



SERVICES FOR SCHOOLS

A School Management Tool – including the School Self-Evaluation Model

School:

Date:

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A School Management Tool

Derek Myers and Stuart Adlam originally developed the School Self-Evaluation Model when Stuart assumed leadership of a school causing concern. It emerged from the need for a robust and credible approach to evaluating the impact of leadership on school improvement, while also providing a comprehensive evidence base for the school's self-evaluation (originally the SEF) in preparation for Ofsted. The model was designed to make effective use of limited time and leadership capacity and, crucially, to build leaders' confidence and belief that meaningful improvement was both possible and achievable.

Over time, the model has evolved through contributions from HIAS colleagues and has moved beyond a discrete programme or timetable of self-evaluation activity to become a more widely applicable and adaptable management tool.

Time and leadership capacity remain scarce resources in schools, and leaders face significant and competing demands on their attention. The central premise of this approach is that, for schools to carry out core leadership and management functions effectively, such as self-evaluation, these must be planned and managed with discipline and intentionality. This requires leaders to:

- forward plan – identifying the actions that need to take place, prioritising them, and organising them across the academic year
- reverse engineer – starting from the intended end point and working backwards to define the necessary steps, timescales, and resources required to achieve it.

We offer the model as a means of supporting leaders to use their time and resources efficiently, while maintaining due regard for their wellbeing. We strongly recommend that leaders commission support from a HIAS adviser who is well-versed in the principles and underpinning rationale of the model, to assist them in developing systems and processes that are tailored to their own school context.

Within the model, each role is represented as a separate column. These roles may not directly align with those found in every school and leaders should therefore determine column headings that best reflect their own organisational structures. The key principle, however, is that the sequence of activity flows from left to right across the model, and that each role should only “touch the piece of paper once”: completing its contribution to the process before passing it on. Where possible, reporting to the governing body should be incorporated within the headteacher's report. Document three organises the process by role, ensuring that each member of the school team is clear about their responsibilities in relation to school management, including self-evaluation.

Underlying Principles

1. Time is your most precious commodity. The demands on your time can easily outweigh the time you have available so managing it well is critical to your success as a leader and to the smooth running of your school.
2. The effective management of leadership and management time relies on the complementary disciplines of forward planning and reverse engineering.
3. The management of a school, including school self-evaluation, is a continuous process which is comprised of discrete, well-planned activities.
4. Leadership and management activity comprises both cyclical processes and finite sequences; effective management requires each to be time-bound and focused on clear intended outcomes.
5. The process of school management including self-evaluation is the responsibility of the whole team and includes all stakeholders.
6. All discrete management activity such as monitoring evaluation activities should have a clear purpose, a specific focus and a clear line of enquiry.
7. Activities should, wherever possible, be light touch, minimise bureaucracy and avoid duplication.
8. There should be a clear chronology and deadlines.
9. The headteacher's termly written report is, in effect, a summary of the outcomes of that term's leadership and management activity including the school self-evaluation.
10. School improvement priorities run through the schedule and will be particular to each school and its context.

Outline

The following documents arrange key management activities, including self-evaluation activities, that are undertaken throughout the year, according to different groups, different areas of evaluation and at different times. These will feed into the school's understanding of itself and can then be used to inform and update priorities for school improvement whilst ensuring the effective management of the school.

<u>Document 1</u>	Activities matched against weeks on a half-termly basis
<u>Document 2</u>	Activities matched against Ofsted Education Inspection Toolkit September 2025
<u>Document 3</u>	Activities undertaken throughout a year by role

[Appendices](#)

- [Appendix 1](#) Example SG Implementation and Monitoring Plan Overview
- [Appendix 2](#) Example MER Activities
- [Appendix 3](#) Document 1 template
- [Appendix 4](#) Document 2 template
- [Appendix 5](#) Document 3 template

Disclaimer

This model provides a structural framework and a set of underpinning principles to support effective leadership and management practice. It is intended to guide, not prescribe, and does not determine or take responsibility for the specific content of the model, associated documents, or appendices. The content and activities included within the tables of *“A School Management Tool – including the School Self-Evaluation Model”* are illustrative examples of the types of management and self-evaluation processes undertaken by school leaders and managers.

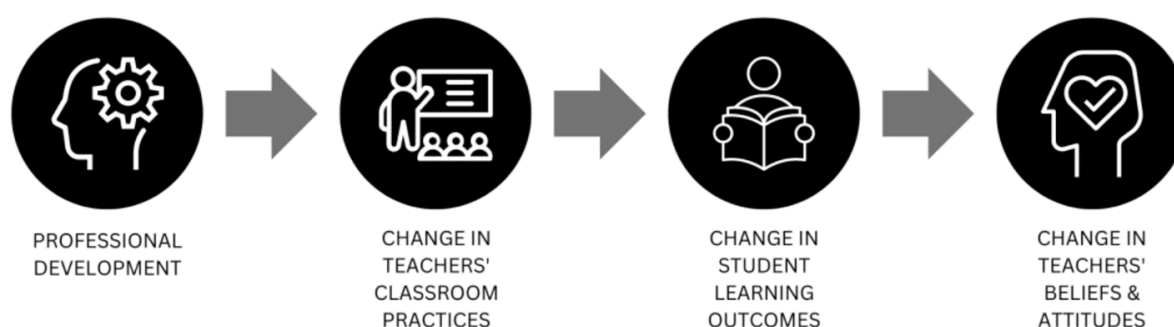
As school practice and the practice of organisations such as Ofsted evolve and change, such content and documentation may quickly become outdated. Responsibility for ensuring accuracy, relevance, and fitness for purpose rests with individual schools, including generating, maintaining, and adapting content to reflect their context and priorities. Schools are also responsible for allocating activities to appropriate roles, scheduling them effectively, and ensuring a clear sequence across the model. Overall accountability for the use and integrity of the model lies with the individual school leader, not with this guidance.

Using Guskey's Model to Evaluate School Improvement Activity

School leaders evaluate the effectiveness of provision through a range of approaches. Guskey's Model of Teacher Change provides a structured and evidence-informed framework to support leaders in evaluating improvement activity, particularly where change in professional practice is required.

When leaders seek to improve an aspect of school provision, this typically involves influencing adult behaviours and practice. In most cases, this is achieved through carefully planned professional development. Effective professional development should lead to observable changes in staff practice, such as in classroom teaching approaches. The intended outcome of these changes is improved pupil learning and achievement.

Guskey's model emphasises that sustainable change follows a clear sequence:



1. **Professional development** leads to
2. **Changes in classroom practice**, which result in
3. **Improved pupil outcomes**, and subsequently foster
4. **Positive changes in teachers' beliefs and attitudes**

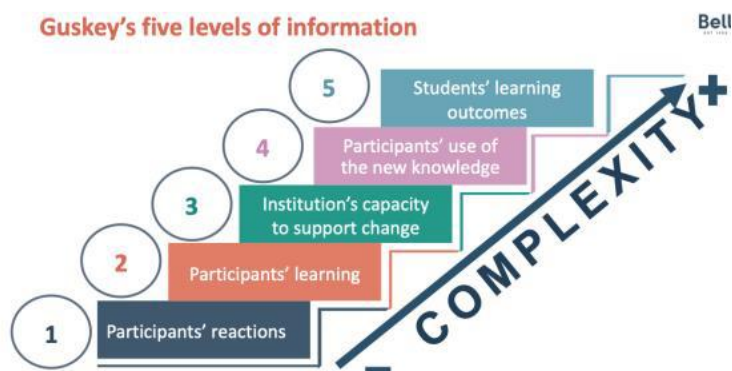
This sequence is important. Evidence suggests that teachers are more likely to adopt and sustain new approaches when they see demonstrable improvements in pupil outcomes.

"Teachers will embrace and use new approaches and instructional practices when they experience successful implementation of the new practices and see evidence of positive learning outcomes in their students."

— Guskey, T. R. (2002)

Applying the Model in Evaluation

Guskey proposes five levels of evaluation that provide a useful framework for school leaders when reviewing the impact of professional development and wider improvement work.



Leaders should consider the following:

1. Participants' Reactions

- Did staff engage positively with the professional development?
- Were there any concerns or barriers that required follow-up?
- How was participation monitored and supported?

2. Learning (Knowledge and Skills Acquisition)

- To what extent did staff understand and internalise the intended learning?
- Is there evidence that staff can articulate or demonstrate the key principles?
- How has this been assessed or validated?

3. Organisational Support and Change

- Has the school created the conditions necessary to enable sustained change?
- Has staff capacity improved to support implementation?
- To what extent are staff engaging with ongoing improvement work?

4. Use of New Knowledge and Skills (Implementation)

- Are changes in practice evident in daily teaching and professional behaviours?
- Is there consistency in implementation across the school?
- How are leaders monitoring and reinforcing new practices?

5. Pupil Outcomes

- Are improvements in pupil outcomes evident and aligned with expectations?
- What evidence demonstrates impact on learning, progress, or attainment?
- How is this information being used to refine next steps?

Key Considerations for Leaders

- Evaluation should be **systematic, evidence-based and ongoing**, rather than a one-off activity.
- Leaders should ensure that **monitoring focuses on impact**, not just activity.
- Strong evaluation links **professional development directly to pupil outcomes**, rather than viewing them as separate processes.
- Findings from evaluation should inform **future planning**, ensuring a continuous cycle of improvement.

Document 1

In this document activities are outlined by role and sequenced across each half-term in weekly increments. Leaders and managers are expected to exercise professional judgement in selecting which activities to undertake and determining the most appropriate timing within their context.

The roles and examples provided illustrate a model of practice; they are not intended to be replicated wholesale. Instead, they should be used to support thoughtful application of the underlying principles, adapted to the specific needs and priorities of each setting.

Autumn 1	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1	Transition information and gaps analysis used to plan curriculum, identify target children for separate and combined attainment and initial overlearning for pupils. Review and evaluation of safeguarding in all subject areas – safe and sensible practices and management of risk	Review and evaluation of safeguarding in all subject areas – safe and sensible practices and management of risk <i>Begin weekly light-touch work scrutiny in planning/PPA for year teams to ensure consistency of pitch, expectations etc.</i>	Safeguarding and Prevent Training – all staff including reporting process and annex A of KCSiE. Staff Behaviour Policy/ Code of Conduct, Whistle blowing and online safety policies Induction for new staff – school's teaching, learning and curriculum expectations DSL to brief all staff.	Review of vision, ethos and values with all stakeholders Share school improvement priorities with all stakeholders with intended impact for each term including attainment for groups. CP Policies on website updated	Governors to consider revised school improvement plan priorities and programme of monitoring and review for each termly milestones Governors to consider areas of SIP in terms of committees and specific individual roles and responsibilities Governor monitoring plan agreed and incorporated into SIP
Week 2	Begin EYFS Baseline assessment and adaptation of provision to meet needs of current cohort. <i>Annotation of weekly and medium-term planning to reflect ongoing self-evaluation of teaching and learning.</i>	EVC to train all staff in use of EVOLVE, risk assessments and safeguarding expectations for all trips and visits.	Review and revise teaching expectations in preparation for appraisal review process. DSL team monthly strategic review of safeguarding concerns. Review extra curriculum and enrichment activities	Single Central Record reviewed with governors HT Appraisal Review	Review induction process including appropriate pre-employment checks and personnel files. HT Appraisal Review
Week 3	Teachers to self-audit pedagogical and subject pedagogy development needs	Performance appraisal target setting for teachers. (linked to SIP and HT appraisal objectives)	Monitor provision at break times – do learners adopt healthy lifestyles, feel safe and adopt safe practices?	HT and DSL to submit Safeguarding Audit	Review H&S policy including school's monitoring and checking of visitors

Autumn 1	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 4	Final review against performance appraisal targets, new targets set	EYFS leader to evaluate characteristics/profile of this year's cohort using baseline assessments, report to SLT.	DSL to evaluate effectiveness of safeguarding processes including record keeping and follow up of actions	Report to governors on extra-curricular activities that enable learners to develop healthy lifestyles. Report on DVP participation.	
Week 5	Wider curriculum. Subject Work Scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans.	Attendance lead to monitor and evaluate attendance, by group and individual and report to Leadership Team.	Consider evaluation of baseline data for EYFS and implications for provision	HT to report to governors on the effectiveness of EYFS provision and baseline profile of EYFS.	Review impact of School Improvement Plan and budget priorities on targeted pupil outcomes.
Week 6		Phase Leaders to evaluate EYFS to KS1, KS1 to KS2 and KS2-KS3 transition and make recommendations.	Performance appraisal target setting for middle leaders.	Child Protection records checked - stored securely and separate from pupil records.	Wider curriculum Subject Leaders to evidence quality of education and impact of leadership including examples of pupils' work.
Week 7			Observations of teaching and learning	Observations of teaching and learning	Governor moderation of appraisals to align with SIP.

Autumn 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1	EYFS, Y1-6 assessment moderation <i>Annotation of weekly and medium-term planning.</i> <i>Attendance and punctuality reviewed.</i>	Work sampling and moderation of English and Maths teacher assessment.	Programme of CPD revised to reflect outcomes from school evaluation. Programme of monitoring and review updated. Analysis of attendance.	Evaluate PLASC return.	HT performance appraisal review and target setting. EYFS transition parent questionnaire.
Week 2	Summative assessments and completion of tracking data. HAM Milestone 1*	IPP Reviews SENCo / Inclusion Manager review pupil progress against targets.	Evaluate pupil attainment and progress data.	Consider analysis of attendance records.	Safer recruitment training and practices reviewed Child Protection records checked + stored securely and separate from pupil records
Week 3	HAM Milestone 1 and Pupil Progress Reviews to include review of provision for SEN and PP.	PPR Meetings EVC: Audit of EVOLVE planning SEN/Inclusion Manager review of targets and impact of provision	Consider evaluation of EYFS assessment and progress data against HCC comparative data and IDSR	Termly HT report to governors to summarise safeguarding monitoring and evaluation HT report to governors summarising outcomes school evaluation activities and progress towards school improvement priorities including EYFS, IDSR	FGB to consider outcomes of EYFS transition questionnaire. Parent questionnaire/ Parent View outcomes/staff questionnaires
Week 4	Wider curriculum Subject Work Scrutiny PDM. Subject report / evaluation including recommendations for	Plan follow up learning walks to check agreed actions from Pupil Progress Reviews	Pupil conferencing to evaluate behaviour, safety, security (including e-safety), and bullying, including racist and homophobic		Consider HT's report on pupil progress including IDSR and EYFS report

Autumn 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
	prof. development and link to action plans.		incidents (include a range of pupil groups)	Report Milestone 1 pupil outcomes to governors.	Consider HT's report on quality of teaching, learning and curriculum.
Week 5			Observation of teaching – all teaching staff and evaluate training and development needs.	Behaviour, welfare, attendance and exclusions update to governors. Report to governors on quality of teaching, learning and curriculum. Where possible/ appropriate, HT report to evidence HT appraisal objectives.	Wider curriculum Subject Leaders to evidence quality of education and impact of leadership including examples of pupils' work.
Week 6		Learning walks to evaluate the quality of provision and PPR actions	DSL – Evaluate behaviour, welfare, attendance and exclusions and review of behaviour logs, accidents and injuries		
Week 7			DSL Termly update for staff		

Spring1	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1	<i>Annotation of weekly and medium-term planning.</i> <i>Attendance and punctuality reviewed.</i>	Evaluate quality of teaching and learning through work sampling, planning scrutiny and lesson observation including phonics. Pupil conferencing – do pupils understand how to improve as result of feedback.	Review progress towards school improvement plan priorities report to FGB. Observation of teaching and learning with English and maths leaders	Review actions from LLP Report	Consider SENCo/Inclusion manager's report, including effectiveness and impact of pupil intervention and support.
Week 2	Wider curriculum Subject Work Scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans.	Learning walks to evaluate the quality of provision and outcomes (science and some of wider curriculum subjects)	Evaluate results of pupil conferencing.	Observation of teaching – all teaching staff.	Wider curriculum Subject Leaders to evidence quality of education and impact of leadership including examples of pupils' work.
Week 3	EYFS, Y1-6 assessment moderation	Moderation of teacher assessment.	Evaluation of e-safety including online filters and monitoring systems	Single Central Record reviewed with governors	All committees look at their areas of health and safety.
Week 4	Summative assessments and completion of tracking data. HAM Milestone 2*	Sports Premium Report (analysis and evaluation of impact). Pupil Premium Funding report (analysis and evaluation of impact).	Evaluation of exclusions and attendance against national picture in IDSR	Prepare HT (verbal) Report to Governors summarising outcomes school evaluation activities and progress towards school improvement priorities	
Week 5	HAM Milestone 2 and Pupil Progress Reviews to include review of	EYFS leader to evaluate characteristics of effective learning and	Evaluate pupil attainment and progress data	Report pupil progress, priorities for	Review school improvement plan using milestones and set key

Spring1	Teachers and wider curriculum Subject Leaders summary provision for SEN and PP.	Core Subject Leads, Yr. Leaders summary planned opportunities for EYFS curriculum. Attendance lead to monitor and evaluate attendance, by group and individual and report to Leadership Team.	SLT, SENCo, PP Lead, DSL summary Evaluate quality of provision in the Foundation Stage.	Headteacher summary improvement and budget recommendations to governors.	Governors summary priorities for development set budget based on self-evaluation.
Week 6		SENCo/Inclusion manager annual report to Governors.	Follow up/ monitor Pupil Progress Review Meetings actions	Analysis of attendance records and actions for individuals with persistent absence (consider all pupil groups within the data)	

Spring 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1	Review of behaviour plans in light of logs and impact of provision	Work and planning scrutiny and end of unit assessments for science and wider curriculum Monitoring of subject health and safety provision.	Review of British Values in the curriculum and impact of Prevent. Review learning attitudes – all cohorts	Make budget recommendations based on priorities for school improvement. HT appraisal interim review Report Milestone 2 pupil outcomes to governors <i>Share Pupil premium and sports premium reports for website</i>	HT appraisal interim review
Week 2	Interim review against performance appraisal targets	Interim review PM	Teachers' Interim performance appraisal meetings.		Evaluate behaviour, welfare, attendance and exclusions
Week 3	Wider curriculum Subject Work Scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans.	Sports Premium report (analysis and evaluation of impact).	Evaluation of Foundation Stage outcomes against national picture in IDSR	Termly HT report to governors to summarise monitoring and evaluation including: quality of teaching, learning and assessment including pupils' attitudes to learning behaviour, welfare, attendance and	Review HT's report on quality of teaching, learning and assessment.
Week 4	EYFS, Y1-6 assessment moderation	Pupil Premium Funding report (analysis and evaluation of impact). Work sampling and moderation of English and maths.	Termly review of behaviour logs, accidents and injuries		Wider curriculum Subject Leaders to evidence quality of education and impact of leadership including examples of pupils' work.

Spring 2		Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 5		Summative assessments and completion of tracking data	Audit of resources for curriculum areas and subject bids agreed	Make budget recommendations based on priorities for school improvement.	exclusions update to governors effectiveness and impact of pupil intervention and support including disadvantaged pupils and SEN Safeguarding Where possible/ appropriate, HT report to evidence HT appraisal objectives.	Governors to review and set budget in light of pupil outcomes and school improvement priorities
	Week 6		PPR Meetings	DSL – Termly update for staff	HT Interim appraisal Review	HT Interim appraisal review

Summer 1	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1	HAM Milestone 3 and Pupil Progress Reviews to include review of provision for SEN and PP.	Interim reviews IPP	Evaluate pupil attainment and progress data. Evaluation of safeguarding arrangements for pupils involved in extended services and activities outside normal school hours.	Review effectiveness and roles and responsibilities of SLT and middle leaders	Governors undertake self-evaluation of committees and FGB.
Week 2	Prepare for external moderation of teacher assessment (EYFS and Y6). <i>Annotation of weekly and medium-term planning.</i> <i>Attendance and punctuality reviewed.</i>	Review of SMSC and development of British values opportunities in the curriculum and Prevent.	Pupil conferencing to evaluate health of pupils' social, emotional and mental health (SEMH).	Report Milestone 3 pupil outcomes to governors.	Child protection policy and procedure review Staff Behaviour Policy/ Code of Conduct review
Week 3	Wider curriculum Subject Work Scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans.	Evaluate how well learners are guided and supported – including the effectiveness of group and individual target setting (role of the adult)	Learning walks to evaluate the quality of provision and outcomes in foundation subjects.	Report impact of Pupil Premium and Sports Premium on pupil outcomes	Consider leaders' report on British Values and Prevent
Week 4	EYFS: Evaluation of pupil needs for new cohort with pre-schools		Monitor play and care provision at break and lunchtime. Do learners adopt healthy lifestyles,	SMSC provision to be reported to Governors	Consider Sports Premium Report (analysis and evaluation of impact).

Summer 1	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
			feel safe and adopt safe practices?		.
Week 5	EYFS, Y1-6 assessment moderation	Learning walks to evaluate the quality of provision and outcomes.	Observations of teaching and learning to evaluate the quality of provision and outcomes.	Observation of teaching – all teaching staff	Pupil Premium Funding report (analysis and evaluation of impact).
Week 6	Transition information prepared, linked to cohort. Groups and individuals. Annotation of weekly and medium-term planning. Attendance and punctuality reviewed.	SEN/Inclusion Manager review of targets, impact of provision and prepare programme of support for Autumn Term.		Training for DSL and DSL deputies reviewed. Safer recruitment training reviewed.	Identified governors to meet with key leaders including SENCO/Inclusion manager to evaluate provision

Summer 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1	Wider curriculum Subject Work Scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans.	Attendance lead to identify impact of actions and support on improving attendance, with a focus on individuals and groups (SEND/PP).	Evaluate results of pupil attitude survey/school's pupil questionnaire. Evaluate progress against school improvement priorities.	Behaviour, welfare, attendance and exclusions update including impact of actions and identifying target children for next academic year	Review of website and statutory information and duties
Week 2	Wider curriculum subject leader position statements	Subject Leaders, year leaders' and Heads of Year Position Statements/Impact Statements	Termly review of behaviour logs, accidents and injuries	Begin evaluation of data. Collect further evidence to inform new school improvement plan priorities.	
Week 3	Assessment of Foundation Stage pupil outcomes, Early Learning Goals and GLD	EYFS leader to report on cohort and individual characteristics and attainment and progress using EYFSP and implications for effective provision in KS1	Team Curriculum review and evaluation including core, wider curriculum, SMSC and extra-curricular provision. Subject review meetings	Consider subject Leaders, year leaders' and Heads of Year Position Statements/Impact Statements	Evaluate results of pupil attitude survey/school's pupil questionnaire.
Week 4	End of year reports completed, attendance reported.	Evaluate end of year progress and attainment against on entry attainment for all pupils and key groups including disadvantaged, SEN and prior attainment groups	Internal evaluation of end of KS, phonics and MTC attainment and progress data and report key findings DSL – Termly update for staff.		

Summer 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 5	End of year assessments Y1-6, summative assessments and tracking data	PPR Meetings	Evaluate end of year assessments Y1-6, summative assessments and tracking data Consider Subject Leaders' and Heads of Year Position Statements/Impact Statements. Review school improvement plan priorities (and impact of initiatives).	Report to governors on analysis of end of year pupil outcomes against school improvement priorities and national and LA benchmarks, including end of Key Stage, phonics, MTC and EYFS outcomes.	Review impact of School Improvement Plan. Contribute to new plan. Consider HT's report on pupil outcomes and school improvement plan including priorities for development.
Week 6	Identify curriculum gaps and essential overlearning for first 20 lessons of autumn term.	SENco / Inclusion Manager review pupil progress against targets		Update School Improvement plan and pupil targets in light of outcomes, curriculum review and school self-evaluation and present to governors. Set targets for school improvement, including milestones.	Safeguarding governor to finalise Safeguarding Audit and recommendations
Week 7			SIP is shared with staff, governors, pupils and parents Plan annual programme of CPD based on SIP priorities.	Ambitious targets set for all groups including PP, SEN and disadvantaged HTA Interim review (2)	HTA Interim review (2)

Document 2

As with the previous document, activities in this version are outlined by role and sequenced across each half term. They are also aligned to the judgement areas of the most recent Ofsted framework, enabling leaders to make evaluations based on a secure and well-evidenced understanding of their provision. In addition, they are designed to support consistent processes that ensure leaders and governors maintain a shared and accurate view of the school.

Leaders and managers are expected to exercise professional judgement in selecting which activities to undertake and determining the most appropriate timing within their specific context.

The roles and examples provided illustrate a model of practice; they are not intended to be replicated wholesale. Rather, they should be used to support the thoughtful application of the underlying principles, adapted to the particular needs, priorities, and circumstances of each setting. Obviously, they will need to be revised each time the Ofsted framework and guidance are changed.

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching
Autumn 1						
Autumn 2	X2 wider curriculum Subject Work Scrutiny PDM. Subject Leader to evaluate subject intent and evaluation and update subject evaluation and action plan.	Weekly light touch work scrutiny in PPA/Planning meetings to ensure consistency of pitch, expectations etc, Half-termly E+M moderation Yr. Leaders to address any actions/ inconsistencies from FS work scrutiny and E+M moderation.	Evaluate access to wider curriculum and progress for SEND, PP and other vulnerable groups	Headteacher's written report to include summary evaluation of curriculum monitoring, including implementation and impact for disadvantaged and vulnerable groups.	English Subject Leader to evidence quality of education and impact of leadership including examples of pupils' work Wider curriculum Subject Leaders to evidence quality of education and impact of leadership including examples of pupils' work.	Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.
Spring 1						
Spring 2	X2 wider curriculum Subject Work Scrutiny PDM. Subject Leader to evaluate subject intent and evaluation and update subject	Weekly light touch work scrutiny in PPA/Planning meetings to ensure consistency of pitch, expectations etc, Half-termly E+M moderation	Evaluate access to wider curriculum and progress for SEND, PP and other vulnerable groups	Headteacher's written report to include summary evaluation of curriculum monitoring, including implementation and impact for	Mathematics Subject Leader to evidence quality of education and impact of leadership including examples of pupils' work Wider curriculum Subject Leaders to	

	Teachers and wider curriculum Subject Leaders summary evaluation and action plan	Core Subject Leads, Yr. Leaders summary Yr. Leaders to address any actions/ inconsistencies from FS work scrutiny and E+M moderation.	SLT, SENCo, PP Lead, DSL summary	Headteacher summary disadvantaged and vulnerable groups.	Governors summary evidence quality of education and impact of leadership including examples of pupils' work.	Curriculum and teaching
Summer 1 Summer 2	X2 wider curriculum Subject Work Scrutiny PDM. Subject Leader to evaluate subject intent and evaluation and update subject evaluation and action plan	Weekly light touch work scrutiny in PPA/Planning meetings to ensure consistency of pitch, expectations etc, Half-termly E+M moderation Yr. Leaders to address any actions/ inconsistencies from FS work scrutiny and E+M moderation.	Evaluate access to wider curriculum and progress for SEND, PP and other vulnerable groups. Update school's published curriculum for new academic year.	Review curriculum aims and values. (Intent) Headteacher's written report to include summary evaluation of curriculum monitoring, including implementation and impact for disadvantaged and vulnerable groups.	Wider curriculum Subject Leaders to evidence quality of education and impact of leadership including examples of pupils' work.	

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching.
Autumn 1	Revisit curriculum intent and progressions of learning.	Evaluation of early reading skills for new intake. Work sampling and moderation of English and maths. Observation of teaching and learning	Induction for new staff – school's teaching, learning and assessment expectations. Ambitious targets set for all groups including PP, SEN and disadvantaged.	SIP Teaching and Learning priorities shared with governors. Observation of teaching – all teaching staff	Identified governors to meet with key leaders including SENCO/Inclusion manager to evaluate provision.	Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.
Autumn 2	Summative assessments and completion of tracking data. HAM Milestone 1*	SEN/Inclusion Manager review of targets and impact of provision PPR Meetings including phonics and early reading	Observation of teaching – all teaching staff and evaluate training and development needs. Evaluate PPR outcomes	Report to governors on quality of teaching, learning and the curriculum. .	Review HT's report on quality of teaching, learning and curriculum implementation.	Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.
Spring 1	Summative assessments and completion of tracking data. HAM Milestone 2*	Evaluate quality of teaching and learning through lesson obs. Pupil conferencing – e.g. do pupils understand how to improve learning as a result of	Observation of teaching and learning with English and maths leaders Evaluate impact of Pupil Progress Review Meetings Review learning attitudes	Observation of teaching – all teaching staff.	Identified governors to meet with key leaders including SENCO/Inclusion manager to evaluate provision.	Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching.
Spring 2	HAM Milestone 3*Transition information prepared,	feedback. Do pupils know and remember more? PPR Meeting including phonics and early reading	Evaluate results of pupil conferencing. Evaluate PPR outcomes	Report to governors on quality of teaching and learning and assessment including pupils' attitudes to learning	Review HT's report on quality of teaching, learning and assessment.	Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.
Summer 1	Summative assessments Identify curriculum gaps and essential overlearning for first 20 lessons of autumn term.	SEN/Inclusion Manager review of targets, impact of provision and prepare programme of support for autumn term.	Observation of teaching and learning. Review of Home learning	Observation of teaching – all teaching staff.	Identified governors to meet with key leaders including SENCO/Inclusion manager to evaluate provision.	
Summer 2		PPR/Transition Meeting	Evaluate PPR outcomes. Plan annual programme of CPD based on analysis of T+L	Report to governors on quality of teaching and learning and CPD plan for following academic year.	Review HT's report on quality of teaching, learning and assessment.	

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching Achievement
Autumn 1	Transition information and gaps analysis used to plan curriculum and initial overlearning for pupils.	Subject report / evaluation including recommendations for development to SLT. Moderation of teacher assessment.	Set priorities for school improvement and report to governors. Evaluation of reading and early reading	Set priorities and targets for school improvement and report to governors.	Review impact of School Improvement Plan and budget priorities on targeted pupil outcomes. Consider updated SIP priorities and targets including milestones.	Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.
Autumn 2	HAM Milestone 1 and Pupil Progress Reviews to include review of provision for SEN and PP.	SENCo / Inclusion Manager review pupil progress against targets.	Evaluate end of KS achievement against external data. Evaluate pupil attainment and progress data.	Report Milestone 1 pupil outcomes to governors. Report to governors' analysis of IDSR.	Consider HT's report on pupil progress including IDSR. Consider LLP Review Report	Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.
Spring 1	HAM Milestone 2 and Pupil Progress Reviews to include review of provision for SEN and PP.	SENCo/Inclusion manager annual report to governors. Moderation of teacher assessment.	Evaluate pupil attainment and progress data.	Report pupil progress, priorities for improvement and budget recommendations to governors.	Consider HT's report on pupil outcomes and SENCo/Inclusion manager's annual report, including effectiveness and impact of pupil intervention and support.	
Spring 2		Sports Premium Report (analysis and evaluation of impact). Pupil Premium Funding report (analysis and	Make budget recommendations based on priorities for school improvement.	Report Milestone 2 pupil outcomes to governors. Report effectiveness and impact of pupil intervention and support including	Governor to review and set budget in light of pupil outcomes and school	

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary evaluation of impact).	SLT, SENCo, PP Lead, DSL summary	Headteacher summary disadvantaged pupils and SEN	Governors summary improvement priorities	Curriculum and teaching Achievement On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.
Summer 1	HAM Milestone 3 and Pupil Progress Reviews to include review of provision for SEN and PP.	Learning walks to evaluate the quality of provision and outcomes in foundation subjects. Evaluate end of year progress against on entry attainment for all pupils and key groups including disadvantaged, SEN and prior attainment groups. SENCo / Inclusion Manager review pupil progress.	Evaluate pupil attainment and progress data. Internal evaluation of end of KS attainment and progress data and report key findings to teachers and curriculum committee. Evaluate progress against school improvement priorities.	Report impact of Pupil Premium and Sports Premium on pupil outcomes Report Milestone 3 pupil outcomes to governors. Report to governors on analysis of end of year pupil outcomes against school improvement priorities and national and LA benchmarks, including end of Key Stage 2 phonics and EYFS outcome.	Consider Sports Premium Report (analysis and evaluation of impact). Pupil Premium Funding report (analysis and evaluation of impact). Consider HT's report on pupil outcomes and school improvement plan including priorities for development. Impact on pupils' outcomes of wider curriculum subjects	
Summer 2	External moderation of teacher assessment (EYFS and Y6). End of year assessments Y1-6					

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Attendance and behaviour
Autumn 1	Attendance and punctuality reviewed weekly.		Monthly analysis of attendance and exclusion by group, including SEND and PP		Review H&S policy and undertake annual review	Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues. Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand. Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour. Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately. Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment,
Autumn 2	Attendance and punctuality reviewed weekly.	KS managers/ Phase Leaders to evaluate transition from EYFS to KS1, KS1 to KS2 and transition to secondary school.	Termly review of behaviour logs, accidents and injuries. Pupil conferencing to evaluate behaviour, safety, security (including e-safety), and bullying, including racist and homophobic incidents.	Behaviour, welfare, attendance and exclusions update to governors. Evaluate PLASC return.	Evaluate behaviour, welfare, attendance and exclusions	
Spring 1	Attendance and punctuality reviewed weekly.	Attendance lead to monitor and evaluate attendance, by group and individual and report to Leadership Team.	Monthly analysis of attendance and exclusion by group, including SEND and PP	Evaluate PLASC return.	Evaluate behaviour, welfare, attendance and exclusions	
Spring 2	Monitoring of subject health and safety provision.	Monitoring of subject health and safety provision.	Termly review of behaviour logs, accidents and injuries	Behaviour, welfare, attendance and exclusions update to governors.		

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Attendance and behaviour
Summer 1	Attendance and punctuality reviewed weekly.	Review of SMSC opportunities in the curriculum	Pupil conferencing to evaluate health of pupils including social, emotional and mental health (SEMH). HCC pupil attitude survey Y2 and Y6	SMSC provision to be reported to Governors Evaluate PLASC return.	Parent questionnaire/ Parent View outcomes	victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively. Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment. Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers. Overall attendance is broadly in line with national averages or shows an improving trend over time. Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.
Summer 2	Attendance and punctuality reviewed weekly.		Termly review of behaviour logs, accidents and injuries. Evaluate results of pupil attitude survey/school's pupil questionnaire.	Behaviour, welfare, attendance and exclusions update to governors.	Evaluate results of pupil attitude survey/school's pupil questionnaire.	

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Attendance and behaviour Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well-chosen and targeted.

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Personal Development and well-being
Autumn 1			Senior leaders to evaluate the lived experiences of selected focus pupils including the vulnerable and disadvantaged.			A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally. The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge. Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain. Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.
Autumn 2			Pupil conferencing focussed on pupils' personal development			
Spring 1			Senior leaders to evaluate the lived experiences of selected focus pupils including the vulnerable and disadvantaged.		Governors to evaluate pupils' personal development and well-being	
Spring 2				Headteacher's report to governors to include review of personal development		
Summer 1			Pupil conferencing focussed on pupils' role as active, responsible, respectful citizens.			

Summer 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Personal Development and well-being
			Include tracking pupil group participation.			Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it. The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.

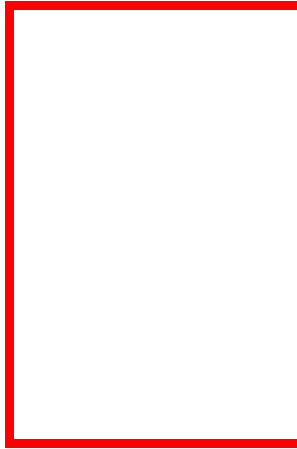
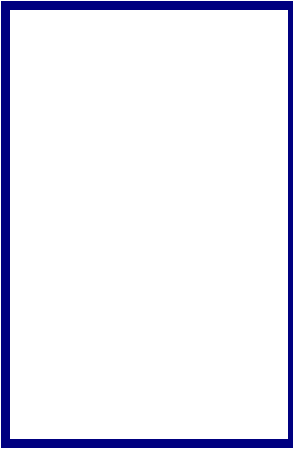
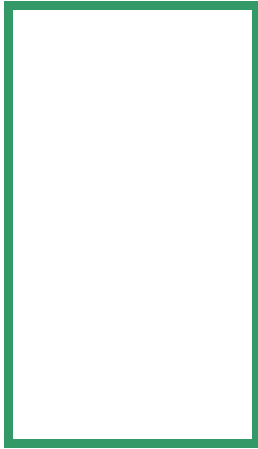
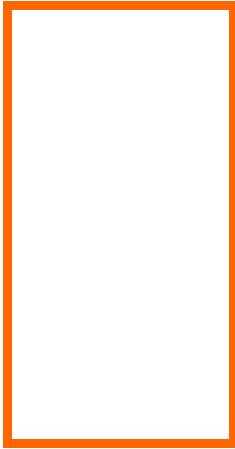
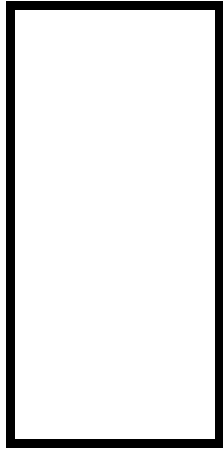
	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Leadership & governance
Autumn 1	Final review against performance appraisal targets. Self-Evaluation against schools' indicators of Inclusive, high-quality teaching.	Audit and evaluate teachers' pedagogical and pedagogical content knowledge to plan CPD programme Performance appraisal target setting for teachers.	Performance appraisal target setting for middle leaders (and impact of initiatives).	Review of vision, ethos and values with all stakeholders Programme of monitoring and review updated HT performance appraisal targets set	Governors to consider revised school improvement plan priorities and programme of monitoring and review. Consider how vision, ethos and values for school and progress towards objectives are communicated to all stakeholders	Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.
Autumn 2	Performance appraisal targets set	IPP Reviews Learning walks to evaluate the quality of provision and outcomes.	Learning walks to evaluate the quality of provision and outcomes.	HT Report to Governors summarising outcomes school evaluation activities and progress towards school improvement priorities including IDSR.	HT performance appraisal review and target setting. Governor moderation of performance appraisal.	Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload. Leaders are role models of high expectations and professionalism. Staff have
Spring 1		Support LLP Review Learning walks to evaluate the quality of	Support LLP Review progress towards school improvement plan	HT Report to Governors summarising outcomes school	Consider school self-evaluation report, review school	

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Leadership & governance
Spring 2	Interim review against performance appraisal targets.	provision and outcomes. Appraisal interim reviews including workload and well-being	priorities report to FGB. Interim performance appraisal meetings. Review of British Values in the curriculum and impact of Prevent.	evaluation activities and progress towards school improvement priorities Review actions from LLP Report Make budget recommendations based on priorities for school improvement.	improvement plan using milestones and set key priorities for development. Set budget based on self-evaluation. HTA interim review Consider leaders' report on British Values and Prevent.	high expectations of what pupils can achieve. Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school. The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning.
Summer 1	Wider curriculum subject impact report to Leadership Team.	Core subject Leaders' and of Heads of Year Position Statements/Impact Statements	Subject review meetings with subject leaders. Team Curriculum review to consider Subject Leaders' and Heads of Year Position Statements/Impact Statements. Review school improvement plan priorities/ CPD	Update School Improvement plan and pupil targets in light of pupil outcomes, curriculum review and school self-evaluation and present to governors.	Governors undertake self-evaluation of committees and FGB.	Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.
Summer 2		IPP interim reviews Learning walks to evaluate the quality of provision and outcomes.			Governors to consider recommendations for school improvement priorities.	Leaders and governors develop constructive

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Leadership & governance
						relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong. Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge. Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

	Teachers and Foundation Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Leadership & governance -safeguarding
Autumn	Safeguarding and Prevent Training – all staff including reporting process and annex A of KCSiE Staff Behaviour Policy/Code of Conduct Whistle blowing and online safety policies Risk Assessments Monthly Safeguarding Briefing	Review and evaluation of safeguarding in all subject areas – safe and sensible practices and management of risk EVC to train all staff in use of EVOLVE, risk assessments and safeguarding expectations for all trips and visits. Audit of EVOLVE planning	DSL to brief all staff. DSL to evaluate effectiveness of safeguarding processes including record keeping and follow up of actions DSL team monthly strategic review of safeguarding concerns. DSL – Termly update for staff.	Single Central Record reviewed with governors HT and DSL to submit Safeguarding Audit Child Protection records checked - stored securely and separate from pupil records. Termly HT report to governors to summarise safeguarding monitoring and evaluation.	Review of website and statutory information and duties. Lead governor for safeguarding appointed Summary guidance KCSiE. Site safety evaluation including school's monitoring and checking of visitors Review induction process including appropriate pre-employment checks and personnel files. Safer recruitment training and practices reviewed Child Protection records checked, stored securely and separate from pupil records	Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed. Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support. All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the
Spring	Monthly Safeguarding Briefing		DSL team monthly strategic review of safeguarding concerns	Single Central Record reviewed with governors	Site safety evaluation Safer-recruitment checks	

	Monthly Safeguarding Briefing		DSL – Termly update for staff	Termly HT report to governors to summarise safeguarding monitoring and evaluation.	HT/DSL annual report to governors – effectiveness of safeguarding	school's systems confidently and consistently. Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse) Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty. The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review. Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The
Summer	Monthly Safeguarding Briefing		Evaluation of safeguarding arrangements for pupils involved in extended services and activities outside normal school hours DSL – Termly update for staff	Termly HT report to governors to summarise safeguarding monitoring and evaluation. Check two-yearly training for DSL and DSL deputies Safer recruitment training reviewed.	Child protection policy and procedure review Staff Behaviour Policy/Code of Conduct review. Safeguarding Governor to finalise Safeguarding Audit and recommendations.	



conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.

Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.

See Appendix 1 for Exemplar

	Wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Early years
Autumn	Baseline assessment and adaptation of provision to meet needs of current cohort Wider curriculum leaders to ensure subject progression from Year R is meeting needs of cohort	EYFS leader to evaluate characteristics/profile of this year's cohort using baseline assessments and report to SLT. EYFS leader to evaluate EYFSP for previous year against comparative data (HCC). EYFS assessment moderation	Consider evaluation of baseline data for EYFS and implications for provision Observation of teaching and learning KS managers to evaluate transition from early years. Consider evaluation of EYFS assessment and progress data against HCC comparative data and IDSR.	HT to report to governors' effectiveness of EYFS provision, baseline profile of new EYFS cohort and comparative outcomes for previous cohort	EYFS transition parent questionnaire. FGB to consider outcomes of EYFS transition questionnaire. Consider HT's EYFS report and implications	Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school. Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.
Spring	Evaluate characteristics of effective learning	Evaluate how well learners are guided and supported – including the effectiveness of group and individual target setting (role of the adult) EYFS assessment moderation	Evaluate quality of provision in the Foundation Stage. Observation of teaching and learning.			

	Wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Early years
Summer	EYFS assessment moderation Moderate assessment of Foundation Stage pupil outcomes, Early Learning Goals and GLD	EYFS Leader transition meetings with pre-schools. Evaluation of pupil needs for new cohort with pre-schools EYFS leader to report on cohort and individual characteristics and attainment and implications for effective provision in KS1	Monitor play and care provision at break and lunchtime. Do learners adopt healthy lifestyles, feel safe and adopt safe practices?	HT to report to governors EYFS outcomes and implications for effective provision in KS1	Consider HT's EYFS report and implications	Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children. Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled. Leaders make sure that Early Years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1. There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics. Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy. Children are being well prepared to reach a good

	Wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Early years level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.
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Document 3

All activities undertaken throughout a year by role.

This section sets out the activities in half termly increments by role

- **Teacher**/Foundation Subject Leader
- Core Subject Leader & Year Leader
- SLT, SENDCo, leaders of Early Years, Pupil Premium, DSL, etc
- **Headteacher**
- **Governing Board.**

School leaders will determine the roles depending on the school context, leadership and management capacity.

Teacher/Foundation Subject Leader evaluation activities						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Transition information and gaps analysis used to plan curriculum, identify target children for separate and combined attainment and initial overlearning for pupils. Review and evaluation of safeguarding in all subject areas – safe and sensible practices and management of risk Begin EYFS Baseline assessment and adaptation of provision to meet needs of current cohort. Teachers to self-audit pedagogical and subject pedagogy development needs Final review against performance management targets, new targets set	EYFS, Y1-6 assessment moderation Attendance and punctuality reviewed. Summative assessments and completion of tracking data. HAM Milestone 1* HAM Milestone 1 and Pupil Progress Reviews to include review of provision for SEN and PP. Wider curriculum work scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans.	Annotation of weekly and medium-term planning. Attendance and punctuality reviewed. Wider curriculum work scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans. EYFS, Y1-6 assessment moderation Summative assessments and completion of tracking data. HAM Milestone 2* HAM Milestone 2 and Pupil Progress Reviews to include review of provision for SEN and PP.	Review of behaviour plans in light of logs and impact of provision Interim review against performance appraisal targets Wider curriculum work scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans. EYFS, Y1-6 assessment moderation Summative assessments and completion of tracking data	Prepare for external moderation of teacher assessment (EYFS, Year 2, Y6). HAM Milestone 3 and Pupil Progress Reviews to include review of provision for SEN and PP. Attendance and punctuality reviewed. Wider curriculum work scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans. EYFS: Evaluation of pupil needs for new cohort with pre-schools EYFS, Y1-6 assessment moderation	Wider curriculum work scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans. Wider curriculum subject leader position statements Assessment of Foundation Stage pupil outcomes, Early Learning Goals and GLD End of year reports completed, attendance reported. End of year assessments Y1-6, summative assessments and tracking data Identify curriculum gaps and essential

	Wider curriculum subject work scrutiny PDM. Subject report / evaluation including recommendations for prof. development and link to action plans.				Transition information prepared, linked to cohort. Groups and individuals. Annotation of weekly and medium-term planning. Attendance and punctuality reviewed.	overlearning for first 20 lessons of autumn term.
	Annotation of weekly and medium-term planning to reflect ongoing self-evaluation of teaching and learning. EYFS, Y1-6 assessment moderation					

Core Subject and Year Leaders' programme of evaluation activities						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Review and evaluation of safeguarding in all subject areas – safe and sensible practices and management of risk Begin weekly light-touch work scrutiny in planning/PPA for year teams to ensure consistency of pitch, expectations etc. EVC to train all staff in use of EVOLVE, risk assessments and safeguarding expectations for all trips and visits. Performance appraisal target setting for teachers. (linked to SIP and HT PM objectives) EYFS leader to evaluate characteristics/profile of this year's cohort using baseline assessments, report to SLT. Attendance lead to monitor and evaluate	Work sampling and moderation of English and Maths teacher assessment. IPP Reviews SENCo / Inclusion Manager review pupil progress against targets. PPR Meetings EVC: Audit of EVOLVE planning SEN/Inclusion Manager review of targets and impact of provision Plan follow up learning walks to check agreed actions from Pupil Progress Reviews Learning walks to evaluate the quality of provision and PPR actions	Evaluate quality of teaching and learning through work sampling and lesson observation including phonics. Pupil conferencing – do pupils understand how to improve as result of feedback. Learning walks to evaluate the quality of provision and outcomes (science and some of wider curriculum subjects) Moderation of teacher assessment. Sports Premium Report (analysis and evaluation of impact). Pupil Premium Funding report (analysis and evaluation of impact). EYFS leader to evaluate characteristics of effective learning and	Work and planning scrutiny and end of unit assessments for science and wider curriculum Monitoring of subject health and safety provision. Interim review PM Sports Premium Report (analysis and evaluation of impact). Pupil Premium Funding report (analysis and evaluation of impact). Work sampling and moderation of English and Maths. Audit of resources for curriculum areas and subject bids agreed PPR Meetings	Interim reviews IPP Review of SMSC and development of British values opportunities in the curriculum and Prevent. Evaluate how well learners are guided and supported – including the effectiveness of group and individual target setting (role of the adult) Learning walks to evaluate the quality of provision and outcomes. SEN/Inclusion Manager review of targets, impact of provision and prepare programme of support for Autumn Term.	Attendance lead to identify impact of actions and support on improving attendance, with a focus on individuals and groups (SEND/PP). Subject Leaders, year leaders' and of Heads of Year Position Statements/Impact Statements EYFS leader to report on cohort and individual characteristics and attainment and progress using EYFSP and implications for effective provision in KS1 Evaluate end of year progress and attainment against on entry attainment for all pupils and key groups including disadvantaged, SEN and prior attainment groups PPR Meetings

	attendance, by group and individual and report to Leadership Team. Phase Leaders to evaluate EYFS to KS1, KS1 to KS2 and KS2-KS3 transition and make recommendations.		planned opportunities for EYFS curriculum. Attendance lead to monitor and evaluate attendance, by group and individual and report to Leadership Team. SENCo/Inclusion manager annual report to Governors.			SENCo / Inclusion Manager review pupil progress against targets
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SLT, SENCo, PP Lead, DSL programme of evaluation activities						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Safeguarding and Prevent Training – all staff including reporting process and annex A of KCSiE Staff Behaviour Policy/ Code of Conduct, Whistle blowing and online safety policies Induction for new staff – school's teaching, learning and curriculum expectations DSL to brief all staff. Review and revise teaching expectations in preparation for PM review process. DSL team monthly strategic review of safeguarding concerns. Review extra curriculum and enrichment activities Monitor provision at break times – do learners adopt healthy	Programme of CPD revised to reflect outcomes from school evaluation. Programme of monitoring and review updated. Analysis of attendance. Evaluate pupil attainment and progress data. Consider evaluation of EYFS assessment and progress data against HCC comparative data and IDSR Pupil conferencing to evaluate to evaluate behaviour, safety, security (including e-safety), and bullying, including racist and homophobic incidents. Observation of teaching – all teaching staff and evaluate training and development needs. DSL – Evaluate behaviour, welfare,	Review progress towards school improvement plan priorities report to FGB. Observation of teaching and learning with English and maths leaders Evaluate results of pupil conferencing. Evaluation of e-safety including online filters and monitoring systems Evaluation of exclusions and attendance against national picture in IDSR Evaluate pupil attainment and progress data Evaluate quality of provision in the Foundation Stage. Follow up/ monitor Pupil Progress Review Meetings actions	Review of British Values in the curriculum and impact of Prevent. Review learning attitudes – all cohorts Teachers' Interim performance appraisal meetings. Evaluation of Foundation Stage outcomes against national picture in IDSR Termly review of behaviour logs, accidents and injuries Make budget recommendations based on priorities for school improvement. DSL – Termly update for staff	Evaluate pupil attainment and progress data. Evaluation of safeguarding arrangements for pupils involved in extended services and activities outside normal school hours. Pupil conferencing to evaluate health of pupils' social, emotional and mental health (SEMH). HCC pupil attitude survey Y2 and Y6. Learning walks to evaluate the quality of provision and outcomes in foundation subjects. Monitor play and care provision at break and lunchtime. Do learners adopt healthy lifestyles, feel safe and adopt safe practices? Observations of teaching and learning	Evaluate results of pupil attitude survey/school's pupil questionnaire. Evaluate progress against school improvement priorities. Termly review of behaviour logs, accidents and injuries Team Curriculum review and evaluation including core, foundation, SMSC and extra-curricular provision. Subject review meetings Internal evaluation of end of KS attainment and progress data and report key findings DSL – Termly update for staff. Evaluate end of year assessments Y1-6, summative assessments and tracking data

	lifestyles, feel safe and adopt safe practices? DSL to evaluate effectiveness of safeguarding processes including record keeping and follow up of actions Consider evaluation of baseline data for EYFS and implications for provision Performance appraisal target setting for middle leaders. Observations of teaching and learning	attendance and exclusions and review of behaviour logs, accidents and injuries DSL Termly update for staff			to evaluate the quality of provision and outcomes. Pupil attitude surveys	Consider Subject Leaders' and of Heads of Year Position Statements/Impact Statements. Review school improvement plan priorities (and impact of initiatives). SIP is shared with staff, governors, pupils and parents Plan annual programme of CPD based on SIP priorities.
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Headteacher programme of evaluation activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Review of vision, ethos and values with all stakeholders Share school improvement priorities shared with all stakeholders with intended impact for each term including attainment for groups. CP Policies on website updated Single Central Record reviewed with governors HT performance appraisal review HT and DSL to submit Safeguarding Audit Report to governors on extra-curricular activities that enable learners to develop healthy lifestyles. HT to report to governors on effectiveness of EYFS provision and baseline profile of new EYFS.	Evaluate PLASC return. Consider analysis of attendance records. Termly HT report to governors to summarise safeguarding monitoring and evaluation HT Report to Governors summarising outcomes school evaluation activities and progress towards school improvement priorities including EYFS, IDSR Report Milestone 1 pupil outcomes to governors. Behaviour, welfare, attendance and exclusions update to governors. Report to governors on quality of teaching, learning and curriculum. Where possible/ appropriate, HT report	Review actions from LLP Report Observation of teaching – all teaching staff. Single Central Record reviewed with governors Prepare HT (verbal) Report to Governors summarising outcomes school evaluation activities and progress towards school improvement priorities Report pupil progress, priorities for improvement and budget recommendations to governors. Analysis of attendance records and actions for individuals with persistent absence	Make budget recommendations based on priorities for school improvement. HT PM Interim Review Report Milestone 2 pupil outcomes to governors Share pupil premium and sports premium reports for website Termly HT report to governors to summarise monitoring and evaluation including: quality of teaching, learning and assessment including pupils' attitudes to learning behaviour, welfare, attendance and exclusions update to governors effectiveness and impact of pupil intervention and support including disadvantaged pupils and SEN	Review effectiveness and roles and responsibilities of SLT and middle leaders Report Milestone 3 pupil outcomes to governors. Report impact of Pupil Premium and Sports Premium on pupil outcomes SMSC provision to be reported to Governors Observation of teaching – all teaching staff Training for DSL and DSL deputies reviewed. Safer recruitment training reviewed.	Behaviour, welfare, attendance and exclusions update including impact of actions and identifying target children for next academic year Consider subject Leaders, year leaders' and of Heads of Year Position Statements/Impact Statements Report to governors on analysis of end of year pupil outcomes against school improvement priorities and national and LA benchmarks, including end of Key Stage and EYFS outcomes. Update School Improvement plan and pupil targets in light of outcomes, curriculum review and school self-evaluation and present to Governors. Set targets for school improvement, including milestones.

	Child Protection records checked - stored securely and separate from pupil records. Observations of teaching and learning	to evidence HT Pm Objectives.		Safeguarding Where possible/ appropriate, HT report to evidence HT PM Objectives. HTA interim review		Ambitious targets set for all groups including PP, SEN and disadvantaged HTA Interim review (2)
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Governors' Programme of Evaluation Activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Governors to consider revised school improvement plan priorities and programme of monitoring and review for each termly milestones Governors to consider areas of SIP in terms of committees and specific individual roles and responsibilities Governor action plan agreed and incorporated into SIP Consider how vision, ethos and values for school and progress towards objectives are communicated to all stakeholders CP Policies on website updated Lead governor for safeguarding appointed Summary guidance KCSiE	Governor moderation of performance appraisal and consideration of pay recommendations. Safer recruitment training and practices reviewed Child Protection records checked, stored securely and separate from pupil records Review HT's report on quality of teaching, learning and assessment. Evaluate behaviour, welfare, attendance and exclusions EYFS transition parent questionnaire. Consider HT's report on pupil progress including IDSR and ASP Consider LLP Review Report	Consider school self-evaluation report, review school improvement plan using milestones and set key priorities for development. Set budget based on self-evaluation. Identified governors to meet with key leaders including SENCo/Inclusion manager to evaluate provision. All committees look at their areas of health and safety. Consider HT's report on pupil outcomes and SENCo/Inclusion manager's annual report, including effectiveness and impact of pupil intervention and support.	HTA interim review Consider leaders' report on British Values and Prevent HT/DSL annual report to governors – effectiveness of safeguarding Review HT's report on quality of teaching, learning and assessment. Evaluate behaviour, welfare, attendance and exclusions Governors to review and set budget in light of pupil outcomes and school improvement priorities	Governors undertake self-evaluation of committees and FGB. Child protection policy and procedure review Staff Behaviour Policy/ Code of Conduct review Identified governors to meet with key leaders including SENCo/Inclusion manager to evaluate provision. Consider Sports Premium Report (analysis and evaluation of impact). Pupil Premium Funding report (analysis and evaluation of impact).	Review of website and statutory information and duties Safeguarding Governor to finalise Safeguarding Audit and recommendations Review HT's report on quality of teaching, learning and assessment. Staff questionnaires, impact of CPD/support. Evaluate results of pupil attitude survey/school's pupil questionnaire. Parent questionnaire/ Parent View outcomes/staff questionnaires Consider HT's report on pupil outcomes and school improvement plan including priorities for development. Consider HT's EYFS report and implications

Site safety evaluation including school's monitoring and checking of visitors Review induction process including appropriate pre-employment checks and personnel files. Impact statements/subject action plans considered by governors Review H&S policy and undertake annual review Review impact of School Improvement Plan and budget priorities on targeted pupil outcomes HTA review and target setting. EYFS transition parent questionnaire.	FGB to consider outcomes of EYFS transition questionnaire. Consider HT's EYFS report and implications				HTA interim review (2)
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Appendices

[Appendix 1](#). Example Safeguarding Implementation and Monitoring Plan Overview

[Appendix 2](#) Example MER Activities

[Appendix 3](#) Document 1 template

[Appendix 4](#) Document 2 template

[Appendix 5](#) Document 3 template

Disclaimer

The content and activities included within appendix 1 “*Safeguarding Implementation and Monitoring Plan Overview*” are provided as illustrative examples of the types of management and monitoring activity undertaken by school leaders and managers. Given the evolving nature of school practice and demands of the school system, such content may quickly become outdated. Responsibility for ensuring the accuracy, relevance, and appropriateness of the activities used within the model rests with the individual school leader, and not with this guidance.

Appendix 1: Example Safeguarding Implementation and Monitoring Plan Overview

Month	Policies and Wider Safeguarding	Recruitment and Staffing	Pupils and Curriculum	Reporting, Recording, Referrals and Inter-agency	Behaviour and Safety on Site	Governors and Safeguarding Governor	Headteacher and Leadership Team	DSL
September	Safeguarding Audit (HT and Safeguarding Governor)	Induction and refresher Safeguarding training, KCSiE and Prevent training – all staff	Termly Safeguarding and safety Assembly	Check safeguarding training for all staff and volunteers	Evaluation of e-safety arrangements	Safeguarding Audit (HT and Safeguarding Governor)	Induction and refresher Safeguarding training, KCSiE and Prevent training – all staff Check safeguarding training for all staff and volunteers	Termly Safeguarding and safety Assembly Evaluation of e-safety arrangements
October	NA	Annual Report on effectiveness of safeguarding procedures to Governors by DSL and Headteacher	Individual Behaviour Plans and Risk assessments for vulnerable pupils, including SEND reviewed	Is there a clear process for staff to discuss concerns with DSL and make referrals including Early Help Hub?	NA	NA	Annual Report on effectiveness of safeguarding procedures to Governors by DSL and Headteacher Is there a clear process for staff to discuss concerns with DSL and make referrals including Early Help Hub	Individual Behaviour Plans and Risk assessments for vulnerable pupils, including SEND reviewed
November	Annual Review of Child Protection Policy and Procedure (Governors)	Audit of Allegations procedures (HT and Safeguarding Governor) Annual audit of Exclusions	Pupil conferencing: Are pupils encouraged to adopt safe and responsible practices?		Evaluation of school's accident and injury records	Annual Review of Child Protection Policy and Procedure (Governors) Termly site walk	Audit of Allegations procedures (HT and Safeguarding Governor) Evaluation of school's accident and injury records	Pupil conferencing: Are pupils encouraged to adopt safe and responsible practices?

Month	Policies and Wider Safeguarding	Recruitment and Staffing	Pupils and Curriculum	Reporting, Recording, Referrals and Inter-agency	Behaviour and Safety on Site	Governors and Safeguarding Governor	Headteacher and Leadership Team	DSL
December		Termly sample audit of Single Central Record	Audit of safeguarding arrangements for Educational Visits – sample from EVOLVE. (HT, DSL)	Test procedures for allegations against staff including the Termly site walk HT	Monitoring of pupil behaviours at break and lunchtime.	Test procedures for allegations against staff including the HT Termly sample audit of Single Central Record	Termly sample audit of Single Central Record Termly site walk	Monitoring of pupil behaviours at break and lunchtime
January	Annual review of Physical Intervention Policy and Safer Recruitment Policy	Audit Safer Recruitment arrangements and training	Evaluation of safety, including e-safety in the curriculum		Monitoring of behaviours at beginning and end of school	Annual review of Physical Intervention Policy and Safer recruitment Policy	Audit safer recruitment arrangements and training. Monitoring of behaviours at beginning and end of school day	Evaluation of safety, including e-safety in the curriculum
February	Annual Review of e-safety policy	Audit safeguarding and other induction arrangements for new staff and volunteers	Termly safeguarding and safety assembly	Audit of referrals and interagency working	Termly site walk	Annual review of e-safety policy Termly site walk	Audit safeguarding and other induction arrangements for new staff and volunteers Audit of referrals and interagency working Termly site walk	Termly safeguarding and safety assembly
March	Pupil conferencing to evaluate safeguarding culture. (DSL, Safeguarding Governor)	Refresher Health and Safety Training including any necessary online training	Pupil conferencing: Do pupils feel able to seek support if they feel unsafe?	NA	Audit of school security arrangements	Pupil conferencing to evaluate safeguarding culture. (DSL, Safeguarding Governor)	Audit of school security arrangements	Pupil conferencing: Do pupils feel able to seek support if they feel unsafe?
April	Annual Review of Code of Conduct (Staff Behaviour)	Termly sample audit of Single Central Record	Evaluation of safeguarding in the curriculum	Audit safeguarding record keeping including	Monitoring of pupil behaviours	Annual Review of Code of Conduct (Staff Behaviour)	Termly sample audit of Single Central Record	Evaluation of safeguarding in the curriculum

Month	Policies and Wider Safeguarding	Recruitment and Staffing	Pupils and Curriculum	Reporting, Recording, Referrals and Inter-agency	Behaviour and Safety on Site	Governors and Safeguarding Governor	Headteacher and Leadership Team	DSL
	(Governors)			allegations against staff		(Governors)	Audit safeguarding record keeping including allegations against staff	
May	NA	Check DSL training up to date for DSL and Deputy DSLs appointed for September (Safeguarding Governor)	Termly safeguarding and safety assembly	NA	Evaluation of violent incidents record	NA	Check DSL training up to date for DSL and Deputy DSLs appointed for September (Safeguarding Governor) Evaluation of violent incidents record	Termly safeguarding and safety assembly
June	Review of KCSiE 2020 requirements (Safeguarding Governor)	Check Designated Teacher trained and has provided DSL with appropriate information for children in LA Care	NA	Audit safeguarding arrangements for external providers, including childcare	Termly site walk	Review of KCSiE 2016 requirements (Safeguarding Governor) Termly site walk	Check Designated Teacher trained and has provided DSL with appropriate information for children in LA Care Audit safeguarding arrangements for external providers, including childcare and extra-curricular clubs.	NA
July	Publish reviewed and updated policies on website and sign post to key stakeholders	Safeguarding governor appointed for following academic year. Termly sample audit of Single Central Record	NA	Are key Safeguarding contact details updated and accessible for all staff?	Health and Safety audit	Publish reviewed and updated policies on website and sign post to key stakeholders	Safeguarding governor appointed. Termly sample audit of Single Central Record	Are key Safeguarding contact details updated and accessible for all staff?

Appendix 2: Example MER Activities

Weekly:

- Weekly work sampling/moderation in Year teams
- AfL, adaptation of planning, flexible and responsive teaching
- Mentoring meetings with vulnerable pupils
- Attendance VYED monitoring

Monthly:

- Safeguarding and attendance data evaluation
- Evaluation of impact of support for vulnerable groups inc SEND
- Hearing children read
- Follow up PPR actions

Half Termly:

- Pupil Progress Reviews
- Progress of lowest 20% readers
- Wider curriculum subject work scrutiny (rolling cycle)
- Learning walks
- Moderation/Standardisation
- Work scrutiny EXS/PP/SEND

Termly:

- Data milestones
- Update SSE summary
- HT Written Report to Governors summarising SSE findings

Yearly:

- Update SIP, Programme of CPD, MER Schedule

Appendix 3: Document 1 template – Weekly activity planning by Role and Term

Autumn 1		Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						

Autumn 2		Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						

Spring 1	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					

Spring 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					

Summer 1	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					

Summer 2	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					

Appendix 4: Document 2 template - Activities from Document 1 mapped against Ofsted Framework

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching
Autumn 1						Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching.
Autumn 1						Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics. Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching. communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.
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	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Curriculum and teaching Achievement
Autumn 1						Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

Teachers and wider curriculum Subject Leaders [summary](#)

Core Subject Leads, Yr. Leaders [summary](#)

SLT, SENCo, PP Lead, DSL [summary](#)

Headteacher [summary](#)

Governors [summary](#)

Curriculum and teaching Achievement

facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.

On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.

Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Attendance and behaviour
Autumn 1						Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues. Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand. Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour. Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately. Leaders and staff usually ensure that incidents of bullying, unlawful
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

Teachers and
wider
curriculum
Subject
Leaders
[summary](#)

Core Subject
Leads, Yr.
Leaders
[summary](#)

SLT, SENCo, PP
Lead, DSL
[summary](#)

Headteacher
[summary](#)

Governors
[summary](#)

Attendance and behaviour

discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.

Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.

Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.

Overall attendance is broadly in line with national averages or shows an improving trend over time.

Attendance is improving, including the attendance of pupils who are persistently

Teachers and
wider
curriculum
Subject
Leaders
[summary](#)

Core Subject
Leads, Yr.
Leaders
[summary](#)

SLT, SENCo, PP
Lead, DSL
[summary](#)

Headteacher
[summary](#)

Governors
[summary](#)

Attendance and behaviour

or severely absent and individuals or groups that leaders have focused on. Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely, well-chosen and targeted.

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Personal Development and well-being
Autumn 1						A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally. The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge. Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain. Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						
Summer 2						

Teachers and wider curriculum Subject Leaders [summary](#)

Core Subject Leads, Yr. Leaders [summary](#)

SLT, SENCo, PP Lead, DSL [summary](#)

Headteacher [summary](#)

Governors [summary](#)

Personal Development and well-being

Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it. The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.

	Teachers and wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Leadership & governance
Autumn 1						Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively. Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload. Leaders are role models of high expectations and professionalism. Staff have
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

Teachers and
wider
curriculum
Subject
Leaders
[summary](#)

Core Subject
Leads, Yr.
Leaders [summary](#)

SLT, SENCo, PP
Lead, DSL
[summary](#)

Headteacher
[summary](#)

Governors
[summary](#)

Leadership & governance

high expectations of what pupils can achieve.

Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school.

The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning.

Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.

Teachers and
wider
curriculum
Subject
Leaders
[summary](#)

Core Subject
Leads, Yr.
Leaders [summary](#)

SLT, SENCo, PP
Lead, DSL
[summary](#)

Headteacher
[summary](#)

Governors
[summary](#)

Leadership & governance

Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.

Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.

Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

	Teachers and Foundation Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Leadership & governance -safeguarding
Autumn 1						Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed. Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support. All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						



respond by following the school's systems confidently and consistently.

Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse)

Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty.

The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.



Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.

Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them.

See Appendix 1 for Exemplar

	Wider curriculum Subject Leaders summary	Core Subject Leads, Yr. Leaders summary	SLT, SENCo, PP Lead, DSL summary	Headteacher summary	Governors summary	Early years
Autumn 1						Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school. Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. Leaders make sure that the curriculum identifies and sequences the key
Autumn 2						
Spring 1						
Spring 2						
Summer 2						
Summer						

Wider
curriculum
Subject
Leaders
[summary](#)

Core Subject
Leads, Yr.
Leaders [summary](#)

SLT, SENCo, PP
Lead, DSL [summary](#)

Headteacher
[summary](#)

Governors
[summary](#)

Early years

knowledge that children will learn across the EYFS educational programmes. Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.

Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled. Leaders make sure that Early Years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1.

There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.

Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that

Wider curriculum
Subject Leaders
[summary](#)

Core Subject Leads, Yr. Leaders
[summary](#)

SLT, SENCo, PP Lead, DSL
[summary](#)

Headteacher
[summary](#)

Governors
[summary](#)

Early years

they feel safe, secure, stimulated and happy.

Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.

By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency.

Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well-being typically achieve well from their starting points. This means that they are

Wider
curriculum
Subject
Leaders
[summary](#)

Core Subject
Leads, Yr.
Leaders [summary](#)

SLT, SENCo, PP
Lead, DSL [summary](#)

Headteacher
[summary](#)

Governors
[summary](#)

Early years

generally ready for the next
stage of learning.

Appendix 5: Document 3 template - Full-Year Activity Plan by Role

Teacher/Foundation Subject Leader evaluation activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weekly/ongoing activities:					

Core Subject and Year Leaders' programme of evaluation activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

SLT, SENCo, PP Lead, DSL programme of evaluation activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Headteacher programme of evaluation activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Governors' Programme of Evaluation Activities					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Original work by	Derek Myers Stuart Adlam		
Revised by	Derek Myers Stuart Adlam	Date	8 July 2026