of practice

The focus and breadth of review activity will be dependent on school development priorities and will be jointly agreed in discussion between the Headteacher and the review lead. This discussion will be informed by:
- priorities outlined in the school improvement plan,
- areas for improvement from previous reviews and/or inspection reports,
- emerging themes from school performance review data/process,
- agreed trust/hub wide focus areas,
- where the school is in relation to the Ofsted inspection cycle,
- previous review/inspection focus areas.

Review reports will be shared with trust executive team and trustees. They will also inform trust wide evaluation of school performance and MAT – wide performance.

SCHOOL REVIEWS ARE NOT "MOCKSTED"s

Although some of the review methodology shares similarity with the inspection process, the review team are not guided by nor constrained by the Ofsted framework/handbook. Neither will the review team make judgements and the final report will be narrative in character, outlining strengths and areas for improvement. Reviews of curriculum areas/other areas of provision **will not be called "Deep Dives"** as this has a particular inference and meaning within inspection methodology. Rather, they will be called "subject reviews" or similar. Nevertheless, the approach of review activity will certainly help prepare leaders and colleagues for the deep dive process when the school is inspected; part of the rationale for the reviews is to familiarise leaders and other colleagues in articulating and explaining what they do and why.

SCHOOL REVIEWS ARE DESIGNED TO BE DEVELOPMENTAL: INSTRUMENTALLY AS WELL AS IN THE FINAL FEEDBACK

Review activity is as much about the dialogue and development of staff/colleagues involved in the review as it is about evaluating the current quality of provision. The review team will take the opportunity to coach, advise and offer specific feedback to middle and senior leaders as the review progresses. Helping colleagues' re-phrase and re-articulate answers is perfectly acceptable. Leaving individuals with takeaways following a discussion is equally acceptable (no inspection style "poker faces" required!)

LEARNING/LESSON VISIT METHODOLOGY

Subject/phase reviews will focus on the quality of provision in the round. This includes how the curriculum is designed and then the consistencies of implementation. This will involve lesson visits. However, the focus will usually be on the learning and progress of pupils and students rather than the specific activities and teaching in a particular lesson. Therefore, it would not be appropriate or desirable for the review team to give feedback to an individual teacher on a lesson that they may have visited (comments can, of course be passed on informally via school leaders)

ORGANISATION OF TRUST SCHOOL REVIEWS

Event	Note/comment
Dates of review(s) and reviewers to be agreed ahead of the start of the AY. Review team to comprise: - Ed director (lead) - 2x further Ed directors - 1x trust Headteacher or DHT	Centrally co-ordinated and in time to be calendared in order to support logistics/diary scheduling. - Reviews will be calendared across 3 school days (this may be reduced to 2 days if programme scheduling allows).
Planning meeting HT and the review lead (usually DE/Hub director) - Agree focus areas of the review. - Draft the scope of the review	Scheduled in calendar – 3-4 weeks prior to the review
School to develop the timetable for the review, liaising with the review lead	Ensuring key aspects of the review are realised, but minimising impact on the school where possible.
Review team to meet (virtually if necessary) at least one week prior to the review	Review the programme, approach and focus areas
Review takes place. - Reviewers to use templates to record findings	End of review verbal feedback to HT/SLT
Review team notes are passed to review lead ASAP	Review lead will collate and synthesise,
Final summary report completed by review lead	Aim to share report within a week of the review. HTs will also be provided with team notes
Follow-up meeting with Exec Team	Report to be shared with Exec Team prior to meeting. Meeting to be focused on key actions.
Follow-up report actions	During the school improvement reviews with the HT/SAB chair and DE/hub directors.

FOCUS AREAS FOR SCHOOL REVIEWS
Precise focus areas for review (e.g., which subjects) will be agreed between the HT and the review lead. However, there will be common areas of all school reviews:
- Improvement delivery
- Sustainable provision (including ICFP progress)
- Whole school curriculum thinking
- Subject specific curriculum design, implementation
- Pedagogy
- Impact of the curriculum: Pupil/student progress (knowing more remembering more), assessment data, pupil/student work
- Safeguarding (including attendance management, bullying)
- Behaviour culture
- Impact of Pupil Premium strategy
- Staff development and workload management
- Compliance with trust policy, protocols and process
- Pupil voice (on all the above)

DOCUMENTATION AND DATA

As a part of the preparation and engagement during the review, the following documentation/data sources may be used:
- School Improvement Plan
- School performance report/data
- Website content
- Curriculum documentation
- PP strategy and evaluation
- LAB minutes
- Other review doc/reports
- Schools can also present other documents/data BUT THESE MUST NOT BE GENERATED FOR THE REVIEW (i.e. no additional preparation should be required for the review other than arranging the logistics)

REVIEW NOTES AND TEMPLATES

A range of question and note-taking templates for the review can be found on SharePoint here. Reviewers should use these as a starting point. They can be adapted to address the review focus areas and are certainly not a prescribed list of questions.

The sheets are also not designed to capture a verbatim, detailed record of the review but rather pertinent points.

Once completed, each reviewer will be asked to provide a written summary of what they have learnt through the review about the strengths of provision and areas for development and must be written in a constructive, non-judgemental register.

FEEDBACK AND FINAL REPORT

At the end of the review process, the review team will be asked to provide verbal feedback in a meeting with the HT/DHT and others. The purpose of the meeting is to:
- Highlight good practice and quality provision.
- Validate improvements that the school has been working on.
- Answer any specific questions that the school has asked the review team to explore.
- Offer next-step areas for improvement.

The final written report will attempt to summarise and synthesise the various reviewer written reports and verbal feedback into a coherent and useful report for the school and other audiences. It will be written with the assumption that the school's wider SLT will have view of it; the degree of wider circulation within the school, will be at the discretion of the HT.

ANNEX 2: School Improvement Review Meeting TEMPLATE

Meeting date and attendance:

Key discussion points from School Performance Report:
 	
    • .
    • .
    • .
    • .
    • .
    • .

Key Leadership actions:
 	
    • .
    • .
    • .
    • .

SIP review: **Progress made:** **Risks:** **Opportunities:**
AOB:

ANNEX 3: School Improvement quality area success criteria

3.1 Educational Standards

Assessment and Outcomes	Children achieve well in the outcomes of national tests and examinations.	Children make strong progress from their identified and recorded starting points.	Staff use assessment well to inform their curriculum planning.	Staff provide clear information to parents about their children's progress.
Attitudes to Learning	Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.	Children are actively engaged in their learning.	Children take pride in their work and achievements.	Regular use of encouragement and authentic praise and reward systems to engage and motivate children.
Cross Curricular Learning	Reading is prioritised across the curriculum, recognising it is a key gateway to learning. Reading skills are monitored and supported.	Staff identify and use cross-curricular learning opportunities.	Teachers model speaking, listening, writing and reading of English and focus on acquisition of vocabulary which excites and engages them.	Staff are consistent in teaching agreed mathematical concepts across the curriculum.
Curriculum Design and Planning	There is an ambitious curriculum (minimum of National Curriculum or curriculum appropriate for context).	Curriculum is coherently planned and sequenced for all children so that detailed knowledge and skills are developed.	The curriculum is successfully adapted to meet the needs of all children including those with SEND.	Any modifications for a child's learning have a clear rationale and a plan for returning to study the full curriculum.
Disadvantaged and SEND	SEND and DA has a high profile in the school with highly ambitious expectations for children's involvement, interaction and engagement with their learning, including developing independence.	Staff understand the needs of the children they teach and take clear responsibility and accountability for their learning and progress.	Staff can make reasonable adjustments and adaptations for SEND learners. Children with SEND do not work disproportionately with less qualified adults.	All staff are aware of the relevant systems and processes to raise concerns as well as identify, assess and review progress for SEND and DA, including where to access information.
Pedagogy	Teaching enables children to remember long term the knowledge and skills they have been taught and to integrate new learning into larger ideas.	Staff are knowledgeable about their curriculum, present content clearly, check understanding, identify misconceptions, provide feedback, respond and adapt to learning needs.	Staff consistently apply the pedagogical expectations of the subject and school.	Learning tasks are designed to meet the aims of the curriculum and support engagement in learning.
Personal Development	The schools PD curriculum will ensure that all children are supported to develop the personal, physical and social skills they need to succeed in the next stage of their education.	Children learn about FBV, equality, diversity and inclusion, citizenship and wider spiritual, moral, social and cultural development (SMSC).	The curriculum provides a highly effective and compliant RSHE programme which supports children to make healthy and positive choices.	Teachers are effectively supported to deliver PD to a high standard (including training and curriculum resources).

3.2 Culture and Inclusion

Anti Bullying	Bullying is not tolerated. The school deals with online or offline bullying, harassment, discrimination or child to child abuse effectively.	Anti-bullying/kindness/respect education forms part of the wider curriculum and pastoral programme.	Children and parents have straightforward, signposted ways to alert the school to instances of bullying.	Children behave with consistently high levels of respect for others, identifying commonalities and celebrating difference.
Attendance	All children have high attendance (at least in line with national).	All children are punctual to lessons. The school has effective systems to support punctuality.	The school has effective programmes for supporting persistent and severe absentees back into school.	School leaders proactively engage with attendance data and act on their analysis, especially at sub-group level (DA, SEND etc.).
Behaviour	High behaviour expectations are explicit for children, staff and parents so that all stakeholders understand these.	Children behave consistently well, in and out of the classroom environment.	Low level disruption in lessons is not tolerated and incidents are addressed swiftly and effectively.	Sanctions are used effectively and sparingly. Behaviour policy implementation should be characterised with warmth, empathy and understanding.
Careers and Destinations	The school supports all children prepared for the next stage of their education, employment or training.	Children receive independent careers guidance.	Children have opportunities for meaningful encounters with the world of work.	The school have achieved all the Gatsby benchmarks and are Baker clause compliant.
Character	The school supports children to be confident, resilient and independent through the curriculum and wider support work.	Children have an opportunity to contribute to the wider community.	The school supports children's emotional security and development of their character.	Children consistently have highly positive attitudes and commitment to their education.
Child Wellbeing	The school has effective pastoral and welfare structures to support the emotional and wellbeing needs of children.	Children can make informed decisions regarding healthy eating and being physically active.	Children can make informed decisions regarding their mental health.	Children actively support the wellbeing of each other.
Enrichment	The school provides a wide range of opportunities to nurture, develop and stretch children's talents and interests.	There is a strong take-up of the opportunities by all children.	Experiences are provided in a coherently planned way in the curriculum and through extra-curricular activities.	The enrichment offer supports the wider development of cultural and social capital.

3.3 Leadership and Management

Community Engagement	The school proactively engages with groups within the local community and the community as a whole.	Parental support and engagement opportunities (Parent associations, forums, focus groups etc) are established and have a positive impact.	The school and its leaders contribute to the wider educational community through collaboration and support.	The community benefits from the presence of the school beyond educational provision.
CPD	Teachers have expert knowledge of the subject(s) and courses they teach.	Teachers receive focused and highly effective professional development.	The school has clear strategic CPD plans to support improvement priorities.	Staff drive their own professional development, using wider trust opportunities and the common training platform.
Governance	The school advisory body has sufficient numbers and covers key roles as laid out in the trust governance guidance.	SAB members and Trustees engage regularly with the school, children and staff.	School improvement review meetings ensure that there is a shared understanding of current improvement priorities and the progress of improvement plans.	School leaders engage with shared services teams to develop and strengthen sustainable provision across a range of areas.
Resource Management	The school budget is regularly monitored, and adjustments made to ensure a balanced outturn.	The school has a well-maintained environment for children and staff and is compliant with Health and safety requirements.	The school is actively engaged in improving environmental sustainability.	The school has appropriate and well-maintained digital facilities.
Safeguarding	The school has a strong culture of safeguarding. Children are and feel safe.	The school is tenacious in securing appropriate support from relevant agencies where there is need.	Staff and children are taught how to keep themselves and others safe (including online), how to report any concerns who they can get help from.	The school has clear safer recruitment procedures and manages allegations against adults as per guidance.
Staff Wellbeing	There is frequent and regular dialogue between leaders and staff relating to wellbeing themes.	Staff report high levels of support for wellbeing issues.	The school clearly considers and effectively manages staff workload.	The school protects staff from bullying and harassment.
Vision	The school communicates a clear and ambitious vision to its stakeholders.	The school has strong, shared values, policies and practice.	There is clear alignment between school vision and values and that of the Trust.	The school vision drives school development and operational decisions.