



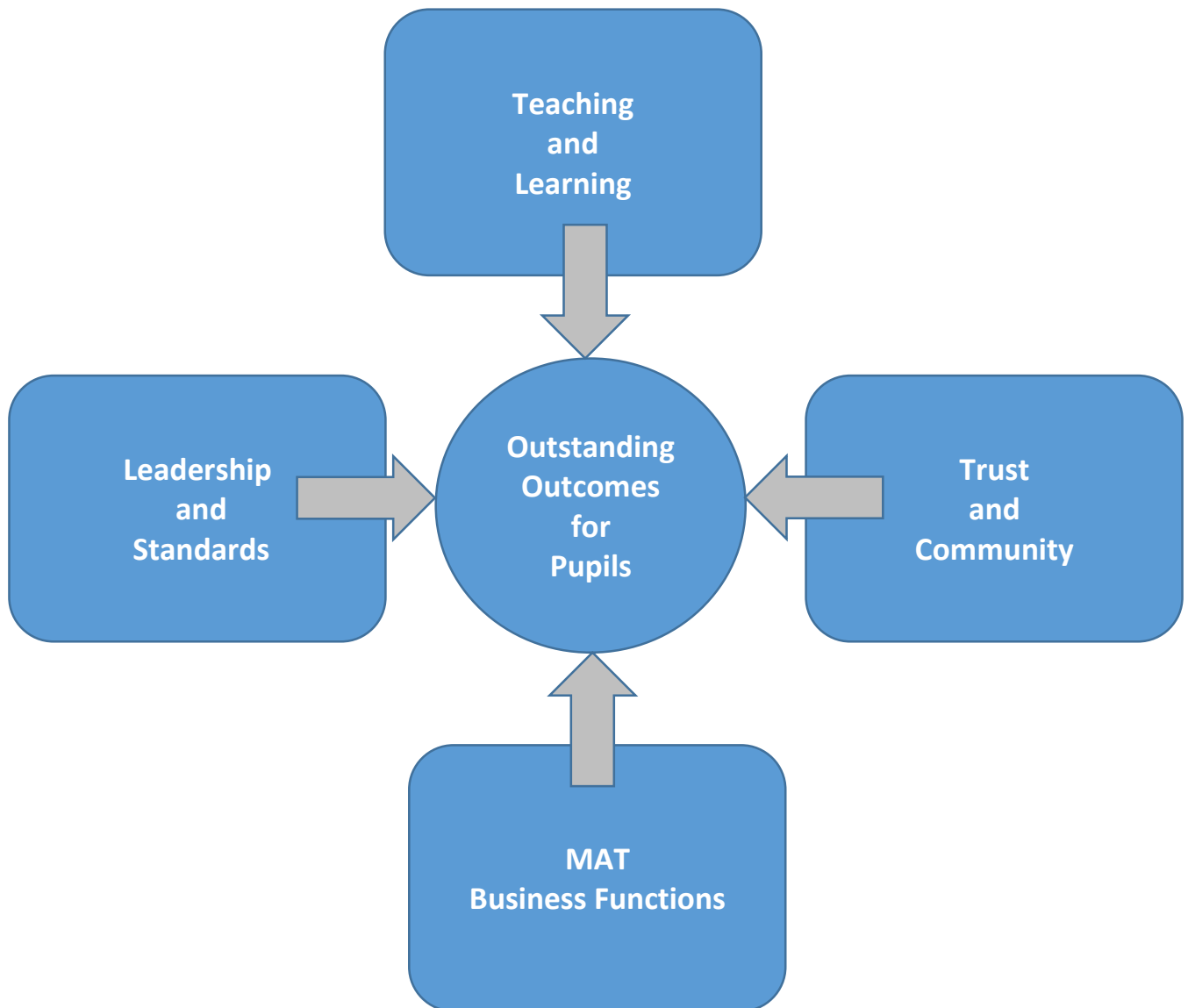
# School Improvement Strategy

Warrington Primary Academy Trust

(WPAT) 2024 – 2029

(Version 14, Aug 2024)

# School Improvement Strategy



## Pupil Outcomes

### Key Priorities

- To improve the overall achievement of pupils within WPAT
- To increase and sustain the number of academies within WPAT that are assessed as good or outstanding
- Support and challenge academies to improve in the shortest possible time
- To diminish the gap between vulnerable pupil groups, ensuring their achievement is at least comparable to other students nationally
- To ensure that all pupils within WPAT experience an equally high quality education

### In order to achieve these priorities, we will:

- Deliver high quality challenge and support to leaders at all levels
- Develop robust and challenging performance and monitoring systems that are understood and driven by academy leaders
- Provide access to good quality learning partnerships across our academies, Generate & Behaviour Hub
- Develop system led improvement that promotes collaboration
- Develop a trust-wide inclusion strategy and aligned approach for meeting the needs of all vulnerable pupils
- Develop a trust wide data strategy to support the work of school improvement
- Develop a Trust wide attendance strategy to support families and pupils to engage with learning in order to achieve great outcomes

## Leadership

### 1. Trust

The Trust has the dual responsibility of building strategies to deliver great outcomes for pupils alongside developing the culture of accountability that is necessary across the organization. Much of this work is conducted through the officers of the MAT, and the CEO, who the Trust will hold to account.

### Key Priorities

- 1.1 To ensure that our school improvement model benefits every type of academy and that it develops and improves the workforce, builds succession and enables the strongest teachers and leaders to influence the outcomes for more pupils so that academies can improve quickly
- 1.2 To enable the Trust, Governors and Leaders to come together and take responsibility to provide a better education in their community, rather than just in their individual academies, supported by a common guiding principle

- 1.3 To facilitate the sharing of effective practice across a group of academies, so that when a particular approach has been shown to work, it can be implemented across WPAT
- 1.4 To ensure no academy is left behind
- 1.5 To extend the reach of great leaders and governors, at all levels, to support and develop teachers across a wider group of academies
- 1.6 To produce a pipeline of future leaders by enabling a greater array of middle leadership positions and opportunities
- 1.7 To facilitate the recruitment and retention of staff
- 1.8 To generate economies of scale, cost efficiency commissioning and purchasing of goods and services or facilitating the development of in-house services for academies across WPAT in order to allow more teachers and leaders to focus on what they do best; great teaching
- 1.9 To ensure that there is sufficient capacity for sustainable growth and that pupils already being educated by the Trust can continue to receive their entitlement to a good education when new academies join
- 1.10 To ensure that WPAT's operational and governance structures are relevant and reflect not just the MAT we currently are but also the MAT we will become in the future
- 1.11 To ensure the Trust regularly evaluates its own effectiveness particularly at growth points, including commissioning periodic external reviews of its effectiveness
- 1.12 To ensure management information is received in a standardised and easily accessible format which enables the comparison of academy performance across the MAT

## 2. Governance

Effective governance is crucial to WPAT's success. It provides confident, strategic leadership to academies and creates robust accountability, oversight and assurance for our educational and financial performance.

### **Key Priorities**

- 2.1 To provide strategic leadership that champions the Trust's guiding principles, core values and strategic approach
- 2.2 To have accountability which drives up educational standards, financial performance and effectively manages risk
- 2.3 To ensure the skills required for governance are identified explicitly and set out in role specifications

that inform recruitment and appointment of the right people with the right skills, experience, qualities and capacity

- 2.4 To promote the importance of professional development for Governors, ensuring that they are inducted to their role and undertake training to continue to develop their skills
- 2.5 To provide structure which reinforces clearly defined roles and responsibilities
- 2.6 To provide compliance with statutory and contractual requirements
- 2.7 To ensure it is evaluative, by monitoring and improving the impact of governance through effective use of both internal and external reviews

### 3. Academy Leaders

Academy Leadership is crucial to achieve the vision that every pupil will receive an exceptional education.

#### **Key Priorities**

- 3.1 Responsibility for school improvement within their individual schools and accountability to the CEO
- 3.2 To provide effective leadership to improve and generate outstanding teaching and learning
- 3.3 To implement regular and rigorous staff appraisal, in order to secure high quality teaching and learning leading to effective pupil progress over time
- 3.4 Accountability for the educational performance of the academy, ensuring good or better outcomes for all pupils and to ensure that there is no gap between the pupils entitled to Pupil Premium funding and other pupils nationally and other vulnerable pupil groups
- 3.5 Ensure that self-evaluation is accurate and is monitored regularly
- 3.6 Ensure that data is collected, analysed and used effectively to support pupil progress, outcomes and attendance
- 3.7 To ensure that pupil attendance is at least inline or better than national averages for all pupils, including those from vulnerable groups
- 3.8 To ensure there are effective and meaningful arrangements in place to engage with, and seek views and feedback from parents/carers and the wider community

### **In order to achieve these priorities, we will:**

- Develop a governance induction package to support governors who are new to governance and Trustees
- Develop a governance training package to support and enable governance to fulfil their statutory duties
- Develop communication systems and norms to support governance at all levels to communicate effectively with senior leaders; documentation formats/time tables/calendars/network groups/hubs
- Embed a Trust leadership pathway model to develop current and future leaders
- Identify a leadership development programme from ECT to leadership roles to build effective succession planning
- Provide support for school leaders new to their role
- Broaden leadership experience and expertise by deploying the best and emerging leaders to support other academies within the Trust
- Develop an accredited programme to train school leaders as Challenge Partners/Executive Heads
- Provide opportunities for middle leaders across the Trust to work together on curriculum, projects and themes
- Develop a shared approach and formal model to review academy effectiveness and validate self-evaluation through external peer reviews and SIP partners
- Create a succinct standardised self-evaluation tool that will support robust school improvement
- Develop trust wide child protection and safeguarding systems and norms in-line with the statutory duties within the Keeping Children Safe in Education guidance

## **4. Community Engagement**

Parents/carers and the wider community have a pivotal role in supporting and encouraging aspirations for children, working in partnership with the academy. The academies need to ensure that all members of the community are supported in taking an active involvement in the educational offer and the subsequent supporting services.

### **Key Priorities**

- 4.1 To encourage parents/carers and the wider community to have high aspirations for pupils and the academy
- 4.2 To support parents/carers with resources to support their child's learning personal development and mental health and wellbeing
- 4.3 To develop a positive partnership so parents/carers respond positively to requests from academies to support their child both in and out of school
- 4.4 To encourage parental and community interest across the WPAT, to share with them the core values, guiding principles and the MAT's ambitions as a whole

### **In order to achieve these priorities, we will:**

- Develop an aspirational culture to strive and be curious about the world through the opportunities and unique experiences we offer to our staff and pupils within our academy provision
- Develop trust wide parent/carer, pupil and staff surveys to listen to the Trust's community voice
- Develop clear systems and norms to enable the Trust to consider in their decision making all the Trust's community voice in terms of wellbeing and mental health
- Develop at all levels clear communication systems, within schools and across schools between leaders, staff parents/carers, pupils and the wider community
- Prioritise pupil and staff mental health, by introducing mental health champions for staff, pupils and welfare teams and clear systems and norms that daily address and develop good mental health practice across our academies. These will include consideration of work load reduction and establishing positive behaviour cultures with all stakeholders
- Give staff, pupils and parents/carers the support they need to take responsibility for their own and other people's wellbeing.

## **5. Teaching and Learning**

Our guiding principle is to deliver a first class education through partnership, innovation, school improvement and accountability. Where teaching is less than good or outstanding, it is important teachers are challenged and supported through effective CPD.

### **Key Priorities**

- 5.1 Ensure all staff in our academies share the corporate responsibility for raising aspirations, sustaining and improving pupil outcomes
- 5.2 Ensure all teachers aspire to provide high quality teaching as standard, to facilitate effective learning
- 5.3 Create an environment where all teachers are open to challenge and innovation
- 5.4 Ensure all staff across WPAT take responsibility to contribute to the quality learning partnership across the MAT and through Generate and Behaviour Hub

### **In order to achieve these priorities, we will:**

- Support academies to develop and embed a knowledge-rich, sequenced and progressive curriculum
- Provide opportunities for teachers across schools to share best practice in networks and staff learning with and from each other
- Give planned and regular opportunities for teachers across academies to moderate pupils work in order to secure a consistent understanding of standards and progress within a year group
- Give opportunities for Subject Leaders to collaborate in order to create a knowledge-based curriculum that inspires and promotes the highest expectations and standards
- Secure effective transition within and across schools by planning opportunities for schools to collaborate through joint INSET days and CPD

## 6. MAT Central Services

The central services role is to provide practical guidance and resources to academies to underpin the delivery of the best educational experience WPAT can provide for its pupils, whilst delivering appropriate internal scrutiny and compliance as delegated by the Trust Board. Beyond our core offer to all academies we can provide tailored training, expertise and guidance to academies.

### **Key Priorities**

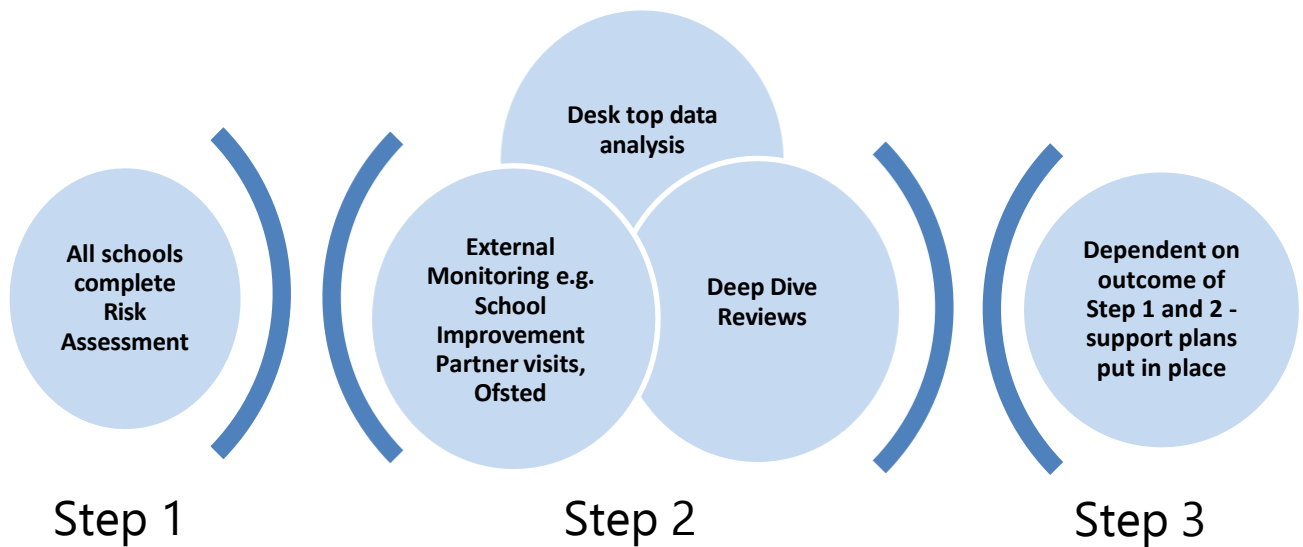
- 6.1 To provide the most effective and efficient systems and process in order to release academy staff to focus on high expectations for our pupils.
- 6.2 To monitor and support our academies to ensure they achieve excellence in their compliance.
- 6.3 To resource our academies to innovate and disseminate good practice.

### **In order to achieve these priorities, we will:**

- Provide high quality financial practices, controls and checks and give timely and accurate financial information to inform leadership decisions
- Advise schools on recruitment, management, wellbeing and retention practices to support all staff in delivering high quality education to our pupils
- Provide timely and insightful data on pupil progress to inform leadership decisions
- Ensure practices and processes of governance are compliant and provide training and guidance to local governing committees
- Identify priorities and options for investment and development to improve the infrastructure in our acadmies
- Support access to our centre for excellence in professional development (Generate Teaching Hub) to develop teachers and leaders' skills and knowledge
- Share practices, training and processes that sustain the maintenance, development, safety and security of all academy buildings and estates
- Support the academy business managers through to drive collective excellence in our academies' administration
- Ensure a coordinated approach to marketing across the MAT for the recruitment of pupils and our workforce



## Monitoring and Improvement



### MAT Early Intervention Package

This is designed for an academy hitting a trigger in red or amber on the WPAT Risk Assessment and relates to the core offer of the School Improvement Package. If all or most triggers are hit the offer will be the School Improvement package core offer.

### Four Stage Improvement Model

If an academy falls into an Ofsted category of Inadequate, the four stage improvement model below will be invoked.

Phase	Stage of academy improvement journey	Key leadership qualities
<b>Phase 1 Stabilize</b>	<ul style="list-style-type: none"> <li>Academy requires significant improvement</li> <li>No clear underpinning for the future</li> </ul>	<ul style="list-style-type: none"> <li>Calm and reassuring leadership</li> <li>Focusing on urgent priorities</li> <li>Ensuring team member have the right jobs</li> <li>High visibility</li> </ul>
<b>Phase 2 Repair</b>	<ul style="list-style-type: none"> <li>Establishing more control</li> <li>Reactive decision making</li> <li>Make the academy feel more like a regular academy</li> </ul>	<ul style="list-style-type: none"> <li>Embedding early improvements</li> <li>Building a medium term plan</li> <li>Retaining visibility, but increasing focus on quality assurance</li> </ul>
<b>Phase 3 Improve</b>	<ul style="list-style-type: none"> <li>More proactive leadership</li> <li>Embedding strategies</li> <li>Improving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and tracking performance is key</li> <li>Shifting from management to leadership</li> <li>Increasing benefits from collaboration</li> </ul>
<b>Phase 4 Sustain</b>	<ul style="list-style-type: none"> <li>Confidence in performance</li> <li>Increase innovation in delivery</li> </ul>	<ul style="list-style-type: none"> <li>Securing excellence</li> <li>Looking to lead collaboration</li> <li>Increasing focus on 3-5 year planning</li> </ul>

## MAT Summary Risk Assessment

Academies will fall into one of three categories following completion of the risk assessment (Appendix 1). The corresponding core offer and additional support package.

### Criteria for Category of Schools – Core Offer

- Leaders are effective by securing sustainable school improvements and have a proven track record of raising pupil outcomes within and or across academies
- Leaders are visible within their academy
- Governors have up to date training, attendance and network meetings, know their role and provide effective support and challenge
- CPD is embedded within academy culture, it is bespoke to need and encourages effective succession planning and is identified through a clear strategic vision
- Attainment consistently above national averages and where it is inline there is an improving trend which gives confidence that this will be sustained
- There are no pupil groups that significantly underperform compared to national data
- External evaluations provide evidence that the academy self-evaluation is rigorous, accurate and is having a positive impact on pupil outcomes (Ofsted, SIP, ISDR etc.)
- All compliance checks on statutory requirements are up to date (website, policies, strategies in date end of September month)
- Working within financial footprint
- Behaviour is positive and low-level disruption is rare

#### SELF SUSTAINING

- Termly challenge meetings with CEO/ School Improvement Lead
- Deep Dive subject/key area review cycle linked to SIP visits
- SIP termly
- Peer to peer external MAT once a year
- Peer to peer involvement up to 2 additional academies
- Moderation RWM
- Estates compliance checks
- Finance termly reviews
- 3 yearly cycle of Governance/ PP/SEND/Behaviour/Sports Premium Reviews
- CPD offer MAT/SIL/ National Collage
- Enable SL's to support other schools share practice/reviews

- Stable leadership is securing improved outcomes but this still is likely to be below national averages for some subjects and pupil groupings
- Governance attend, access training and networks but the impact is yet to be effective in improving pupil outcomes by holding leaders to account
- Improvement in all pupil outcomes is clear however this is not consistent over 3-year trend (data that is statistically relevant)
- External evaluations provide evidence of rapid progress being made with no additional aspects deteriorating or causing concern , Deep Dives and monitoring processes are in place but impact is limited resulting in year on year variation in pupil outcomes
- Quality of Teaching and Learning is not inadequate but not yet consistently good in all key stages and where it is less effective this is being addressed appropriately
- Pupil behaviour is improving but low level disruption is common and remains a barrier to progress
- CPD quality is mixed and is not as well focused on school need and individuals
- School has effective plans to establish working within their financial foot print
- Ofsted judgement is good however monitoring indicates RI

#### CAUSE FOR CONCERN

#### In addition to above

- Support action plan in place, co-written by school/ SI officer
- SI Officer half termly meetings
- System leader support; Access to LLE/NIE or Exec HT
- Governance half termly review group
- Trust Quality of Education review per term

- Leaders don't have the capacity to sustain improvements or to effectively improve the school over time (plateau below national, data on decline, consistently below floor and or coasting (no real sustained or significant improvements over an extended time frame i.e., 5+ years of schools broadly in-line with national data)
- Vulnerable pupils' attainment is inconsistent and poor
- External evaluation identifies concerns in leadership/ pupil outcomes/Ofsted readiness/self-evaluation does not match external evaluation/ monitoring by school leaders is not rigorous, accurate or effective
- Limited evidence of leader's initiatives and strategies or other external support packages deployed having effective impact on pupil outcomes
- Quality of Teaching and Learning requires improvement. There are concerns around pupil behavior and/or safeguarding

#### In addition to above

- Appointment of Executive HT
- Governance committee meeting once per month (1 hour)
- SI fortnightly progress meeting and monitoring checks
- Annual PP, SEND, Governance & Safeguarding audits

#### AT RISK

## School Improvement Package

Core Offer	
	<ul style="list-style-type: none"> <li>• Deep Dive subject cycle 18 months 12 subjects</li> <li>• HEAT meeting monthly</li> <li>• SIP external review once per term</li> <li>• SI officer once per term</li> <li>• Peer to peer once per year</li> <li>• Senior leader engagement in internal and external reviews/network leadership/sharing good practice</li> <li>• CEO challenge meeting</li> <li>• PM targets set by LGC reflecting CEO PM and Trust priorities</li> <li>• On request Quality of Education and Trust meeting minimum 1 per year</li> <li>• Website review on statutory requirements twice a year</li> <li>• CP review</li> <li>• Financial health check</li> <li>• Estates management</li> <li>• Send/Safeguarding/PP/Behaviour 3-year review</li> <li>• RWM moderation once per term</li> <li>• Ofsted readiness when in inspection window</li> <li>• Data analysis annual/per term package</li> </ul>
	<p><b>In addition to above ;</b></p> <ul style="list-style-type: none"> <li>• Intensive support plan - termly action plans in addition to the schools improvement plan</li> <li>• PM Targets set with; CEO/ SI Officer/ Exec HT</li> <li>• SI officer meeting each half term with agreed agenda</li> <li>• Establish interim Quality of Education Governance committee meet each half term</li> <li>• Attendance at Quality of Education Trust meeting each term</li> <li>• Brokerage of CPD specialist support or system leader support</li> </ul>
	<p><b>In addition to above ;</b></p> <ul style="list-style-type: none"> <li>• Deployment of Executive HT</li> <li>• Implement Four- Stage improvement Model</li> <li>• Governance review NLG</li> <li>• Access to CEO support</li> <li>• PM targets set by Exec HT</li> <li>• Review of leadership structures</li> <li>• Review of staffing structures</li> <li>• Finance/safeguarding/behavio /curriculum estate /PP/SEND review</li> <li>• Governance committee to meet each month</li> <li>• Attendance at Quality of Education Trust meeting each term and agenda item on Trust board</li> <li>• Ofsted support team identified in the event of an inspection</li> </ul>

## 7. Additional Support Available

If required, academies within the MAT are able to purchase additional support from experts in a variety of areas. This support can also be offered to schools outside of the MAT as part of a traded service.

Effectiveness of Leadership and Management	Pupil Outcomes	Quality of Education
<p>Developing whole academy values and ethos</p> <p><b>School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Louise Smith</li> <li>• Melissa Young</li> </ul> <p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• Louise Smith</li> <li>• Gemma Callaghan</li> </ul> <p><b>Whole Academy Self Evaluation</b></p> <ul style="list-style-type: none"> <li>• Margo Darcy</li> <li>• Craig Richardson</li> <li>• Sue Walters</li> <li>• Sarah Woodward</li> <li>• Lisa Hesmondhalgh</li> </ul> <p><b>Governance Development</b></p> <ul style="list-style-type: none"> <li>• NLG Carsten Kressel</li> <li>• Nikki Edwards</li> <li>• Ashley Babbs</li> </ul> <p><b>Policy Development</b></p> <ul style="list-style-type: none"> <li>• Bernard Clarke</li> <li>• Nikki Edwards</li> <li>• Wayne Trafford</li> </ul> <p><b>Senior &amp; Middle Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Generate Teaching School Hub NPQ's</li> </ul> <p><b>Behaviour Development</b></p> <ul style="list-style-type: none"> <li>• Behaviour Hub Lead Jen Hindley &amp; Louise Smith</li> <li>• Melissa Young</li> <li>• Rebecca Kayll - Behaviour Network Lead</li> <li>• Chris Jones - Safeguarding Network Lead</li> </ul>	<p><b>Pupil Premium, SEND, Attendance &amp; Safeguarding Reviews</b></p> <ul style="list-style-type: none"> <li>• Melissa Young (Inclusion Lead)</li> <li>• Emily Arnaud – SEND CPD/accreditation Lead</li> <li>• Rebecca Kayll (Behaviour Network Lead)</li> <li>• Chris Jones (Safeguarding Network Lead)</li> <li>• Paula Warding (PP Network Lead)</li> <li>• Janette Pyne (Attendance Network Lead)</li> </ul> <p><b>Data Reviews</b></p> <ul style="list-style-type: none"> <li>• Vikki Hearn (Data Lead)</li> </ul> <p><b>Website Reviews</b></p> <ul style="list-style-type: none"> <li>• Libby Worthington</li> </ul>	<p><b>EYFS Development</b></p> <ul style="list-style-type: none"> <li>• Amanda Quirk EYFS</li> <li>• EY2P</li> <li>• Kay Tobin</li> <li>• Gemma Callaghan</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Paula Bates Reading</li> <li>• Literacy Hub</li> <li>• Jan Owens Literacy</li> <li>• Literacy Company</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Mathematics Hub Turin 1</li> <li>• First for Math's</li> </ul> <p><b>Foundation Subjects</b></p> <ul style="list-style-type: none"> <li>• SIL webinars</li> <li>• Subject societies/ Historical/Geographical</li> <li>• Computing Hub Edtec</li> <li>• Science Hub</li> <li>• National Collage</li> <li>• Allan Torr</li> </ul>

### Cost of System Leadership

NLE: £600

NLG: £600

LLE: £400

Senior Leader: £350

School Evaluation Partner: £600

SLE: £350

## Appendix 1: Strategic Academy Evaluation Tool for Risk Assessment

Attainment	Comparison to National		No concern ARE is inline (within 5pp) or above National for most current year	Concern ARE is below National by between 5pp and 10pp for most current year	High Concern ARE is below National more than 10pp for most current year
	GLD in EYFS				
Phonics check					
KS2	R				
	W				
	M				
Comparison to last year		No concern ARE is inline with or above previous year's results	Concern ARE has dropped by between 5pp and 10pp on last year	High Concern ARE has dropped by more than 10pp on last year	
KS2	R				
	W				
	M				
Comparison to National over 3 years		No concern ARE is inline or above National over 3 years	Concern ARE is below National by between 5pp and 10pp over 3 years or is variable	High Concern ARE is below National more than 10pp over 3 years	
KS2	R				
	W				
	M				
Pupil Premium compared to National Non PP – current yr		No concern ARE for PP Pupils is inline or above National Non PP for most current year	Concern ARE for PP Pupils is below National Non PP by between 5pp and 10pp for most current year	High Concern ARE for PP Pupils is below National Non PP more than 10pp for most current year	
Phonics					
KS2	R				
	W				
	M				
Pupil Premium compared to National Non PP – 3 yr trend		No concern ARE for PP pupils is inline or above National Non PP over 3 years	Concern ARE for PP pupils is below National Non PP between 5pp and 10pp over 3 years	High Concern ARE for PP pupils is below National Non PP more than 10pp over 3 years	
KS2	R				

		W			
		M			
	<b>Groups compared to National</b>		<b>No concern</b> The majority of pupil groups are achieving as well as other groups national	<b>Concern</b> Some pupil groups are achieving as well as other groups nationally	<b>High Concern</b> The majority of pupil groups are not achieving as well as other groups nationally
	KS2	R			
		W			
		M			
<b>Progress</b>	<b>Progress for current year</b>		<b>No concern</b> Progress measures are above +1.0 for most current year	<b>Concern</b> Progress measures are within the range -1.0 - +0.99 for current year	<b>High Concern</b> Progress measures for PP pupils are below -1.0 for most current year
	R				
	W				
	M				
	<b>Progress over 3 years</b>		<b>No concern</b> Progress measures are above +1.0 over 3 years	<b>Concern</b> Progress measures are within the range -1.0 - +0.99 over 3 years	<b>High Concern</b> Progress measures for PP pupils are below -1.0 over 3 years
	R				
	W				
	M				
	<b>Current progress for PP pupils</b>		<b>No concern</b> Progress measures for PP pupils are above +1.0 for most current year	<b>Concern</b> Progress measures for PP pupils are within the range -1.0 - +0.99 for current year	<b>High Concern</b> Progress measures for PP pupils are below -1.0 for most current year
	R				
	W				
	M				
	<b>PP Progress over 3 years</b>		<b>No concern</b> Progress measures for PP pupils are over +1.0 over 3 years	<b>Concern</b> Progress measures for PP Pupils are within the range -1.0 - +0.99 over 3 years	<b>High Concern</b> Progress measures for PP pupils are below -1.0 over 3 years
	R				
	W				
	M				

<b>Attainment – In year tracking targets</b>	<b>Targets compared to National average</b>	<b>No concern</b> All subjects inline with or significantly above National	<b>Concern</b> 1 or more subjects between 5pp and 10pp below National average	<b>High Concern</b> 1 or more subjects more than 10pp below National average
	Reception			
	Y6			
	<b>Targets against previous years cohort</b>	<b>No concern</b> All subjects inline with or significantly above previous years cohort	<b>Concern</b> 1 or more subjects between 5pp and 10pp below previous years cohort	<b>High Concern</b> 1 or more subjects more than 10pp below previous years cohort
	Reception			
	Y1			
	Y2			
	Y3			
	Y4			
	Y5			
Y6				
<b>Current performance against previous years cohort</b>	<b>No concern</b> All subjects inline with or significantly above previous years cohort at this point in year	<b>Concern</b> 1 or more subjects between 5pp and 10pp below previous years cohort at this point in year	<b>High Concern</b> 1 or more subjects more than 10pp below previous years cohort at this point in year	
Reception				
Y1				
Y2				
Y3				
Y4				
Y5				
Y6				

<b>School</b>	<b>No Concern</b>	<b>Concern</b>	<b>High Concern</b>
<b>Leadership and Management</b>	SEF judgement accurate externally validated SIP report.	School SEF is not evaluative and there is limited evidence to support some judgements.	School SEF is inaccurate (not based on specific or relevant evidence) SIP disagrees with judgement.
	External SIP reports indicate strong record of improvements over time.	SIP visit recommendations are not always responded to/acted on.	SIP reports indicate no improvements over time from action points raised.

School	No Concern	Concern	High Concern
	Senior leaders indicate high levels of self-awareness; High quality accurate documentation, up to date, website published, examples of rapid response to emerging priorities, issues with quick resolutions. Quick acquisition of information from school systems.	Senior leaders demonstrate self-awareness, but not always able to achieve rapid resolution on some issues but can address most areas that need improvement.	Senior leaders need intervention and intensive support; Actions to address priorities / emerging issues have no impact within agreed time scales and interim reports (3 months).
	Senior leaders demonstrate capacity to effect rapid change against identified issues leading to resolution in a timely manner	Senior leaders have made changes in a timely manner to resolve issues but impact is yet to be seen	Senior leaders capacity is limited; not timely; changes made have had limited impact; no awareness of the need for change
	Senior leaders demonstrate sustained support for other schools while sustaining improving out comes form own school.	Some senior leadership deployment in support projects for other schools within the MAT and beyond.	Limited capacity within school to support other school development projects; No external support given for other schools.
	Senior leaders share best practice with MAT schools.	Senior leaders happy to receive information but not always willing to share with MAT schools	Senior leaders are unwilling to work with other MAT schools
	School achieves 3+ external recognition awards /project certification; Eco school, Arts mark, international schools status etc.	2+ Some external project/ school award achievements <b>or</b> School working towards external awards but not achieved currently	No appetite for external project/ school award achievements. Awards lapsed /not renewed or work to explore additional or new awards.
	Evidence that the LGB perform roles well - external validation /SIP /NGL; pupil outcomes are sustained or improving/ dips are effectively reversed.	LGB's do not always hold leaders to account for pupil outcomes ; data in decline 2 yrs/ limited effectiveness / SI plan demonstrating weaknesses/ success criteria and mile stones not specific of measurable.	LGB's not sufficiently informed with skills to hold Senior leadership to account on pupil outcomes 3 year declining trend / quality of teaching / performance management / deployment of resources. Weak SIP, not effective to address issues.
	Evidence that the LGB conduct 3 yr. audit cycle / action plan and act on finding. Minor issues identified and acted upon immediately.	LGB action plan not always addressed with effective actions.  Minor issues raised but not yet addressed within 3 months.	No LGB action plan, no reflection or self-audit in place or findings acted on.



School	No Concern	Concern	High Concern
	Senior leadership is at least good, it ensures that school attainment and progress outcomes are at least good - published data.	Individually some strong leaders but not all are working at a good or outstanding level or new leadership team and not yet secure within new roles	Senior leadership do not have the capacity to make impactful improvements on pupil outcomes and other areas of school provision.
	Middle leaders are clear on roles and responsibilities and can articulate them	Middle leaders are new to role and cannot yet transfer their skill set to their new role to impact on pupil outcomes.	Middle leaders do not have the skill set to make necessary impact on pupil outcomes within their role.
	Performance Management /linked to pay/ under performance identified /addressed effectively; All teaching at least good. NQT's/RQT's operating within NQT standards.	Performance management not consistently delivered at all levels in the school community; The majority of teaching is good with some that is RI (excluding NQT). NO inadequate teaching.	Performance management procedures do not address under performance effectively; pupil outcomes are below ARE; majority of teaching is RI with some that is inadequate.
<b>Comments</b>			

	No concern	Concern	High concern
<b>Ofsted Judgement</b>	School is at least Good in all areas.	Good but currently meets the DFE criteria for coasting.	School is vulnerable to being judged as RI or Inadequate.
<b>Comments</b>			

	No concern	Concern	High concern
<b>Website compliant</b>	Fully compliant website that is regularly updated (2/3 week turn around).	Minor issues raised and dealt with within 1 term.	Not compliant- risk of OFSTED adverse opinion. Public and parental opinion may be adverse.
<b>Comments</b>			

	No concern	Concern	High concern
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<b>Finance</b>	Working within financial footprint with minimal /no risk.	Minimal risk to in year deficit but robust plans in place to resolve.	Non-compliance with academies financial policy.
	Audit identifies low risk.	Audit identifies medium risk.	Audit identifies high risk.
	Processes are robust, no risk of fraud.	Evidence that processes not always followed but robust remedial action in place quickly to resolve issue.	Evidence or a number of System failures demonstrating a weak culture of financial security.

**Comments**

<b>Estates</b>	<b>Fully compliant</b>	<b>Partially compliant</b>	<b>Not compliant</b>
COSHH: Certificates and Data sheets			
Access (3 objectives see plan agreed HEAT 16th Oct)			
Electrical testing and safety			
Fire risk, testing and safety			
Water: Testing and safety.			
Gas appliances: Testing and safety			

**Comments**

	<b>No concern</b>	<b>Concern</b>	<b>High concern</b>
<b>Health and Safety</b>	All records up to date No major issues identified on health and safety reports	Records management is inconsistent and has some inaccuracies that can be quickly rectified. No health and safety reports internally or externally indicates high level risks are not complete or up to date.	Poor quality (missing information dates, admin errors), consistently poor examples of record keeping (more than 3 examples) health and safety risks medium to high not rectified within given time stated or a reasonable timely manner.
	1 or no incidents of policy failures	Complaint analysis shows 2/3 incidents of policy / procedure failures.	Complaint analysis shows 4+ incidents of policy / procedure failures.

**Comments**

	No concern	High concern
<b>Safeguarding</b>	Compliant	Not compliant
<b>Comments</b>		

	No concern	Concern	High concern
<b>HR</b>			
<b>Comments</b>			

<b>Stakeholder Engagement</b>	No concern	Concern	High concern
Participation in pupil survey	Over 95% pupils completed the survey	Between 85% - 94% pupils completed the survey	Less than 85% pupils completed the survey
Participation in Better Place to Work survey (Staff)	Over 95% staff completed the survey	Between 85% - 94% staff completed the survey	Less than 85% staff completed the survey
Participation in Parent/ Carer survey	Over 30% parents completed the survey	Between 20% - 29% parents completed the survey	Less than 20% parents completed the survey
<b>Comments</b>			