



The Societas Trust

Improving Education Strategy **2025 to 2026**

‘Great Learning Opportunities for All’

(Updated Sept 25)

This strategy reflects the clear vision and values of The Societas Trust (the Trust) in ensuring ‘Great Learning Opportunities for All’. Our Trust works within the context of shared responsibility, shared decision making and structured school to school support. Our focus is on supporting continuous improvement and the pursuit of excellence for all within the Trust. Our approach recognises that each setting has important complementary roles in securing this excellence, and that the sharing of strengths across the Trust which, combined with a shared intolerance of underachievement, will lead to improved educational outcomes for all children served by Societas.

Key Principles

This strategy is underpinned by two key principles: a shared responsibility and commitment to high standards by all Societas stakeholders; and that all are signed up to continuous improvement and development of best practice to support a rise in standards.

A shared responsibility for high standards means:

- working in partnership with all stakeholders including our Members, Directors and Local Governors;
- a drive to raise standards and outcomes of all children and young people in each Societas setting;
- ensuring parents, carers and pupils have the information they need;
- valuing and encouraging openness, transparency and accessibility as pre-requisites for a shared learning and continuously improving system;
- ensure that all educational providers are of the best quality and are well placed to deliver high quality provision for all children and young people;
- secure and develop high quality leadership and management at all levels in the system, including at Board and Local Governance levels;
- promote and develop high quality teaching and learning, overcoming barriers to educational achievement and ensuring early support;
- aligning the work of a range of professionals to promote young people’s achievement and well-being, working in partnership with social and health colleagues to meet the broader needs of children and families alongside their educational needs.

A commitment to high standards means:

- working in partnership with pupils, parents, carers and all Societas leadership and management (including Members, Directors and Local Governors) and other stakeholders, to ensure coherent and consistent challenge to each setting in the aim to provide the highest quality of education;
- on-going analysis and evaluation of comprehensive data sets from each setting to inform challenge and improvement priorities;
- securing the inclusion, participation and engagement of all children and young people in all aspects of their education and ensuring that their voice is heard;
- providing professional development opportunities in the light of locally identified needs and statutory requirements;
- celebrating and signposting effective practice;
- offering appropriate support and challenge to each other and being prepared to be challenged when it is evident that standards are not high enough and quality of provision is not good enough.

Procedures and Guidance

Rationale – to identify strengths and areas for continued development

Each Societas setting has delegated responsibility for their individual improvement, however, each also recognises the collective responsibility of meeting the needs of all Societas' pupils and understands that this can be achieved better together. The Directors' Board, through its Education Committee, has the responsibility to oversee the effectiveness of each setting to ensure a coherent and strategic approach to educational improvement, where every child receives a good education.

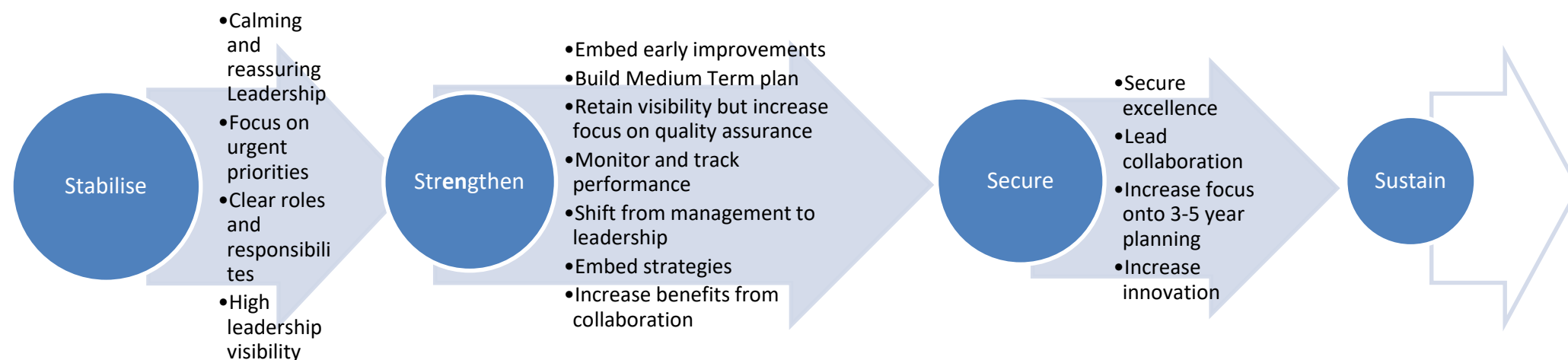
The Directors' Board, through its Education Committee, is therefore expected to:

- Establish improvement capacity by ensuring that there is sufficient internal capacity to support all settings, including those that are underperforming;
- Identify the improvement needs of all settings and ensure appropriate solutions to meet those needs;
- Supporting and deploying leadership in order to lead the process of change, secure baseline expectations, co-ordinate the integrations of additional sources of support and build relationships with local communities;
- Ensure access to effective practice and expertise at all levels (e.g. wider school to school, MAT to MAT partnerships, Regional Improvement for Standard and Excellence Teams (RISE) Teams, External Partners/Consultants etc.);
- Monitor improvements in outcomes and review changes in the quality of provision.

How do we do this?

The Education Committee is responsible for identifying the improvement needs of all settings and ensuring appropriate solutions to meet those needs. In order to do this, the Academy Performance Review (APR) Framework (See Appendix 1), which outlines the key performance indicators or 'strand criteria,' is used as a self-evaluation tool by leaders of the trust and then quality assured by external partners. The APR Framework establishes the capacity and the various strengths, needs and/ or potential risks, of each setting and of the Trust overall.

Our Framework is based upon Sir David Carter's Four Stage Improvement model which identifies the stage a setting is at in its improvement journey. The model also identifies the key leadership required to bring about school improvement.



The APR cycle/process (Appendix 2) allows the Trust to be proactive in building upon the capacity and strengths across the Trust and identify any support needs in order to ensure rapid improvement. The Graduated Response Framework (Appendix 3) outlines the level of support to be provided at each stage of a setting's development. The APR process is externally quality assured as appropriate to ensure accurate judgements.

Following the analysis of the information/evidence provided during the termly APR, a collective judgement of the degree of risk against each performance indicator is given in line with the agreed 'Strand Criteria'. As a result of this, an overall collective judgement is made using the same criteria and is reported to the Directors' Board.

This review also determines the level of autonomy, challenge and support to be provided to each setting going forward. The aim is not to predict a future Ofsted outcome but to be clear about the setting's current level of performance, strengths (capacity) and areas improvement. The intention is to have an objective, externally validated and quality assured, view of:

- the quality of education in each Societas setting;
- the level of strength and capacity within the trust.

What do we do with this information?

The Executive Board, overseen by the Education Committee, has delegated responsibility to use the APR outcomes to undertake a shared planning process that results in the Trust's Strategic Education Development Plan. The plans outline both collaborative projects, with joint training and expertise sharing that involves all / some settings across the Trust, and also bespoke support for individual / group settings, as appropriate. Following implementation, the outcomes are shared and monitored on a half termly basis by the Executive Board as outlined in the strategic development plans.

The Executive Board also makes recommendations to the Directors' Board regarding the need for any additional internal or external support or capacity. This allows the Directors' Board to carry out its function in meeting the needs of all settings using the Graduated Response Framework.

Information from the APR process also informs priorities for each setting, which are then used in headteacher performance management reviews and to monitor setting performance. Individual setting improvement activity is also scrutinised by the Local Governing Boards of each setting, with Trust representatives having oversight of this work.

Research and evidence is used to inform improvement work where appropriate. Shared practices, which support improvement, are co-designed resulting in some areas of standardisation across the Trust (where appropriate).

Supporting Underperforming Academies

The role of the Executive Board, overseen by the Education Committee, is to ensure that there is sufficient internal capacity to support all settings, including those that are underperforming. Due diligence of new schools is also undertaken; this includes school improvement scrutiny as well as other areas. The capacity to support might be drawn from the other settings, the central team or externally; however, it will always include credible, experienced leaders who can diagnose a school's needs and coordinate the improvement efforts of the team. The Graduated Response framework outlines what support will be provided, how often and by whom. Capacity to support underperforming settings is based on the ratio between Societas Trust settings that are able to offer school improvement capacity and the settings that need their support (3:1).

Where underperformance is identified, and the Trust has capacity to support, a forensic analysis of school improvement needs is undertaken by the Trust leaders, using the due-diligence, APR Process or other processes deemed necessary. The information gathered provides an initial outline of the needs of the individual setting and of the types of improvement support that will need to be put into place. A bespoke development plan, which details how leadership will be supported and deployed that also outlines the access to effective practice and expertise at whole school and classroom level, is drawn up. This process is undertaken by the Trust leaders, setting leaders and Chair of the LGB as appropriate.

Monitoring the progress of academies at risk

Regular reviews of progress including scrutiny of pupil assessment data; visits and periodic formal reviews are undertaken. These mechanisms, also, continue to inform the allocation of central resources by the Education Committee to the settings requiring additional support. The level of autonomy will also be evaluated as part of this process.

Headteachers, other Senior Leaders and Chairs of Governors of any Societas Setting assessed at risk, or judged not to be making appropriate progress, will be invited to meet with the CEO and Chair of the Education Committee to discuss the matter. On the basis of the evidence presented and conversations at these meetings, recommendations will be made to the Directors' Board about:

- The capacity of the setting to make the necessary improvements;
- A review of the degree of challenge;
- The commissioning of any further support identified at the meeting;
- The need to take further actions including possible intervention.

Settings Causing Concern overall

Settings are likely to be considered at risk of intervention if a large number of strand criteria are judged in the Stabilise group, as outlined in the APR Framework:

Any school/setting in an OFSTED grade 4 category is automatically rated as high risk and a setting causing concern.

Identification as a setting causing concern will trigger a series of actions to support, challenge and, where necessary, intervene so that the issues causing concern can be fully identified and remedied in the shortest possible time.

Appendix 1 - Academy Performance Review (APR) Framework

	Stabilise	Strengthen	Secure
Governance	<p>The LGB are not compliant in one or more of these areas:</p> <ul style="list-style-type: none"> • Policies & procedures in line with DfE guidance • Annual review of statutory policies • Website compliance • Equality Act 2010 • Safeguarding <p>Governors care about and support the work of the school but do not fully understand the role and responsibility.</p> <p>Governors are focused on the day-to-day rather than outcomes for children; they have limited knowledge of the strengths and weaknesses of the schools.</p>	<p>Governors support the work of the school and are beginning to challenge and hold the school to account.</p> <p>Governors know some aspects of the school well, they are developing their understanding.</p> <p>The Governing Board recognise the gaps in their knowledge/skills and have plans in place to address these (with support from the Trust if appropriate) e.g. recruitment, CPD.</p>	<p>Governors ensure clarity of vision, ethos and strategic direction.</p> <p>Governors support, challenge and are proactive. They know the school very well including financial performance, ensuring resources are deployed effectively.</p> <p>Governors hold the headteacher and senior leaders to account rigorously for pupil outcomes.</p> <p>Governing Board has the full range of skills to be effective in support and challenge of school.</p>

	Stabilise	Strengthen	Secure
Senior Leadership	<p>Vision, ethos and culture is in need of further development.</p> <p>Aspirations and expectations for pupils are inconsistent.</p> <p>Academy Self-Evaluation is inaccurate.</p> <p>Priorities for improvement are unclear or inaccurately identified.</p> <p>Roles and responsibilities are unclear including the deployment of staff across the setting.</p> <p>Systems to ensure the smooth operation of the setting are limited.</p> <p>Leaders are unclear of the development needs of staff. CPD is not in place to address setting priorities.</p>	<p>Vision is in place but not shared widely/securely with stakeholders.</p> <p>Aspirations and expectations are either insufficiently ambitious or not yet showing impact.</p> <p>Academy Self-Evaluation is accurate. Priorities for improvement are generally clear, however plans in place do not sufficiently address areas for improvement yet.</p> <p>Roles and responsibilities are understood but not yet consistently embedded.</p> <p>Leaders are outward looking and learn from best practice. Leaders are proactive in developing systems that are responsive to needs of the setting.</p> <p>Leaders are aware of the CPD needs of staff and CPD is linked to setting priorities and is having some impact.</p>	<p>Senior Leaders have a clear vision that is shared with all stakeholders. The ethos and culture of the setting are reflective of this.</p> <p>Aspirations and expectations for all are ambitious and leadership are relentless in their pursuit of excellent outcomes.</p> <p>Academy Self-Evaluation is accurate. Leaders know their school improvement priorities and have plans in place to address these.</p> <p>Roles and responsibilities are clear in the team and are having impact. Leadership and accountability for improvement understood by all.</p> <p>Leaders are strategic in their approach, staying informed of educational developments, evaluating needs, developing systems and practice to in response.</p> <p>Leaders recognise and develop expertise throughout the setting through targeted CPD and leadership opportunities from within and beyond leading to improved provision.</p>

	Stabilise	Strengthen	Secure
Safeguarding	<p>Safeguarding processes and procedures do not meet the minimum requirements to keep children safe (see Safeguarding Audit).</p> <p>The setting does not comply with the EYFS safeguarding requirements:</p> <ul style="list-style-type: none"> • Minimum ratios • Minimum qualifications including those for First Aid • Suitable people 	<p>Policies and procedures are in place to ensure that learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation are identified and supported.</p> <p>The setting follows safe recruitment processes.</p> <p>The setting manages allegations about adults who may be a risk to learners.</p> <p>Effective risk management processes ensure a safe environment.</p>	<p>There is a culture of vigilance around safeguarding that takes a proactive approach to keeping children and their families safe.</p> <p>Effective policies, procedures and actions identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.</p> <p>The setting helps learners reduce the risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.</p> <p>The setting manages safe recruitment and allegations about adults who may be a risk to learners.</p> <p>Effective risk management processes ensure a safe environment.</p> <p>School has growing expertise in a wide range of areas to support safeguarding e.g. Parenting support, ELSA, counselling.</p>

	Stabilise	Strengthen	Secure
Wellbeing of staff	<p>Leaders have yet to take account of staff wellbeing resulting in challenges such as:</p> <ul style="list-style-type: none"> • High staff turnover • Low morale • Reduced communication 	<p>Procedures that allow leaders to take account of staff's wellbeing are not fully embedded.</p> <p>Leaders engage with staff and have an understanding of wellbeing pressures.</p> <p>Leaders are beginning to address challenges that affect staff wellbeing.</p> <p>Professional development opportunities are available.</p> <p>Procedures to support staff attendance are in place.</p>	<p>Leaders routinely engage with their staff and are aware and take account of the main pressures on them.</p> <p>Leaders' decisions routinely take into account staff welfare and wellbeing.</p> <p>Leaders are realistic and constructive in the way they manage staff, including this workload.</p> <p>Professional development of staff is highly valued and individual needs are respected.</p> <p>Staff take ownership of their own wellbeing and support each other.</p> <p>Robust systems in place to support staff wellbeing and attendance.</p> <p>Leaders protect their staff from bullying and harassment.</p>

	Stabilise	Strengthen	Secure
Children's Personal Development & Behaviour	<p>There is not full compliance with attendance recording and reporting procedures.</p> <p>Attendance data is not routinely analysed or acted upon.</p> <p>Attendance is not prioritised by leaders.</p> <p>Leaders are not taking effective steps to secure good behaviour from pupils or there is an inconsistent approach to discipline.</p> <p>Pupils demonstrate persistently disruptive behaviour and a lack of self-discipline and respect for others.</p> <p>Equality of opportunity is not promoted.</p> <p>Pupils/Groups are discriminated against and the school is not taking effective action to address this.</p>	<p>Systems are in place to promote pupil attendance.</p> <p>Attendance data is collected although not always effectively analysed/acted upon.</p> <p>Policies and procedures are not used consistently and this impacts on standards, behaviour and attitudes across the school.</p> <p>Pupil behaviour is improving over time but is not consistent across the setting.</p> <p>Support is in place for children with specific behaviour needs however this is not yet leading to improvement.</p> <p>Pupil voice is not well developed within the school.</p>	<p>Robust systems are in place to promote pupil attendance. Trends, including of groups, are routinely analysed and acted upon.</p> <p>There are high expectations for children's behaviour. The vast majority of children behave well and demonstrate respectful and positive relationships. Expectations are applied consistently and fairly.</p> <p>Effective support is in place for children with specific behaviour needs and the impact of this is demonstrated over time.</p> <p>The work of the school supports learners in development of character (including resilience, confidence and independence) and knowing how to keep physically and mentally healthy.</p> <p>Children understand, appreciate and respect difference. Bullying, peer-on-peer abuse or discrimination are not tolerated and on the rare occasion when they do occur, they are dealt with quickly and effectively.</p> <p>Learners' attitudes to learning are positive; they are committed to learning, resilient to setbacks and take pride in their achievements.</p> <p>Pupil voice is prioritised within the school.</p>

	Stabilise	Strengthen	Secure
Subject Leadership	<p>Vision is in need of further development.</p> <p>Aspirations and expectations for pupils are low.</p> <p>Priorities for improvement are unclear or inaccurately identified.</p> <p>Subject leaders do not fully understand their role and responsibilities.</p>	<p>Subject Leader may be new to the role or new to leading subject.</p> <p>Subject Leader's vision is developing but this is not yet fully impacting across the setting.</p> <p>Aspirations and expectations are either insufficiently ambitious or not yet showing impact.</p> <p>Priorities for improvement are generally appropriate, although plans in place do not sufficiently address these or have not yet had sufficient time to impact on teaching and learning.</p> <p>Subject Leaders make use of existing expertise from within the school and actively seek additional support.</p>	<p>Subject Leaders are able to clearly articulate their vision and this is reflected through the teaching and learning of the subject.</p> <p>Subject Leaders are aspirational and ambitious for their pupils.</p> <p>Subject Leaders know their subject across the setting and set appropriate improvement priorities. Well considered action plans are in place to address these.</p> <p>Subject Leaders are outward looking, keep up to date with current developments and learn from best practice.</p> <p>Subject Leaders collaborate effectively with Senior Leadership to drive improvement.</p> <p>Leaders provide effective support to teachers.</p>

	Stabilise	Strengthen	Secure
Teaching & Learning	<p>The overall profile of teaching across the school is not strong enough to bring about subsequent improvement without bespoke support.</p>	<p>The overall profile of teaching across the school is inconsistent but is improving.</p> <p>Action is being taken to address the inconsistencies.</p>	<p>The overall profile of the teaching is good, where there are inconsistencies this is being addressed.</p> <p>Teachers have high expectations and are positive and confident; they embrace opportunities to improve and develop.</p> <p>Teachers demonstrate a clear understanding of quality first teaching, are determined for every child to succeed and use assessment information effectively.</p> <p>Teachers have good knowledge of the subjects that they teach.</p> <p>Teachers are demonstrating the impact of the support provided by leaders.</p>

	Stabilise	Strengthen	Secure
Curriculum Intent and Breadth	<p>The curriculum is not sufficiently broad or areas of the National curriculum are not fulfilled.</p> <p>The curriculum offer does not meet the needs of learners (including specific groups).</p>	<p>The curriculum is fulfils the requirements of the National Curriculum, however sufficient thought has not been given to the bespoke needs to the context or learners.</p> <p>The curriculum is not sufficiently ambitious for all learners (including specific groups).</p>	<p>The setting curriculum is full, relevant and ambitious for all learners (including specific groups).</p> <p>Curriculum is bespoke to the community, supporting and preparing pupils for next stage of education and beyond.</p>
Subject Curriculum	<p>The subject curriculum is not sufficiently developed, as a result, children do not gain cumulative knowledge and skills over time.</p>	<p>A subject curriculum offer is in place, however it does not yet have sufficient cohesion in sequencing or awareness of children's prior knowledge and skills.</p> <p>The assessment approach is not yet fully developed to support learning or inform leaders.</p> <p>Action is being taken to address the inconsistencies in the subject curriculum.</p>	<p>The subject curriculum is coherently planned and well sequenced, builds on children's prior knowledge and skills and applies learning across the curriculum where relevant.</p> <p>The subject curriculum offers all learners the knowledge and cultural capital they need to succeed in life.</p> <p>Assessment approach is clear and is used well and purposefully to support teachers and leaders in planning for learning.</p>

	Stabilise	Strengthen	Secure
Assessment & Achievement	<p>Assessments systems and processes are ineffective at checking understanding/informing teaching.</p> <p>Systems and processes do not support accurate assessment/targeting.</p> <p>Standards and/or progress are low (relative to context) and not rising quickly enough.</p>	<p>Assessments processes are in place although they may be overly time consuming or less effective in checking understanding/informing teaching.</p> <p>Systems and processes support accurate assessment/targeting, although there are some inconsistencies across the school.</p> <p>Standards and/or progress are low (relative to context) either for the whole cohort or specific groups but are being addressed effectively although this is in the early stages.</p>	<p>Teachers and Leaders use assessment well and they use it to help pupils to embed and use knowledge fluently or to check understanding and inform teaching.</p> <p>Leaders use analysis of assessment outcomes to drive school improvement.</p> <p>Leaders understand the limitations of assessment and do not use in a way that creates unnecessary burdens on staff and pupils.</p> <p>Overall, across almost all year groups and in a wide range of subjects, pupils make consistently strong progress, from their different starting points. This includes disadvantaged, disadvantaged high achievers, SEND and most able pupils.</p> <p>Trends in progress and/or attainment over time demonstrate consistent strength.</p>

	Stabilise	Strengthen	Secure
Inclusion	<p>The setting are not compliant in one or more of these areas:</p> <ul style="list-style-type: none"> Supporting pupils with medical conditions Making reasonable adjustments Up-to-date policies and procedures Website compliance around SEND <p>Vision for pupils with SEND is in need of further development. Aspirations and expectations for pupils need raising.</p> <p>Roles and responsibilities for SEND are unclear or not inline with the SEND code of practice.</p> <p>The profile of teaching for SEND pupils across the school is not strong enough to bring about subsequent improvement without support.</p> <p>The overall inclusion provision for children across the school is not strong enough to meet their needs.</p>	<p>A vision is in place for pupils with SEND but not shared widely/securely with stakeholders. Aspirations and expectations are either insufficiently ambitious or not yet showing impact.</p> <p>Roles and responsibilities for SEND provision are understood but not yet consistently embedded.</p> <p>The profile of teaching for SEND pupils across the school is inconsistent but has the capacity to improve and is doing so rapidly.</p> <p>Procedures are in place for staff, parents/carers and children to contribute although they are not yet shaping the quality of support and provision fully.</p> <p>Policies and procedures are in place but not yet consistently applied to support accurate identification of need and inform classroom practice.</p>	<p>The school has a clear vision for the education of all pupils with SEND at the school. The school leaders and Governors have created a culture of high aspiration for all children.</p> <p>Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.</p> <p>Teachers have a clear understanding of pupil need and use assessment information to plan and adapt lessons effectively. Evidence demonstrates practice is consistent throughout the setting.</p> <p>Procedures are in place for staff, parents/carers and children to meaningfully contribute to shaping the quality of support and provision. This is in line with expected timescales.</p> <p>Policies and procedures are in place and reviewed to support accurate identification of need and inform classroom practice.</p>

	<p>Academy Self-Evaluation is inaccurate. Priorities for improvement are unclear or inaccurately identified.</p> <p>There is not the capacity to bring about the necessary rapid improvements without external support.</p>	<p>The setting does not use behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</p> <p>Interventions, support and resources for children with SEND are in place but not always deployed effectively or efficiently.</p> <p>The setting has a growing expertise in SEND and is aware of areas to develop further.</p>	<p>The setting scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</p> <p>Interventions, support and resources are coordinated and deployed effectively and strategically. There is a graduated approach to interventions - class, group and individual support is balanced appropriately.</p> <p>The setting has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further</p>
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	Stabilise	Strengthen	Secure
Wider School	<p>Setting has a limited understanding of the needs of the local community.</p> <p>Communication channels are ineffective.</p> <p>Limited relationships with external groups and partners – i.e. social care , feeder schools, Foodbank, places of worship.</p> <p>Setting does not have a positive reputation locally.</p>	<p>Setting has some understanding of the needs of the local community and may be acting on some of these.</p> <p>Communication channels are developing but do not reach all stakeholders.</p> <p>Relationships with essential external groups and partners are in place e.g. social care, EWO.</p> <p>Setting has a neutral reputation in the community.</p> <p>Some promotion of activities taking place in the setting with a wider audience.</p> <p>Setting is aware of ‘hard to reach’ families and is beginning to work on engagement.</p>	<p>School understands the needs of the community and routinely works to meet the evolving needs (including those beyond the school gates).</p> <p>School has effective channels of communication; stakeholders’ views are valued and acted upon appropriately.</p> <p>Relationships with external groups and partners are effective - i.e. social care , feeder schools, foodbank, places of worship.</p> <p>Identity and positive reputation very well established with the wider community.</p> <p>Proactive, wide promotion of the activities and projects that celebrate the setting and the Trust.</p> <p>Local heritage is effectively embedded.</p> <p>The setting strives to engage ‘hard to reach families.’</p> <p>Children demonstrate engagement in wanting to help and support the wider community through fundraising etc.</p>

	Stabilise	Strengthen	Secure
EYFS	<p>The quality of early years education is not effective or compliant with current legislation.</p> <p>Leaders are not aware of current EYFS legislation or best practice and this is impacting on the overall provision.</p> <p>Staff do not have a good understanding of the areas of learning and the way in which young children learn and develop.</p> <p>Routines are lacking.</p> <p>There is a lack of clarity about what children are expected to learn and/ or an insufficient focus on communication and language.</p> <p>The curriculum is poorly designed and implemented; it does not meet the children's needs or provide the necessary foundations for the rest of their schooling.</p> <p>By the end of Reception, children cannot communicate, read or spell phonically decodable words as well as they should. They do not have basic fluency in number and shape, space and measure.</p> <p>The learning environment indoors and outdoors needs further consideration and is not effectively meeting the needs of the children.</p> <p>Assessment is not yet used effectively in informing planning or in preparing children for the next stage of their learning.</p>	<p>The quality of early years education is improving rapidly and is compliant with current legislation.</p> <p>Leaders have a clear vision however this is not yet evident in everyday practice throughout the setting.</p> <p>Staff have an increasing knowledge about the needs of their children and of what their next steps in learning are.</p> <p>Routines have been considered but are not yet consistently in place.</p> <p>Staff have an increasing understanding of the areas of learning and how children learn and develop.</p> <p>The curriculum is planned, but lacks depth or sequence in some areas. Although communication and language opportunities are planned for and implemented effectively it is not yet adaptive and does not fully meet the needs of all of the children.</p> <p>By the end of Reception, most children are able to communicate effectively across all areas of the EYFS curriculum.</p> <p>The learning environment indoors and outdoors is well presented. Resources are not yet fully matched to the needs of the curriculum or children and do not facilitate effective play opportunities.</p> <p>Assessment takes place, but there are inconsistencies in practice resulting in some inaccuracies or is onerous. Assessment information is not</p>	<p>The quality of early years education is highly effective and is compliant with current legislation.</p> <p>Leaders have a clear vision which is evident throughout the setting. They are reflective, aware of the strengths of their setting and strive for continuous improvement.</p> <p>Staff are knowledgeable and sensitive about the needs of their children; they are clear about what they expect children to learn.</p> <p>Strong day to day routines, which provide good quality provision for all children, are in place.</p> <p>Practitioners are knowledgeable across all areas of learning and about how children learn and develop.</p> <p>The ambitious, sequential curriculum has been carefully constructed and provides meaningful learning opportunities that meets the needs of the children. There is a strong focus on improving children's vocabulary and in developing early reading skills. The impact of the curriculum is evident in children's behaviour and attitudes to learning and to each other.</p> <p>By the end of Reception, children are able to communicate effectively and use their vocabulary successfully across all areas of the EYFS curriculum.</p>

	<p>Assessments are not yet part of the routine practice and/or do not involve observations made by parents.</p> <p>There is a lack of clarity regarding the identification of potential SEND children.</p> <p>Parents do not know what their child is learning or how to help them improve.</p> <p>Breaches of the statutory requirements are having an impact on children's learning and development.</p>	<p>communicated effectively and is not yet used systematically to plan for next steps in learning.</p> <p>Systems for identifying SEND children are in place but not implemented systematically and consistently by all staff.</p> <p>Parents are encouraged to contribute to their child's observations but information shared is not yet informing the child's assessments.</p> <p>Any breaches of the statutory requirements do not have a significant impact on children's learning and development.</p>	<p>The indoor and outdoor learning environments are well resourced, well organised, promote high quality play, independence and celebrate diversity.</p> <p>The areas within the environment facilitate confidence, curiosity, creativity, role play and problem solving. The outdoor environment is carefully considered to incorporate natural play opportunities.</p> <p>Assessments are accurate, purposeful and used effectively. Leaders understand the limitations of assessment and avoid unnecessary burdens on practitioners and children.</p> <p>SEND pupils are identified swiftly and appropriate interventions take place, meaning Children with SEND achieve the best possible outcomes.</p> <p>Parents are well informed about their child's progress, in line with the EYFS requirements, and contribute to the assessment process.</p> <p>Information to parents about how they can support their child's learning at home is also shared.</p>
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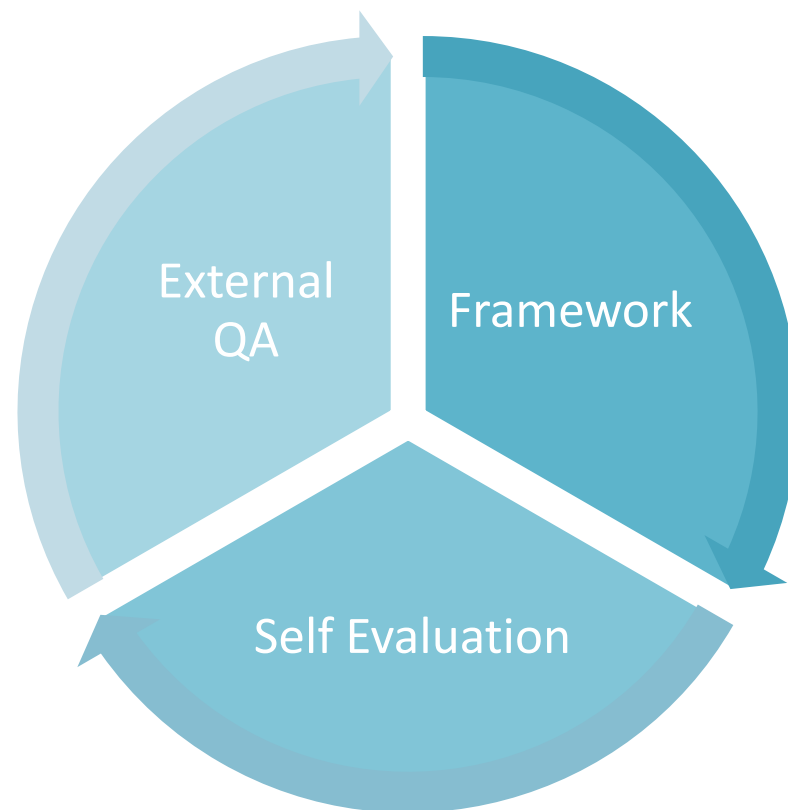
P4C	Stabilise (Emerging Bronze Standard)	Strengthen (Bronze Standard)	Secure (Silver Standard)	Shareworthy (Gold Standard)
	<p>P4C Practice is emerging.</p> <ul style="list-style-type: none"> ▪ The Head and SLT have considered how P4C might fit within the school strategy and understand the need for evaluation. ▪ A P4C leader has been identified. ▪ One or two teaching professionals have trained to Level 1. ▪ P4C ground rules have been discussed. ▪ Pupils have experienced some steps of the model enquiry and have been introduced to big ideas/concepts. ▪ Pupils can recognise that reasons are important. ▪ Pupils have been introduced to the idea of self-evaluation, for example, they can say how well they or the class have listened or contributed. 	<p>Bronze Standard indicators embedded. Indicators include:</p> <ul style="list-style-type: none"> ▪ Children engage in P4C enquiries on a weekly basis in some classes; ▪ Children understand the philosophical enquiry process and take part in activities to develop P4C; ▪ Children are able to use an example or evidence to support or challenge a view; ▪ Children are increasingly confident and asking open philosophical questions; ▪ Teachers begin to plan for skills progression; ▪ Teachers ensure transition of skills from one year to the next; ▪ Children can evaluate progress of the community and themselves as individuals against the 4Cs; ▪ Teachers review, analyse and reflect on their own practice and plan the focus for subsequent sessions, 	<p>Silver Standard indicators embedded. Indicators include:</p> <ul style="list-style-type: none"> ▪ P4C leader monitors and reviews P4C across the school; ▪ P4C leader leads twilight sessions to maintain the profile of P4C and shares good practice; ▪ Children understand the philosophical enquiry process and take part in activities to develop P4C; ▪ Children are increasingly confident and asking open philosophical questions; ▪ Children are able to use an example or evidence to support or challenge a view; ▪ Children are able to identify big ideas/concepts in their questions; ▪ Children can evaluate progress of the community and themselves as individuals against the 4Cs; ▪ The P4C approach is evident in teaching and learning across other areas of the curriculum; ▪ Most teachers are facilitating their own enquiries and can vary the standard model of enquiry; ▪ Teachers plan and review a series of cycle of P4C enquiry and 	<p>Gold Standard indicators embedded. Indicators include:</p> <ul style="list-style-type: none"> ▪ Children can identify behaviour, skills and attitudes related to the 4Cs; ▪ Most children ask their own conceptually rich philosophical questions (contestable, central, common and connecting); ▪ Children are able to bring together reasons and evidence to form a new understanding or make a judgment; ▪ Children's reasoning and meaning-making are visible in curriculum learning; ▪ Children evaluate individual and whole group progress in terms of their philosophical thinking and construction of meaning-making; ▪ The P4C approach is explicitly used in teaching and learning in other areas of the curriculum; ▪ Most teachers use questioning and other strategies to challenge children's thinking, explore philosophical concepts and deepen thinking skills; ▪ Teachers plan P4C cycles regularly either within curriculum subjects or as part of P4C lessons;

			<p>exercise sessions which includes an evaluation;</p> <ul style="list-style-type: none">▪ Teachers review, analyse and reflect on their own practice and plan the focus for subsequent sessions;▪ Teachers share good practice through peer observation and feedback.	<ul style="list-style-type: none">▪ The P4C leader has completed the Level 2A and 2B course and support colleagues in developing their philosophical facilitation skills;▪ Teachers and children review P4C together.
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	Stabilise	Strengthen	Secure
Facilities/ Estates Management Premises Lettings H&S compliance	<p>There are some significant concerns relating to facilities and estates management which relate to:</p> <ul style="list-style-type: none"> • Risk assessments • Fire risk assessment • Health & Safety Training • Risk Management • Health & Safety reporting • First Aid procedures • Appropriate property maintenance 	<p>There are some significant facilities and estates management concerns (relating to the below) however they are being effectively addressed.</p> <ul style="list-style-type: none"> • Risk assessments • Fire risk assessment • Health & Safety Training • Risk Management • Health & Safety reporting • First Aid procedures • Appropriate property maintenance 	<p>The setting has effective systems across all areas of facilities and estates management, including:</p> <ul style="list-style-type: none"> • Risk assessments • Fire risk assessment • Health & Safety Training • Risk Management • Health & Safety reporting • First Aid procedures • Appropriate property maintenance
Business and Finance	<p>There are some significant concerns relating to Business and Finance Administration which are not being managed well.</p> <p>The school does not comply with the data protection principles outlined in UK GDPR.</p> <p>An increasing structural deficit is forecast year on year and there is no recovery plan in place.</p> <p>Or</p> <p>Pupil numbers are declining and there is no plan in place to address this.</p>	<p>There are some concerns relating to Business and Finance Administration which are being managed well.</p> <p>An increasing structural deficit is forecast year on year and there is a recovery plan in place.</p> <p>Or</p> <p>A reducing structural deficit.</p> <p>Or</p> <p>Pupil numbers are declining and there is a plan in place to address this.</p>	<p>The setting is compliant in line with The Academy Trust Handbook.</p> <p>There is established good practice and effective systems across all areas of Business and Finance Administration.</p> <p>A sustainable budget is in place.</p> <p>Opportunities to increase Academy Generated Income are explored.</p>

	Stabilise	Strengthen	Secure
Business and Finance	<p>There are significant concerns relating to Business and Finance Administration which are not being managed well.</p> <p>The setting is not compliant in line with The Academy Trust Handbook.</p> <p>The school does not comply with the data protection principles outlined in UK GDPR.</p> <p>An increasing structural deficit is forecast year on year and there is no recovery plan in place.</p> <p>Or</p> <p>Pupil numbers are declining and there is no plan in place to address this</p>	<p>There are some minor concerns relating to Business and Finance Administration which are being managed well.</p> <p>The setting is compliant in line with The Academy Trust Handbook.</p> <p>The school complies with the data protection principles outlined in UK GDPR.</p> <p>An increasing structural deficit is forecast year on year and there is a recovery plan in place.</p> <p>Or</p> <p>A reducing structural deficit</p> <p>Or</p> <p>Pupil numbers are declining and there is a plan in place to address this</p>	<p>There are no concerns relating to Business and Finance Administration which are being managed well.</p> <p>The setting is compliant in line with The Academy Trust Handbook.</p> <p>The school complies with the data protection principles outlined in UK GDPR.</p> <p>A sustainable budget is in place</p>

‘Academy Performance Review Cycle’



Academy Performance Review (APR) PROCESS – 2025– 26: External Quality Assurance

WHEN	FOCUS	TIME/PROCESS	HOW - triangulation over time
Getting to Know You Visit (as required)	<p>Context:</p> <ul style="list-style-type: none"> • Locality – including deprivation indices • Pupils – NOR; PP; SEN; EAL; mobility; safeguarding profile • Staffing – stability; Senior Leadership structure • Date of last inspection and outcome • SEF • School Development Plan • IDSR • Headline data • Due Diligence • Sport Premium report • Pupil Premium report 	½ day	Discussion with SLT

WHEN		TIME/PROCESS	HOW - triangulation over time
Prior to Imminent Ofsted Inspection	<p>APR SELF-EVALUATION UPDATED</p> <p>(PRIOR TO VISIT FROM EXTERNAL PARTNER)</p> <p>CONTEXT: Documents relating to this (see above) shared in advance of the meeting.</p> <p>SAFEGUARDING AUDIT: including SCR check</p> <p>SENIOR LEADERSHIP</p> <ul style="list-style-type: none"> The school's context and the progress it has made since the previous inspection, including any specific progress made on areas for improvement identified at previous inspections. Quality of Education (strengths and weaknesses) <p>Curriculum Intent Implementation Impact</p> <p>TEACHING AND LEARNING</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> Reading including Early Reading/Phonics Maths One/Two Foundation Subjects (as agreed) EYFS <p>CHILDREN'S PERSONAL DEVELOPMENT AND BEHAVIOUR (including EYFS)</p>	<p>Prior to Visit</p> <p>2 days</p>	<p>Uploaded to Dropbox</p> <p>Discussion with SLT with evidence of impact</p> <p>Data analysis (pre-visit) – evaluation including performance of key groups</p> <p>Discussion with SLT</p> <p>Learning Walk (including learning environment)</p> <p>Work Scrutiny</p> <p>Pupil Voice/ Discussion with Books</p>

	<ul style="list-style-type: none">• Attendance• Learners' Attitudes• Pupil Voice <p>GOVERNANCE</p> <p>Challenge and support</p> <p>FEEDBACK TO SLT AND GOVERNORS</p>		<p>Discussion with subject leader* (<i>*deep dive subject related</i>)</p> <p>*Long term planning</p> <p>*Learning walk</p> <p>*Pupil interviews / Discussions with books</p> <p>*Work scrutiny</p> <p>* Teacher discussions</p> <p>Discussion with SLT</p> <p>Meeting with representative from LGB</p> <p>Meeting with SLT and LGB representative</p>
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WHEN		TIME/PROCESS	HOW - triangulation over time
AUTUMN 2025	<p>APR SELF-EVALUATION UPDATED (PRIOR TO VISIT FROM EXTERNAL PARTNER)</p> <p>CONTEXT: Documents (see above) shared in advance of the meeting (N/A if a Getting to Know You Visit has previously been conducted).</p> <p>PROGRESS AGAINST PREVIOUS PRIORITIES</p> <p>ASSESSMENT AND ACHIEVEMENT (including EYFS)</p> <ul style="list-style-type: none"> • Attainment • Progress • Assessment for Learning • Inclusive practice – attainment of vulnerable groups; early intervention and impact of adaptive teaching/intervention strategies <p>TEACHING AND LEARNING: Quality First Teaching - Implementation</p> <ul style="list-style-type: none"> • CURRICULUM (focus area(s) One/Two Foundation Subjects (as agreed) <ul style="list-style-type: none"> ○ Intent ○ Sequencing/Planning ○ Cultural Capital ○ Enrichment <p>CHILDREN'S PERSONAL DEVELOPMENT AND BEHAVIOUR (including EYFS)</p> <ul style="list-style-type: none"> • Attendance 	<p>Prior to Visit</p> <p>1 day /2 days (2 form entry schools or those expecting Ofsted)</p>	<p>Uploaded to Dropbox</p> <p>Discussion with SLT with evidence of impact</p> <p>Data analysis (pre-visit) – evaluation including performance of key groups</p> <p>Discussion with SLT</p> <p>Discussion with subject leader* (<i>*deep dive subject related</i>)</p> <p>*Long term planning</p> <p>*Learning walk</p> <p>*Pupil interviews / Discussions with books</p> <p>*Work scrutiny</p> <p>* Teacher discussions</p>

	<ul style="list-style-type: none">• Behaviour• Learners’ Attitudes• Pupil Voice <p>GOVERNANCE</p> <p>Challenge and support</p> <p>FEEDBACK TO SLT AND GOVERNORS</p>		<p>Discussion with SLT</p> <p>Meeting with representative from LGB</p>
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WHEN	FOCUS	TIME/PROCESS	HOW - triangulation over time
SPRING 2026	<p>APR SELF-EVALUATION UPDATED</p> <p>(PRIOR TO VISIT FROM EXTERNAL PARTNER)</p> <p>CURRICULUM: P4C</p> <ul style="list-style-type: none"> • Intent • Implementation: Sequencing/Planning • Impact <p>CHILDREN'S PERSONAL DEVELOPMENT AND BEHAVIOUR (including EYFS)</p> <ul style="list-style-type: none"> • Behaviour • Learners' Attitudes • Pupil Voice <p>FEEDBACK TO SLT AND GOVERNORS</p>	1 day	<p>Discussion with SLT with evidence of impact</p> <p>Learning Walk (including learning environment)</p> <p>Pupil Interviews/ Discussions with Floor Books</p>

WHEN	FOCUS	TIME/PROCESS	HOW - triangulation over time
SUMMER 2026	<p>APR SELF-EVALUATION UPDATED (PRIOR TO VISIT FROM EXTERNAL PARTNER)</p> <p>SENIOR LEADERSHIP (include EYFS)</p> <ul style="list-style-type: none"> • Vision and Values • School Development Plan • Roles and Responsibilities • Professional Development <p>WIDER SCHOOL</p> <ul style="list-style-type: none"> • Community Consultation outcomes • Communications • Reputation • Engagement of 'hard to reach' families • Fundraising etc <p>CURRICULUM (focus: other curriculum area(s) as previously agreed) – Early Reading & Maths</p> <p>Intent</p> <ul style="list-style-type: none"> • Sequencing/Planning • Cultural Capital • Enrichment <p>FEEDBACK TO SLT AND GOVERNORS</p>	<p>Prior to visit</p> <p>1 days</p>	<p>Uploaded to Dropbox</p> <p>Discussion with leaders</p> <p>Discussion with governors</p> <p>Meet any ECTs</p> <p>School based evidence – e.g. consultation outcomes/ audits...</p> <p>Discussion with subject leader* (<i>*deep dive subject related</i>)</p>

			<ul style="list-style-type: none">*Long term planning*Learning walk*Pupil interviews / discussion with books*Work scrutiny
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Appendix 3 - Overview of the Graduated Response to all settings 2025/2026

	Support	Stabilise	Strengthen	Secure
Governance	Governor Support: Chair/Vice-Chair Network Meetings Chair/Vice Chair Buddy Support Governor Development Planning/CPD External Partner support; P2P	Termly Half-termly Ongoing training plan Bespoke plan led by the CEO and the Trust	Termly Half-termly Ongoing training plan Bespoke plan led by the CEO and the Trust	Termly - Ongoing training plan; -
	External Quality Assurance for Agreed Focus e.g. Governance; incl. Website Compliance etc: External Partner Review (Trust)	Planned cycle	Planned cycle	Planned cycle

	Support	Stabilise	Strengthen	Secure
Senior Leadership	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	½ termly	
	Headteacher Coaching and Mentoring (New HT/New to Trust)	As required (min fortnightly)	Monthly	
	School Development Plan Support	Bespoke plan led by the HT and Central Team	½ termly	Upon Request
	Pastoral Support Briefing Meetings Collaborative Leadership Network meetings Buddy System – HT network	Fortnightly Termly (additional as required) Bespoke plan led by the HT and Central Team	Fortnightly Termly (additional as required) Half-termly meeting between the HT and HT Buddy	Fortnightly Termly (additional as required) Upon Request
	Additional Quality Assurance School Improvement Partner visit with Trust Representative appropriate to area visit.	Informed by self-evaluation and APR outcomes	Informed by self-evaluation and APR outcomes	
	Headteacher Performance Management Planning and Review Meetings	Annually (with ½ yearly review)	Annually (with ½ yearly review)	Annually (with ½ yearly review)
	Trust and School Development Opportunities Contribution to Development work – Executive; Steering groups; Working Parties etc. Collaborative CPD Projects Collaborative Enrichment Opportunities Collaborative Research Opportunities	Only if appropriate	Planned Cycle	Planned Cycle

	Support	Stabilise	Strengthen	Secure
Safeguarding	External Quality Assurance for Agreed Focus e.g. Safeguarding incl. Website Compliance etc External Partner Review (Trust)	Planned cycle	Planned cycle	Planned cycle
	Safeguarding Compliance Support	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team	
	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team	
	ABM Support Network meetings Additional support as required	Termly As required	Termly As required	Termly
Wellbeing of Staff	Wellbeing Development	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team	Upon Request

	Support	Stabilise	Strengthen	Secure
Children's Personal Development and Behaviour	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team	Upon Request
	Additional Quality Assurance - attendance & behaviour School Improvement Partner visit; Trust Representative appropriate to area visit.	Informed by self-evaluation and APR outcomes	Informed by self-evaluation and APR outcomes	Upon Request
Teaching & Learning, Curriculum and Assessment	Subject Leadership/ Teaching and Learning Support HT support / Lead Practitioner Subject Review; External partner Review; P2P; M2M	Bespoke plan led by the HT and Central Team	Upon Request	Upon Request
	Joint CPD Trust training plan Career Progression Pathways Professional Development opportunities	Two-year plan Planned cycle When available	Two-year plan Planned cycle When available	Two-year plan Planned cycle When available
	Moderation Year Group/ Subject Specific moderation	½ Termly or Termly	½ Termly or Termly	½ Termly or Termly
Inclusion	Additional Quality Assurance - Inclusion	As required	As required	

	Support	Stabilise	Strengthen	Secure
Wider School	Strategic Leadership Headteacher Support (coaching)	Bespoke plan led by the HT and Central Team	Bespoke plan led by the HT and Central Team	
	Media Management/PR expertise Marketing and Communication Support Website/Newsletters	Ongoing	Ongoing	Upon request
Facilities/ Estates Management	ABM Support Network meetings Additional support as required	Termly As required	Termly As required	Termly -
	Compliance Assurance Health and safety audit Policy development and review	Planned cycle	Planned cycle	Planned cycle

	Support	Stabilise	Strengthen	Secure
Business and Finance	ABM Support Network meetings Additional support as required	Termly As required	Termly As required	Termly Upon Request
	Internal Audit P2P Compliance Checks	Planned cycle	Planned cycle	Planned cycle
	Compliance Assurance			

	Website check	Planned cycle	Planned cycle	Planned cycle
	Policy development and review			
	Networking (wider): opportunities for further collaboration at different levels e.g. catering, admin, cleaning, midday supervisors Joint Training – H&S; Food Hygiene etc	Planned cycle	Planned cycle	Planned cycle
	Business Management/Crisis Management Support- system Crisis Support as outlined on Business Continuity Plan Legal Team HR Support	Upon request	Upon request	Upon request
	Targeted Specialist Support- Educational Psychology, Mini-bus etc	Upon request	Upon request	Upon request
	Economies of Scale Joint prioritising and planning	Ongoing	Ongoing	Ongoing
	Policies Approved by the JCNC (Unions)	Ongoing	Ongoing	Ongoing
	Infrastructure- HR support, Legal support; Data Protection Office support; Audit etc	Ongoing	Ongoing	Ongoing