

Stakeholders	Pupils	Support Staff	Teachers	Middle Leadership team	Senior Leadership Team	Head Teacher	Academy Councils	Directors
							Head teacher boards – data analysis- school to school support- local national initiatives – trust growth	
								Lesson observations – formal and informal – undertaken by all appropriate members of staff – feed all suitable review panels
								NQT and student mentoring – skilled practitioners able to deliver outcomes for NQT’s where end of year expectations far higher than national standards
								Academy Council Link boards – meet termly to review trust data and CEO’s review for Directors
								Work Analysis – Undertaken by various groups – always benchmarked with previous best practice – often moderate externally and often across more than trust schools and outside of Geographical area
								Data analysis - Undertaken by various groups – always benchmarked with local national data best practice – often more than trust schools and outside of Geographical area
								Parental engagement – parent questionnaires – workshop – linked to school council – parents voice on Academy Councils
								Curriculum review board – based on current data – is curriculum delivering the outcomes needed – RI/SM termly Good/Out yearly
								Bursar termly meetings – benchmark – review best practice – review audits
								Phase Leader meetings – Work analysis – data analysis linked to phase leader and subject action plans – take place ½ termly
								Sen review meetings RI/SM ½ termly – Good/Out termly. Review progress of individual children with class teacher and other support – can include agencies – data driven
								Disadvantaged Children standards Group (including PP) – review progress of all disadvantaged child individually, class and year group – barriers identified and overcome – support from outside agencies encouraged where needed- best practice shared trust wide
								Teaching assistant PM – held by phase leaders – outcome driven – lined to SEN where applicable – termly reviews
								Subject leader review work scrutiny – learning walks data analysis – ½ termly – termly report produced
								SLT (+ CEO) – meet 1/2 termly – review feedback from subject leaders and phase leaders – quality assure judgements – work analysis – data analysis, pupil progress, budget, staffing lesson obs – local/ national initiatives
								Governance review – held termly RI/SM – yearly good/outstanding – external review of Governance minutes compared to data
								Coaching Model – measured impact from best probationers and trained coaches to impact on practice
								Peer Reviews – taken termly RI/SM schools – yearly good/outstanding per school. QA by NLE
								School council – ensure pupil voice is heard at all levels – for RI SM schools focus on standards
								Marking Analysis – ensure that all marking has impact and produces improving outcomes
								Time table review – ensure adequate time is given to secure appropriate outcomes for any school in RI or SM
								Pupil progress meetings ½ termly ri/sm termly good/out meet with SLT member to discuss on a child by child basis children not making expected progress and how barriers can be overcome
								Assessment systems – ensure assessment systems are robust and produce data that is easily digested by all relevant stakeholders – moderate by other schools and external testing
								External Reviews – RI/SM termly Good/out yearly – a day visit from an external review body to look at aspects of the school that are data driven