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**School Improvement Policy**

2021

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**School improvement** sits at the heart of the Trust’s work and support and challenge is in place for all trust schools regardless of their Ofsted designation. However, there is recognition that for some schools, additional support and guidance will be needed from the central team to secure or strengthen the school's performance, where achievement and quality has declined. This will be identified through reviews by the Deputy CEO (DCEO), taking into consideration the Quality Assurance Lead and School Improvement Leads’ notes views and notes of visits. In some cases, a separate improvement plan (RAP) will be put into place. Ofsted gradings will not determine the Trust views about additional support. The following criteria are used to inform this decision.

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| Aspect | Indicators of strength |
| Quality of education | * Broad and Balanced curriculum in place, highly ambitious and coherently planned and sequenced across the school in all subjects. * Pupils make good progress which compares well with national and is improving. * Pupil premium report shows vulnerable pupils are effectively supported to make appropriate progress. * SEND pupils make good progress from their starting points. * Attainment compares well with national and is improving. * Progress through year groups is tracked and effectively supported through performance management of teachers. * Teaching is good across the school. * Assessment practices are well embedded, accurate and are utilised effectively. |
| Behaviour and attitudes | * Expectations for pupil’s behaviour is high and as a result behaviour is managed well. * Pupil’s attitudes to learning are high. * Attendance and punctuality profiles are secure and well monitored |
| Personal development, | * Quality curriculum provides rich experiences for pupil’s personal development including SRE. * The school prepares pupils for life in modern Britain well. * The academy is a safe environment with well-established safeguarding procedures. |
| Leadership and management | * Self-evaluation is robust and accurate. * A comprehensive three-year strategic academy development plan is in place. * Senior and Middle leaders are effective in promoting and improving quality of education through rigorous monitoring, ensuring their intent translates consistently into their daily practice, developing teacher’s subject knowledge all of which leads to improving outcomes for all groups of pupils. * Strong culture of safeguarding throughout the school. * The budget is aligned to academy priorities and well managed. * All statutory policies are in place and inform practice. * Academy admission profile is positive, admissions well managed. * The Local Governing Board is well organised, effective in holding the academy to account and provides the required reports to the Trust. * Performance management is robust, leading to improvements in teaching and standards. * Continuing professional development is carefully targeted to improve professional standards and raise attainment. * Engagement with the parents and local community is furthering opportunities for learning. |
| External verification | * SIAMS visit shows distinctiveness well defined and embedded * Ofsted judgement is likely to be good or better. |

**Diocese of Gloucester Academies Trust 2021/22 School Effectiveness Cycle**

This cycle sets out the visits for all schools that are to be undertaken over the course of the academic year.

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| **Term** | **DCEO**  **Focus** | **Time in School** | **QA Lead**  **Focus** | **Time in School** | **SIL**  **Focus** | **Time in School** |
| **1** | Data conversation and target setting conversation.  SEF and SDP discussions with Leadership teams.  Consider adaptations still required in light of COVID.  HT PM | 0.5 | Evaluation of the current standards of Quality of Education for Core subjects including deep dive type activities.  What is the impact of this for EYFS pupils /SEND /PP/bottom 20%/HAP? | 1 | All schools will get one day per term support from School Improvement Leads. Leads will be allocated to schools on a geographical basis. SIL can support leaders across the school with a range of monitoring activities to increase capacity.  Focus schools as agreed with CEO and DCEO will receive additional support beyond the core offer.  Trust PP lead to meet with PP leads to assure of trust provision for vulnerable pupils and closing of gaps.  Trust well-being lead to ensure that curriculum offer has included due consideration of pupil and staff well-being Trust support used and applied. | 1 |
| **2** | HT PM continued  RAP Reviews | 0.5 |
| **3** | Monitor impact of actions from QA autumn term. Additional monitoring as required. Meet with SLTs to check impact of actions against SDP priorities. | 0.5 | Wider curriculum review and the extent to which the curriculum meets learners’ needs. How are gaps closing? Intent to implementation and impact of leaders’ actions.  Include work scrutiny, meet with ML and pupils. | 1 | Monitoring across the school as per core offer.  Focus schools as agreed with CEO and DCEO Supporting actions identified on RAP.  PP focus visits for schools with widening gaps from Trust PP lead. | 1 |
| **4** | Data Conversation and some sampling of work with leaders against Target Tracker.  Observe Collective Worship  RAP Reviews | 0.5 |
| **5** | Pupil voice survey and impact of actions from QA visit Spring term. Focus on leadership of behaviour and attitudes including attendance and exclusions. | 0.5 | Safeguarding audit 2022.  Light touch to include SCR, EHE, off rolling, peer on peer abuse. online sexual harassment  Review of effectiveness of leaders’ actions to address SDP and gaps in NOV as identified during the year. | 1 | Monitoring across the school as per core offer.  Focus schools as agreed with CEO and DCEO Supporting actions identified on RAP.  PP focus visits for schools with widening gaps from PP champion.  Well-being lead to meet with sample of staff/pupils to evidence effectiveness of Trust/ School support for well-being. |  |
| **6** | Data conversation and sample of schools published TA entries with SLT’s to triangulate data.  End of year Annual effectiveness conversation with CEO.  RAP Reviews | 0.5 |
| **Extra**  **Visits** | For schools for whom gap between PP is widening in Term 2/3, additional visit from Trust PP lead to review provision and to work with leaders to unpick impact of interventions.  Review of actions against schools’ statement of intent. Impact of actions against TT, work in books and discussion with pupils and leaders. | | | | | |
| For schools for whom there have been other issues identified. There will be a RAP put into place which will be monitored by the DCEO. The SIL will provide additional sessions to secure rapid school improvement. | | | | | |
| All of the above challenge and support is provided through the top slice. Any additional bespoke challenge and support can be provided via discussion with DCEO at an additional cost. | | | | | |

*Please refer to the School Visit Preparation document for further information*

**Schools judged to be Outstanding**.

Every school will receive 3 visits over the course of the year from the QAL to check:

* The quality of education against the schools published outcomes remains highly effective,
* to explore the strength and effectiveness of the school’s leadership team,
* to ensure that the schools Christian Character remains a central focus for the school’s work,
* to consider the schools broader curriculum the school offers
* safety and wellbeing of all pupils is highly effective.
* target sets by Ofsted / SIAMS are worked towards and identified through the SDP

These visits are further complemented by the 6 half day visits from the DCEO to undertake target setting, PM with the HT, review of the SDP, review of Behaviour and Attitudes, Collective Worship as well as other agreed areas of review in consultation with the Headteacher.

All schools will get one day per term support from School Improvement Leads. Leads will be allocated to schools on a geographical basis. SIL can support leaders across the school with a range of monitoring activities to increase capacity.

Schools will submit data in accordance with the agreed dates set out in the calendar of events.

**Schools judged to be good.**

Every school will receive 3 visits over the course of the year from the QAL to check:

* the quality of education against the schools published outcomes remains highly effective,
* to explore the strength and effectiveness of the school’s leadership team,
* to ensure that the schools Christian Character remains a central focus for the school’s work,
* to consider the schools broader curriculum the school offers
* safety and wellbeing of all pupils is highly effective.
* target sets by Ofsted / SIAMS are worked towards and identified through the SDP

These visits are further complemented by the 6 half day visits from the DCEO to undertake target setting, PM with the HT, review of the SDP, review of Behaviour and Attitudes, Collective Worship as well as other agreed areas of review in consultation with the Headteacher

All schools will get one day per term support from School Improvement Leads. Leads will be allocated to schools on a geographical basis. SIL can support leaders across the school with a range of monitoring activities to increase capacity.

Schools will submit data in accordance with the agreed dates set out in the calendar of events.

Schools judged by Ofsted to require a full section 5 inspection at the next inspection within 12 -24 months will be given additional support from the DCEO and SIL and bespoke actions will be planned to address the issues arising from the targets set through the Rapid Action Plan (RAP). A RAP review group will be put into place to review this work. The DCEO will oversee the progress towards these actions and will feedback progress to the trust board.

The DCEO will identify at the beginning of the year any schools who are causing concern or who are due an external validation visit during the course of the academic year and additional support/ guidance will be planned into the term by the DCEO, SIL, QAL or other external support.

**Schools judged to be Requiring Improvement**

Every school will receive 3 visits over the course of the year from the QAL to check:

* The quality of education against the school’s published outcomes remains highly effective,
* to explore the strength and effectiveness of the school’s leadership team,
* to ensure that the schools Christian Character remains a central focus for the school’s work,
* to consider the schools broader curriculum the school offers
* safety and wellbeing of all pupils is highly effective.
* target sets by Ofsted / SIAMS are worked towards and identified through the SDP and RAP

These visits are further complemented by the 6 half day visits from the DCEO to undertake target setting, PM with the HT, review of the SDP, review of Behaviour and Attitudes, Collective Worship as well as other agreed visits to support and review improvements as identified in consultation with the Headteacher

Schools will submit data in accordance with the agreed dates set out in the calendar of events.

The DCEO will identify in consultation with the schools Headteacher through review of the RAP areas of support and guidance that is needed in addition to that planned in from the QAL, SIL and DCEO. DCEO will co-ordinate this support with the HT and the school improvement team. External support and guidance through other trust schools or external support can also be provided where appropriate.

**Schools judged to be Inadequate**

On becoming an academy sponsored by The Diocese of Gloucester Academies Trust, academies identified as vulnerable by Ofsted have tailored support as detailed through the Rapid Action Plan (RAP).

The RAP is developed with the academy 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 not only is the academy self-maintaining but also that the academy’s expertise may then be shared within the Diocesan network of academies and wider.

For these vulnerable academies with a RAP, the DCEO will work with the schools on a regular basis, weekly initially, to ensure rapid progress is made to achieve the outcomes on the RAP. The DCEO will though broker additional support and guidance for these schools to help strengthen the school’s position. The SIL 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 impact of leaders actions evidenced through the RAP, support from the school improvement team will begin to decrease incrementally further demonstrating the increased capacity from the schools leadership team. At this point, the QAL will begin to undertake visits to triangulate evidence of impact and to ensure that good progress is being made against agreed outcomes as well as quality assuring the work of the DCEO and SIL.

In some cases the decision will be taken to remove the governing body and in this case the CEO will make the decision to put an Interim Governing Body in place for a short period of time to strengthen the schools leadership position.

Visits will focus on improving and strengthening the school’s work in the key areas including;

* quality of teaching and learning against the schools 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 schools Christian Character is strengthening and developing,
* to consider the effectiveness of the school’s broader curriculum
* safety and wellbeing of all pupils is effective
* target sets by Ofsted / SIAMS are worked towards and identified through the SDP

The CEO will regularly review the progress of the school at half termly intervals towards the objectives identified on the RAP through quality assurance visits at regular intervals.

Towards the end of the year the DCEO will assess how much support the school requires in the next academic year.

**New Headteachers**

The trust recognises that whenever a new Headteacher is appointed to the school then this makes the school potentially vulnerable. The DCEO will provide bespoke support and guidance regardless of the schools Ofsted designation to ensure that the school continues to strengthen and develop. This is in addition to the induction process.

**Monitoring and Review**

The progress and achievements of all trust schools will regularly be reviewed and discussed through the termly school improvement meetings. The DCEO will regularly feedback to the Trust’s Standards and Ethos Committee current strengths and concerns for its schools, so that Trustees are fully informed.

**Diocese of Gloucester Academies Trust 2021/22 School Effectiveness Cycle -Key Questions and Prep**

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| **Term** | **Focus** | **Suggested key questions** | **Suggested activities** | **Central team prep and follow up** | **School action** |
| Autumn | Pupil Progress | 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. | 3-year trend  Last year’s data - check impact of Covid.  Website check impact strategy and Annual SEND reports on website?  Agree timetable for the session.  Review SEF and SDP.  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 to share with DCEO.  Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with FGB. |
| QE | 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 and key actions for these core areas.  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 stored in the shared drive | Agree timetable with QAL and kye 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 FGB. |
| SIL day | What are the schools’ improvement priorities? What actions have leaders put in place to address these? | Could include any of these or additional support as required.  Work sampling with books and TT  Moderation activities with teachers  Observations  Support for middle leaders, including how to use data?  Focussed activities to identify impact of school’s provisions for specific groups PP/SEN/HAP’s etc…  Impact of new EYFS framework so far?  Review of schools reading books, do books match sounds taught?  Hearing pupils read with TA’s. Impact?  PP Review Focus  RSHE Focus review | Agree with school required focus for the session and activities to be undertaken.  Review previous NOV and key actions identified.  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 | Agree with SIL focus to support schools next steps.  Agree timetable and release of staff as required.  Ensure any documentation required to support the SIL is shared ahead of the visit.  Impact of actions to date from previous visit with SIP team ready to share.  Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with FGB. |
| Spring | QE - Core | Impact of school’s improvement activities to date to secure agree next steps for core.  What is the evidence in pupils work /voice to quantify leaders’ views and understanding?  Schools progress against SDP?  Impact of CPD to address key actions? | Monitoring with leaders including some elements of Deep Dive activities as required could include:  meeting leaders, lesson walk, work scrutiny, teacher, and pupil voice. | Review of previous NOV and key actions identified.  Check Autumn 1 data baseline. Identify key pupils to track and review.  Consideration of school SEF and SDP.  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 | Agree timetable 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 FGB. |
| QE- Wider | 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 stored in the shared drive | 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 FGB. |
| QE - data | How is the school progressing towards set Targets?  Are there any concerns arising as a result of the data? what actions are leaders taking to address these gaps /issues?  How have leaders assured themselves of the accuracy of this data set?  What changes adaptations to SDP / SEF need to be made?  Target for EYFS pupils?  What is the impact of Collective worship on pupils? | Discussion with leaders re Spring 1 data. Progress of pupils from EYFS to Year 6.  Sample with some books /pupils to validate information on TT.  Review with leaders their Pupil Progress Meeting notes.  Observe collective worship and meet with some pupils following this to check impact of worship. | Review Spring 1 data - mid way point.  Review previous NOV’s and key actions for these areas.  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 | Agree timetable including timing of collective worship.  Ensure data has been validated by data drop date and triangulates with information shared at Pupil Progress Meetings.  Impact of actions from previous visits.  Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with FGB |
| SIL day | What are the schools’ improvement priorities? What actions have leaders put in place to address these? | Could include any of these or additional support as required.  Work sampling with books and TT  Moderation activities with teachers  Observations  Support for middle leaders, including how to use data?  Focussed activities to identify impact of school’s provisions for specific groups i.e. PP/SEN/HAP’s etc…  Impact of new EYFS framework so far?  Review of schools reading books, do books match sounds taught?  Hearing pupils read with TA’s. Impact?  PP Review Focus  RSHE Focus review | Agree with school required focus for the session and activities to be undertaken.  Review previous NOV and key actions identified.  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 | Agree focus, timetable, and key actions to be undertaken.  Ensure any documentation required to support the SIL is shared ahead of the visit.  Impact of actions to date from previous visit with SIP team ready to share.  Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with FGB. |
| Summer | Safeguarding, Behaviour and attitudes.  Personal Development | 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 stored in the shared drive. | Agree timetable.  Ensure that data for behaviour, attendance exclusions is available and ready to discuss.  Agree venue for pupils to meet with DCEO.  Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with FGB |
| Safeguarding and QE | Light touch safeguarding audit. Review of SCR, EHE, Off Rolling, Peer on Peer abuse etc  How has CPD this year supported this understanding?  Are leaders confident that all adults within the school understand their safeguarding responsibilities?  Review of impact of leader’s actions to key issues identified throughout the year. What will need to feed into following year? | Discussion with DSL and Deputy to check impact of actions to safeguard pupils.  Review SCR with SBM/ Is the school compliant?  Check staff understanding of key safeguarding messages.  Discussion with leaders about the impact of their actions to key issues identified. | Ensure that Trust Safeguarding policy is on the school website and being followed by staff.  Agree timetable with school.  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. | Agree timetable.  Ensure that SBM is in school to review SCR with QAL.  Respond to NOV to check factual inaccuracies within 5 working days and then share finished copy with FGB. |
| QE | 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? | Review with leaders’ evidence to QA data for focus groups:  Year 2 and 6. Phonics and Multiplication Tests. EYFS pupils? ELG? | Check teachers have attended Trust moderation.  Review targets ahead of data discussion.  Agree Timetable  Note of visit within 5 working days.  Agree not of visit, post factual accuracy check sent for wider circulation and stored in the shared drive. | Agree timetable.  Ensure that data submitted to STA/LA is accurate and has been moderated within the school including by HT to ensure that HT sign off is accurate.  Respond to NOV to check factual inaccuracies within 5 working days and then share finished copy with FGB. |
| SIL | What are the schools’ improvement priorities? What actions have leaders put in place to address these? | Could include any of these or additional support as required.  Work sampling with books and TT  Moderation activities with teachers  Observations  Support for middle leaders, including how to use data?  Focussed activities to identify impact of school’s provisions for specific groups .i.e. PP/SEN/HAP’s etc…  Impact of new EYFS framework so far?  Review of schools reading books, do books match sounds taught?  Hearing pupils read with TA’s. Impact?  PP Review Focus  RSHE Focus review | Agree with school required focus for the session and activities to be undertaken.  Review previous NOV and key actions identified.  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 | Agree focus, timetable, and key actions to be undertaken.  Ensure any documentation required to support the SIL is shared ahead of the visit.  Impact of actions to date from previous visit with SIP team ready to share.  Respond to NOV to check factual inaccuracies within 5 working day and then share finished copy with FGB. |

Throughout all visits in school from all members of the SIP team a lens on attitudes, behaviour and safeguarding culture will be borne in mind.

Other activities throughout the year.

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| **Termly** | **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 has been sent 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. |

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| **HT PM** | **Suggested key questions** | **Suggested activities** | **Central team prep and follow up** | **School action** |
| Led by CEO or DCEO | Impact of leader’s 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 body representation to discuss success and potential next year’s targets.  Lead review meeting with governing body representative and CEO/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 CEO/DCEO and check governor availability for this meeting.  Review own performance against current objectives, annotate and share with CEO/DCEO.  HT to review and agree draft statement and return to CEO/DCEO.  Share finished and agreed copy with named governors.  Arrange with named governor’s midpoint review to check impact to date. |

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| **End of Year Annual Effectiveness Conversation with CEO and DCEO.** | **Suggested key questions** | **Activity** | **Central team prep and follow up** | **School action** |
| 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?  Can leaders give example of vision lived out in daily actions. | Meeting with CEO, DCEO, COG and SLT. | Agree time with leaders.  Review NOV and Trust overview documents to ensure clear understanding of key strengths and next steps for the school.  Review schools’ 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. Store centrally. | Agree time with CEO/DCEO and check COG can attend.  Ensure that SEF for Ofsted/SIAM’s 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.  HT to review and agree Effectiveness report and amend any factual inaccuracies within 5 working days. |