Ethos Academy Trust

SCHOOL
IMPROVEMENT
STRATEGY

2023-2024

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities

ENGAGE ACADEMY

REACH ACADEMY

ELEMENTS ACADEMY

ETHOS COLLEGE

EVOLVE ACADEMY

ENRICH ACADEMY

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Introduction

Ethos Academy Trust believes in school improvement through a partnership model. This brings drive, expertise and capacity to the school improvement agenda. Our Trust mission is to draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to **maximise the life chances of all children and young people**, informed by a thorough understanding of their strengths and needs.

We aim to allow our school leaders and staff to develop the individual character of our academies so they can best serve their local communities. Our improvement strategy is based on each academy's capacity to improve and is underpinned by the Ethos Academy Trust core values:

Leading
with integrity
- Championing honesty and transparency
- Building trusting relationships

Encouraging
freedom and responsibility
- Working collaboratively
- Investing in effective partnerships

Thinking
innovatively
- Finding creative solutions
- Meeting individual needs

Improving
continuously
- Raising standards
- Developing strong and effective leaders

Celebrating
achievement
- Improving academic progress
- Enriching personal development

ETH⊛S
ACADEMY TRUST

Nurturing inclusive learning communities

These core values permeate our ideology, conversations and practice across our teams.

Aims of the School Improvement Strategy

As a Trust, children are at the heart of all we do; this School Improvement Strategy aims to support all of our academies to provide the best possible provision and outcomes for pupils.

Ethos Academy Trust recognises that there is much to celebrate in every academy and looks to develop academies that are diverse and that reflect the communities they serve; individuality and creativity are celebrated. The improvement strategy:

- Identifies how we will work with individual academies and the collective group of schools within the Trust;
- Provides clarity around the expectations, values, roles and responsibilities in the pursuit of enabling all children to achieve their maximum potential;
- Is aligned to our Trust 2020-2025 strategic priorities:

1	Become leaders in inclusive practice.
2	Change the wider public narrative regarding SEMH pupils and provision.
3	Develop expert practitioners in inclusive SEND practice.

At the heart of our improvement strategy is a commitment to working in partnership with all schools to support and empower them to become self-improving and committed to achieving a school-led system which promotes and secures:

- Outstanding levels of achievement for all children and groups of children;
- High quality teaching and learning;
- Effective leadership and governance ;
- Safe schools with fair access;
- Access to high quality professional development for staff, enabling sustained and continual improvement and the development of a workforce in line with future succession planning needs;
- Opportunities for the identification and dissemination of effective practice and engagement in research and development opportunities;
- Affordability and value for money.

Our improvement strategy has been shaped by the concept of strong collaboration, so that the skills and talents that exist within the Trust can be of benefit to all. While each one of our academies is unique, we understand that the mutual challenge, support and partnership that we offer each other as a Trust working together, will enable our academies to flourish and continue to develop into centres of excellence.

Roles and Responsibilities

ROLE OF ETHOS ACADEMY TRUST

It is the role of Ethos Academy Trust to:

- Challenge
- Support
- Celebrate success and innovation
- Help academies access the right support at the right time
- Intervene where there are concerns

ROLE OF THE CEO

It is the role of the CEO to:

- Work in close partnership with Central Team Leaders to maintain strategic oversight of each academy's performance;
- Ensure that timely and impactful support and intervention is implemented by colleagues with responsibility for School Improvement, HR, Finance, and Estates;
- Chair the annual academy categorisation meetings attended by Academy and Central Team Leaders;
- Hold half termly wellbeing 1:1 meetings with Academy Heads.

ROLE OF THE CENTRAL SCHOOL IMPROVEMENT TEAM

It is the role of the Central School Improvement team to:

- Work with the leadership team to evaluate the work of the school;
- Support leaders in their drive for excellence;
- Challenge leaders to raise the bar and think differently;
- Suggest areas and ideas for improvement;
- Advise the Trust Board, Sub-committees and APRC on the effectiveness of the school and provide school improvement updates;
- Collate and analyse data benchmarking Trust-wide;
- Signpost best practice;
- Work with staff across all levels to improve the quality of education;
- Deliver CPD to individual or groups of staff as necessary;
- Identify when intervention is necessary;
- Ensure that the school is prepared for inspection.

ROLE OF EXECUTIVE HEADS / HEADTEACHERS / HEADS OF SCHOOL

It is the role of the Executive Head / Headteacher / Head of School to:

- Be ambitious for the success of the school and the Trust, showing relentless determination;
- Model Ethos Academy Trust core values;
- Ensure that curriculum and provision meet pupil holistic needs and secure good progress;
- Take responsibility for the success of the school;
- Take responsibility for the wider success of the Trust and all its pupils;
- Strategically deploy resources to maximise progress;
- Challenge, support and develop people;
- Work with integrity and respect;
- Value diversity and equality;
- Work in partnership with all stakeholders;
- Play an active role in the Trust-wide peer to peer support and sharing of practice;
- Chair a professional network to co-ordinate Trust-wide strategic priorities;
- Ensure SIP visits are well prepared for, making sure that the correct information and people are available and prepared;
- Ensure that all recommendations are thought through and mapped into clear action plans.

School Improvement Team

The Trust has a small centralised School Improvement Team that has close insight into the analysis of performance of each school, a clear picture of where support is required and the ability to provide advice, resources, hands on modelling, coaching and training and to signpost for further support across the trust. This team consists of:

Director of Education
ANN MARIE OLIVER

School Improvement Officer: Curriculum, Pedagogy and CPD
DANIEL ROSS

Behaviour and SEMH Lead
AIMEE BEDFORD

The Trust has also developed school-based School Improvement resources including:

LEAD PRACTITIONERS

These are staff in all roles across all schools who are experts in areas of education and can provide advice, support, shared practice and deliver CPD to their peers in other schools

For a full list of lead practitioners, visit:

bit.ly/3owgrt5

PROFESSIONAL NETWORKS

There are 7 Trust Professional Networks:
- SEND
- Safeguarding and Attendance
- Behaviour
- English
- Maths
- Curriculum, teaching and learning
- MIS and data

These networks are attended by strategic leads from each academy who meet regularly to map out next steps and the strategic direction in key areas of education trust-wide. They conduct annual peer deep dives/ audits in each academy to share best practice and aid school improvement. They also write and develop policy.

HEAD TEACHER PEER LEARNING NETWORK

The Head Teachers / Executive Head Teachers / Heads of school meet half termly to network, share best practice and discuss and agree strategic developments for all academies in the Trust. The Heads conduct a peer review annually at each other's school to support quality assurance and give an external view to identified priority areas for improvement.

Assessing the school improvement journey prioritising support and resources

All schools in the Trust, or joining the Trust, will be annually assessed as to their current performance profile. This assessment will be agreed during a meeting chaired by the Chief Executive Officer and will involve the Trust's Director of Education, the Trust's Chief Finance and Operations Officer, a Trust HR Lead, the academy's Head Teacher and wider senior leadership.

During this meeting a range of information will be considered as part of the decision-making process:

- OFSTED Report, grading and whether the school needs to prepare for an imminent inspection;
- Outcomes from any external assurance visits;
- School Improvement Team feedback from targeted support;
- Internal audits in Safeguarding and SEND (Special Education Needs and Disabilities);
- Annual head teacher peer evaluations and professional network peer deep dives;
- Leaders' self-evaluation and action planning;
- Latest data on school performance / progress including comparison to historic data for trends;
- Surveys from staff, students and parents;
- Assurance RAG ratings from termly reviews from the Director of Education and HR, Finance, Operations (including Estates) and HR members from the Executive Team (see appendix A).

Stabilise
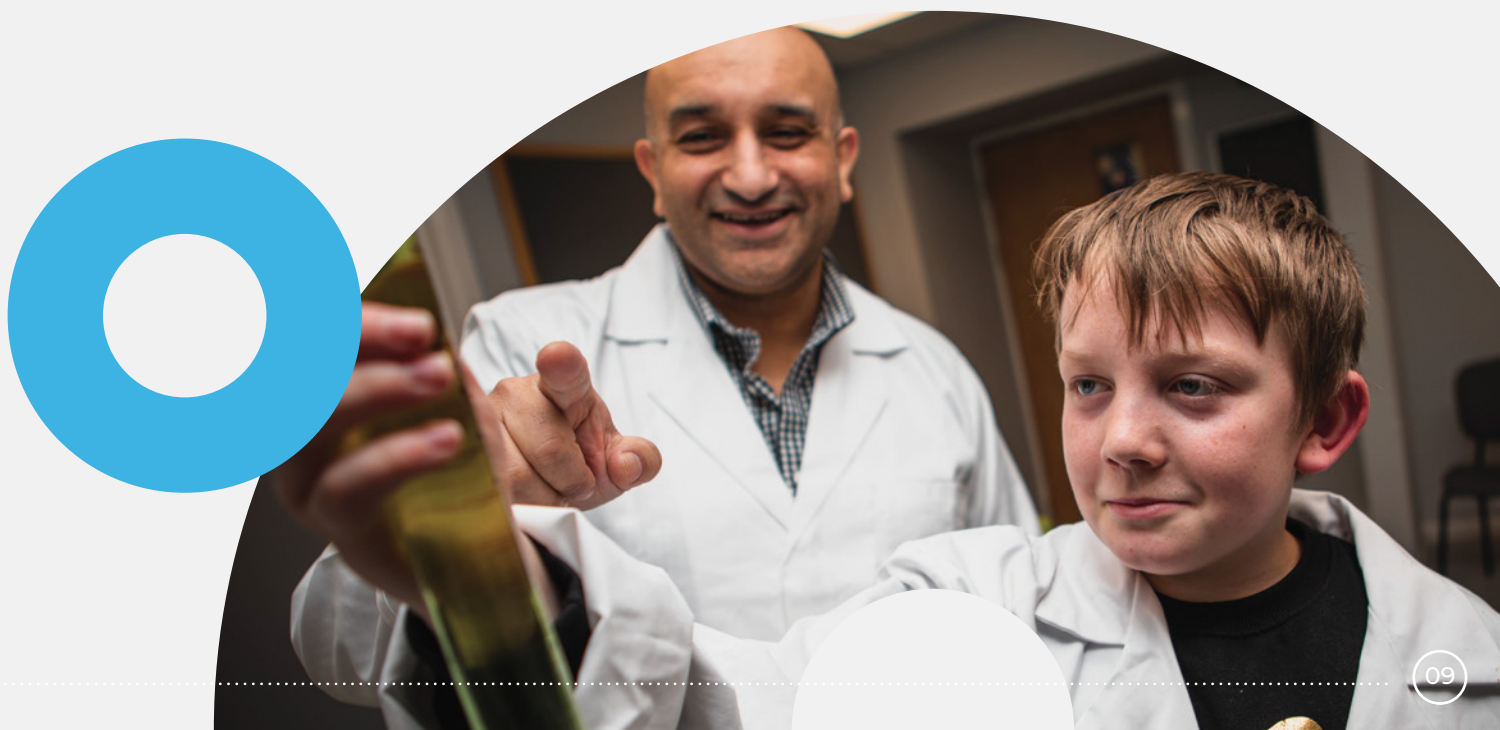
This assessment will be reviewed across the year and can be updated at any stage should circumstances change. The resulting categorisation will determine the level of support and challenge from the school improvement team as outlined below:

CATEGORY	LIKELY KEY FEATURES	SCHOOL IMPROVEMENT SUPPORT/CHALLENGE	HR AND FINANCE SUPPORT/CHALLENGE
STABILISE · School requires significant improvement. · Recent notable changes (e.g., OFSTED special measures, joining the trust) impacting on culture/Ethos.	· Holistic progress (Behaviour, Attendance, Academic, SEMH) and outcome measures are below average and showing little signs of improvement at pace. · Morale and perception of school is low – high staff and pupil absence. · Lack of senior and middle leadership capacity to accurately self-evaluate and action plan to support rapid school improvement. · Likely deficits in Safeguarding and Health & Safety.	**CORE** · Termly reviews led by Director of Education using Head Teacher's report to frame support and challenge. This will include RAG assurance framework of current academy performance. · 2 days per term of focused SIP support from the Director of Education aligned to the priorities identified in the RAG assurance framework. · Access to professional coaching for the senior leadership team. · 1:1 Half termly wellbeing meetings with the CEO. **ENHANCED** · An additional 2 days of focused support from the school improvement team. · Use of targeted peer to peer support using peer heads, lead practitioners and lead professionals. · A range of audit tools used to ensure action plans are robust to secure compliance in safeguarding and health and safety.	**HR** · Weekly catch-up meetings (30 mins) with a member of the HR Team and SLT/Managers needing HR support. · Half termly SCR / recruitment review with HR Operations Manager. · HR input into termly reviews led by the Director of Education. · Up to 10 days' equivalent engagement from HR professionals in agreement with People and Culture Lead – to be utilised on staff training and upskilling, engagement, best practice etc. · Review of staffing structures and job descriptions at all levels to ensure fit for purpose. · Engagement with marketing partners to promote Academy and recruit quality staffing. · Engagement with other Academies in the Trust to ensure best practice. **BESPOKE OPTIONS (TAILORED TO CIRCUMSTANCES)** · Offer of various audit tools (e.g. recruitment, HR processes, appraisals). · Enhanced support for Head Teacher through People and Culture Lead.

Stabilise

CATEGORY	LIKELY KEY FEATURES	SCHOOL IMPROVEMENT SUPPORT/CHALLENGE	HR AND FINANCE SUPPORT/CHALLENGE
		BESPOKE OPTIONS (TAILORED TO CIRCUMSTANCES) · Rapid School Improvement Plan implemented to target swift action in key areas. · Enhanced support for the Head Teacher through the line manager (Director of Education). · Appointment of an Executive Headteacher to strengthen the leadership team. · External professionals or services bought in to drive targeted school improvement in key areas.	**FINANCE** · Weekly catch-up meetings (30 mins) with Trust Finance Lead re areas needing finance support/areas of concern. · Half termly Budget, Risk and H&S catch up with HT and SBM. · H&S audit if needed. · Any budgetary changes to be discussed. · Prepayments/Accruals training. · Central BSO to review procedures and advise changes where necessary. · Monthly call to discuss actual results and variances. · Phone call support from central BSO at any time. · Assigned regular mentoring from another SBM where necessary. · To note – some contracts will be held centrally (IT etc).

CATEGORY

REPAIR

- Establishing more control.
- Reactive decision-making.
- Make the school feel more like a regular school.

LIKELY KEY FEATURES

- Demonstrates some capacity to bring about improvement and / or sustain improvement in a number of areas.
- Leaders engage with, and act on the support and advice of Trust leaders and external professionals.
- Attainment and progress measures are inconsistent, showing some signs of improvement, although not quickly enough over time.
- Safeguarding is judged at least adequate.
- Leadership team has a clear action plan to support improvement.

SCHOOL IMPROVEMENT SUPPORT/CHALLENGE

- Termly Reviews led by Director of Education using Head Teacher's report to frame support and challenge. This will include RAG of current academy performance.
- 12 days' equivalent engagement across the year from Education Improvement Professionals (from within and beyond the Trust as required).
- Termly quality assurance of pupil progress and attainment.
- Full involvement in Peer Learning Conversations and Partnership Meetings.
- Annual Governance Review and bespoke support delivered as needed.
- External reviews if required.
- Possibility of Executive Headteacher support in place to secure rapid improvement.
- Engagement with peer support including: Network Groups, lead practitioners and Head Teacher peer review.
- Head Teacher engagement in professional coaching.

HR AND FINANCE SUPPORT/CHALLENGE

HR

- Weekly catch-up meetings (30 mins) with a member of the HR Team and SLT/Managers needing HR support.
- Half termly SCR / recruitment review with HR Operations Manager.
- HR input into termly reviews led by the Director of Education.
- Up to 10 days' equivalent engagement from HR professionals in agreement with People and Culture Lead – to be utilised on staff training and upskilling, engagement, best practice etc.
- Review of staffing structures and job descriptions at all levels to ensure fit for purpose.
- Engagement with marketing partners to promote Academy and recruit quality staffing.
- Engagement with other Academies in the Trust to ensure best practice.

FINANCE

- Weekly catch-up meetings (30 mins) with Trust Finance Lead re areas needing finance support/areas of concern.
- Half termly Budget, Risk and H&S catch up with HT and SBM.
- H&S audit if needed.
- Any budgetary changes to be discussed.
- Prepayments/Accruals training.
- Central BSO to review procedures and advise changes where necessary.
- Monthly call to discuss actual results and variances.
- Phone call support from central BSO at any time.
- Assigned regular mentoring from another SBM where necessary.

CATEGORY	LIKELY KEY FEATURES	SCHOOL IMPROVEMENT SUPPORT/CHALLENGE	HR AND FINANCE SUPPORT/CHALLENGE
IMPROVE • More proactive leadership. • Embedding strategies. • Improving outcomes.	• Has the capacity to bring about improvement in their own organisation through a clear focus on what they need to achieve to become excellent. • Provides some support to others within the Trust. • Accurately self-evaluates and prioritises next steps for improvement. • Attainment and progress measures are likely to be at least average and improving over time.	• Termly Reviews led by Director of Education using Head Teacher's report to frame support and challenge. This will include RAG of current academy performance. • 6 days' equivalent engagement from Education Improvement Professionals (from within and beyond the Trust as required). • Termly quality assurance of pupil progress and attainment. • Identified strengths in practice will be shared across the Trust. • Full involvement in Peer Learning Conversations and Partnership Meetings. • Governance Review every 2 years. • Take a proactive leading role in the peer-to-peer school improvement development including: Network Groups, lead practitioners and Head Teacher peer review.	**HR** • Weekly catch-up meetings (30 mins) with a member of the HR Team and SLT/Managers needing HR support. • Half termly SCR / recruitment review with HR Operations Manager. • HR input into termly reviews led by the Director of Education. • Up to 5 days' equivalent engagement from HR professionals in agreement with People and Culture Lead – to be utilised on staff training and upskilling, engagement, best practice etc. • Share staffing expertise across the Trust (for example, support where possible other Academies within the Trust; buddy systems) • Share HR best practice within the Trust. **FINANCE** • Half termly Budget, Risk and H&S catch up with HT and SBM. • Any budgetary changes to be discussed. • Monthly call to discuss actual results and variances. • Phone call support from central BSO at any time.

Sustain

TRUST INTERVENTION

Trust intervention will be proportionate based on the success and current evaluation of the school. The Trust works on the principle that successful schools are self-managing with a little, well-timed, intervention. Where academies are less successful, there will be a greater degree of intervention, i.e., the principle of earned autonomy. The above categorisation table outlines some ways in which the trust might intervene and support.

CATEGORY	LIKELY KEY FEATURES	SCHOOL IMPROVEMENT SUPPORT/CHALLENGE	HR AND FINANCE SUPPORT/CHALLENGE
SUSTAIN • Confidence in performance. • Increase innovation in delivery.	• Shares best practice, committed to developing excellent teachers and support staff across the Trust and delivering school-to-school support within the Trust. • Continues to develop and grow their own effectiveness. • Grows leaders at every level. • Attainment and progress measures are likely to be above average or well above average.	• Termly Reviews led by Director of Education using Head Teacher's report to frame support and challenge. This will include RAG of current academy performance. • 6 days' equivalent engagement from Education Improvement Professionals (from within and beyond the Trust as required). • Termly quality assurance of pupil progress and attainment. • Share best practice with other schools with a focus across a range of areas e.g., curriculum, quality of teaching and learning and leadership. • Take a proactive leading role in the peer-to-peer school improvement development including: Network Groups, lead practitioners and Head Teacher peer review. • Share excellent expertise across the Trust. • Governance Review every 4 years.	**HR** • Weekly catch-up meetings (30 mins) with a member of the HR Team and SLT/Managers needing HR support. • Half termly SCR / recruitment review with HR Operations Manager. • HR input into termly reviews led by the Director of Education. • Up to 5 days' equivalent engagement from HR professionals in agreement with People and Culture Lead – to be utilised on staff training and upskilling, engagement, best practice etc. • Share staffing expertise across the Trust (for example, support where possible other Academies within the Trust; buddy systems). • Share HR best practice within the Trust. **FINANCE** • Half termly Budget, Risk and H&S catch up with HT and SBM. • Any budgetary changes to be discussed. • Monthly call to discuss actual results and variances. • Phone call support from central BSO at any time.

Ongoing assessment, prioritisation and monitoring of school improvement

Each term individual academies will produce a Head Teacher's report that presents school performance and progress data that is then analysed with actions set for the term ahead. Areas covered in this report include:

- Contextual information including vulnerable groups;
- Holistic progress and outcomes for pupils and groups;
- Academic progress and outcomes for pupils and groups;
- Reading interventions;
- Assessments of the Quality of curriculum, teaching and learning;
- SEMH progress and outcomes for pupils and groups;
- Attendance progress and outcomes for pupils and groups;
- SEND evaluation and priorities;
- Safeguarding evaluation and priorities;
- Behaviour, suspensions, part time timetables progress and outcomes;

Following the report, a review will take place with the Director of Education to triangulate against school improvement visits and then, using the Key performance Indicators (See Appendix A), a RAG assurance framework is completed.

At these termly reviews the co-produced Key Performance Indicators (Appendix A) will be used to complete a full RAG assessment (Appendix A) of the quality of education. This information is used to inform priorities and direct school improvement resources. It is also used to report back to the APRC, Learning and Achievement Committee and Full Board on overall academy performance and the impact of school improvement.

Appendix A:

School Performance Assurance Framework

KEY

Assured
Actions are in place
Intervention required

Termly Combined Assurance			
Financial Management	**Term 1**	**Term 2**	**Term 3**
Financial Planning (budget quality)			
Financial monitoring (budget ownership)			
Financial processing and controls			
Value for money			
Payroll (Controls and recs)			
Estates and Contracts			
Assets strategy (premises condition)			
Statutory Compliance - H&S			
Statutory Compliance - Estates			
Performance quality of catering and cleaning			
HR			
Safer Recruitment Practice			
Sickness Absence Levels			
Disciplinary, Grievance and Capability			
Retention			
Vacancies			
Quality of Education			
Behaviour			
Attendance			
Persistent Absence			
Suspensions			
Partial Timetables			
Teaching and Learning Effectiveness			
Safeguarding			
Progress Reading			
Progress Writing			
Mathematics			
Leadership and vision			
Progress towards School Development priorities			
SEND			
SEMH Progress and curriculum			

Appendix B:

Quality of Education KPI that support RAG assurance

Category	Assured	Not yet assured	Intervention required
Behaviour	Restorative practice is embedded. Behaviour Policy is well understood and applied consistently. Serious incident rate less than 300%. RPI rate less than 200%.	Behaviour Policy is not consistently well understood or applied. Restorative practice is not yet fully embedded. Serious incident rate 300-500%. RPI rate 200-300%.	Behaviour policy is not understood or applied. Restorative practice is not evidenced or impacting on behaviour improving over time. Serious incident rate above 500%. RPI rate above 300%.
Attendance	Attendance above 70%. The attendance policy has an impact on intervention and improvement. There is an overall value-added figure above 10%.	Attendance between 50% and 70%. The attendance policy is not yet successful in demonstrating impact. There is an overall value-added figure between 0 and 10%.	Attendance below 50%. The attendance policy is not robust enough and has little impact. There is an overall negative value-added figure.
Persistent Absence	PA is less than 74.5%. Severe absence is less than 28%.	PA is between 74.5%- 90%. Severe absence is between 27%-40%.	PA is more than 90%. Severe absence is more than 40%.
Suspensions	Suspension rate is below 50%. Repeated suspensions are 0-10%.	Suspension rate is between 50 -129%. Repeated suspension rate is between 10-25%.	Suspension rates are greater than 129%. Repeated suspensions are above 25%.
Partial Timetables	0-10% pupils are on PTT. There is evidence of increasing hours for individuals and regular reviews.	10-20% pupils are on PTT. There is some evidence of reviews and pockets of impact.	More than 20% pupils are on a PTT. Many pupils are on long term PTT with no evidence of reviews or increasing hours.
Teaching and Learning Effectiveness	Implementation - Pupils access a curriculum that is coherent, inclusive and connected. Content is precisely mapped so that new knowledge builds on secure foundations. Fundamental concepts are threaded and embedded. All subject leaders/ teachers are effective.	Implementation - Pupils access a curriculum that is coherent and connected but not yet consistently or sufficiently adapted, designed or developed to be ambitious and meet all pupils' needs. Most teachers / subject leaders are effective.	Implementation - pupils experience a sequence of lessons that are disconnected and do not adequately build their knowledge, skills or understanding. . Many key areas of the curriculum and subject leaders/teachers are ineffective.

Category	Assured	Not yet assured	Intervention required
Safeguarding	SCR is fully compliant. Training matrix is up to date with all staff trained to required levels. Effective systems are embedded in relation to quality assurance of policy and practice.	SCR is fully compliant. Training matrix is up to date, with all staff trained to the required levels. Leaders need to further refine systems in relation to quality assurance of policy and practice.	SCR is not fully compliant. Training matrix is not up to date and there are gaps in training for staff. No effective QA systems. Safeguarding is not effective.
Progress Reading	50% or above of the cohort make progress towards their individual targets. There is a clear reading strategy (Including early reading and phonics) in place which secures strong reading progress.	Between 35 - 50% of the cohort are making progress towards their individual targets. A reading strategy (including early reading and phonics) is being developed or is in place but not yet consistently or effectively implemented.	Less than 35% cohort are making progress towards their individual targets. No reading strategy is in place and / or early reading and phonics approaches have little impact.
Progress Writing	50% or above of the cohort make progress towards their individual targets.	Between 35 - 50% of the cohort are making progress towards their individual targets.	Less than 35% cohort are making progress towards their individual targets
Mathematics	50% or above of the cohort make progress towards their individual targets.	Between 35- 50% of the cohort are making progress towards their individual targets.	Less than 35% cohort are making progress towards their individual targets.
Leadership and vision	Clear vision understood by all. Strong and active governance that hold leaders to account. Appraisal system embedded and targets liked to SDP. Leaders have developed a clear curriculum intent that is ambitious and well understood by all. Leaders have clear SMART action plans and effective processes for quality assurance, impacting on good school improvement.	Leaders have developed a vision but this is not yet well understood by all. Some evidence of strong and active governance that holds leaders to account. Appraisals are linked to SDP but progress towards them is not consistent across school. Leaders are developing and implementing a clear curriculum intent that is ambitious but not yet fully implemented or well understood by all. Leaders have a clear action plan and some evidence of effective quality assurance but impact is not widespread on school improvement.	Leaders have not yet developed a clear vision and direction for all stakeholders. Weak governance. Appraisal systems are not consistent or aligned to the SDP. Leaders have not ensured a clear curriculum intent that is well understood and ambitious enough. The SDP and QA systems are not adequate and therefore do not result in impact on school improvement.
Progress Towards School Development priorities	SDP is linked closely with the SEF and Trust Strategic Development Plan. Reviews are held termly and data / evidence is used to demonstrate impact. Engagement in Trust SIP and Head Teacher's reports demonstrate targeted termly priorities and action. All staff know and understand strategic development priorities and the role they are playing in contributing to key areas. CPD is linked to strategic priorities and effectively targeted to drive school improvement at pace.	The SDP does not fully align with the SEF and / or the Trust Strategic Development Plan. Reviews are held termly but data/evidence is not used effectively to measure impact. Leaders are able to accurately self-evaluate and work with SIP support to plan effective actions. Not all staff know and understand strategic development priorities or the role they are required to play in contributing to key areas. CPD is usually linked to strategic priorities but not consistently effectively targeted to drive school improvement at pace.	The SDP and SEF do not align and stakeholders are not fully aware of the priorities. The SDP is not reviewed regularly and data is not used effectively to measure impact. Engagement and pace with SIP support is not at an adequate pace. Head Teacher report actions identified are not SMART enough. CPD is not linked to school improvement priorities or effectively targeted.

Category	Assured	Not yet assured	Intervention required
SEND	SEND provision is fully compliant in relation to statutory requirements. Effective SENDCO has a clear action plan and co-ordinates effective targeted CPD for staff. All pupils' SEND needs are effectively assessed in a timely manner and provision is adapted where necessary to ensure needs are fully met, resulting in strong progress for pupils with SEND.	SEND provision is mostly compliant in relation to statutory requirements. SENDCO has an action plan and delivers / coordinates some CPD for staff in relation to SEND. Most pupils' SEND needs are assessed in a timely manner and provision is adapted where necessary to ensure needs are mostly met, resulting in good progress for some (but not yet most) pupils with SEND.	SEND provision is not compliant in relation to statutory requirements. SENDCO does not have an effective action plan and the CPD offer for staff in relation to SEND is inappropriate. Most pupils' SEND needs are not assessed in a timely manner and provision is not adapted appropriately / where necessary to ensure needs are met, resulting in poor progress of pupils with SEND.
SEMH Progress and Curriculum	Effective assessment and progress measures demonstrate strong SEMH progress for almost all pupils. Data analysis informs interventions which demonstrate strong impact.	Assessment and progress measures do not demonstrate sufficient SEMH progress for most pupils. Data analysis is not used consistently to inform interventions, resulting in reduced impact.	No clear systems in place for assessment and intervention resulting in poor / no SEMH progress for most pupils.

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