St Teresa of Calcutta Catholic Academy Trust

School Improvement Evaluation Handbook 2024-2025

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INTRODUCTION

Our Trust Mission is simple: it is to make Christ known and ensure we are making lives better for our communities, our children and young people and all of our stakeholders. It is only by working together with a consistent and relentless approach to school improvement that we can deliver on our mission.

Our local governors, central team staff and Directors are committed to supporting all schools to be self-improving in order to secure outstanding levels of achievement for all children and young people by ensuring leadership is effective and results in high quality teaching and learning.

The improvement strategy identifies how we will work with individual schools and the collective group of schools within the Trust. It aims to provide clarity around the expectations, roles and responsibilities to ensure the best possible academic and life achievements for all children and young people.

As a Trust we expect our school leaders and staff to work collaboratively in a way that supports improvement specific to each individual school as well as across the family of schools. Whilst each academy is unique, we understand that the mutual challenge, support and partnership that we offer each other as a Trust working together will enable our schools to flourish and continue to develop into centers of excellence. We expect our Headteachers to be the lead school improvers.

STANDARDISATION OF APPROACHES

As a Trust we enable improvement and innovation as an 'organisational habit'. This requires real time and robust intelligence, and high-level quality assurance. It is vital that systems and processes are in place which allow trust leaders, Directors and governors to monitor, analyse, review and challenge trends and risks, and identify opportunities across the organisation based on the following key areas:

- The quality of education that the schools provide for the children who attend
- The impact of staff on outcomes for children
- The quality of engagement with parents and carers who have children who attend the schools
- Accountability of leaders for standards in schools
- Accountability for delivering agreed budget outcomes
- Ensuring that staff and children are safe
- Ensuring that the schools contribute to the mission and capacity of the trust and is willing to both offer and receive support from other schools in the trust

In order to be effective and efficient, there must be a level of standardisation and compliance. Appendix A sets out a timeline for completion of activities.

TRUST CALENDAR	• Provided to Headteachers and LGB prior to the end of the summer term with the key dates
ASSESSMENT & TARGET SETTING	• Aligned MIS allowing centralised collection of Trust data for analysis (schools may use their preferred in-house choice of tracking system) • Set data drop dates three times a year which must be adhered to (Appendix N) • Standardised Primary key assessments to be used for phonics, KS1 and KS2 SATs year groups • Standardised assessment information to be submitted at data drops • Standardised secondary Key Stage 4 assessments to be used for identifies core subjects. • Standardised secondary Key Stage 3 assessments to be used for Reading (NGRT), progress (Mathematics and Science), CAT 4 testing (target setting for Years 10 and 11) and pupil surveys (PASS).

	• Consistent approach to target setting and reporting through MIS • Consistent approach to reporting to LGBs by HTs and to Trust Board by CPO/RPO.
	• Expectation that additional DfE/STA reports e.g. tables checking, IDSRs, etc. will be forwarded to CPO/RPO within 24 hours of release
SCHOOL IMPROVEMENT PLANS	• Standardised format used (Appendix D) • Set dates for submission of school improvement priorities overview sheet and completed SIP to CPO/RPO which must be adhered to
PUPIL PREMIUM STRATEGY	• Consistent format in place • DfE dates adhered to
PE AND SPORTS PREMIUM REPORT	• Consistent format in place • DfE dates adhered to
SELF EVALUATION SUMMARY (SEF)	• Standardised format used (Appendix E) • Set dates for submission of SEF to CPO/RPO which must be adhered to
SCHOOL REVIEWS	• Standardised format for use in peer reviews (Appendix G) • Standardised format for use in CPO/RPO reviews (Appendix H) • Standardised stakeholder surveys (Appendix I)
LOCAL GOVERNING BODY	• Standardised format for HT performance management • Consistent format for Headteacher's report to LGB in place to ensure that the information provided for local governors is necessary and similar across the Trust • Agreed calendar of LGB meeting windows
DIGITAL & IT	• Aligned STOCCAT email addresses • Aligned communication platforms • Standard IT specifications • Common approaches to ensuring GDPR compliance • Common approaches to ensuring Cyber Security standards are met • Common approaches to IT Support • Common approaches to monitoring and filtering

ANNUAL STANDARDS REVIEW

All schools in the Trust will be annually assessed on their current performance profile and trends over time. This will include reviewing and evaluating a range of metrics including outcomes, absence, behaviour and safeguarding information, staffing structures and turnover and use of resources. The school's current self-evaluations and most recent Ofsted and S48 inspections will also be reviewed.

The Annual Standards Review document will be completed by the Headteacher of the school and must be submitted to the CPO/RPO at least seven days prior to the meeting date. A copy of the relevant Annual Standards Review can be found in Appendix B and C. Schools will be sent the document to complete with details of the meeting prior to the end of the summer term. School leaders and LGB must consider their category as part of the self evaluation process and prior to the ASR meeting. This will be a point of discussion and agreed within the ASR meeting. Members of the school's SLT and the Chair of the LGB should attend the review meeting. The review will conclude with an agreed school improvement categorisation and package of support.

There are four categories, based on Sir David Carter's Model of school improvement.

Stabilise: A school with significant challenges and without the capacity to secure their own improvement.

Repair: A school that is not yet able to provide support for other schools and would benefit from additional support in their own improvement journey.

Refine: A school that has the capacity to support other schools in some key identified areas.

Sustain: An excellent school with the capacity to further its own improvement and offer significant support in many areas to others in their improvement journey.

Each categorisation contains typical observable features. The lists are not exhaustive and should not be used as a tick list, but to support agreed categorisation alongside the other key documents and professional dialogue. Details for each category are found from pages six to fourteen in this handbook. The decision to move from one category to another mid-year rests with the CPO/RPO.

Capacity givers and takers: It is recognised there is good in every school, and every school has areas to improve. It is recognised that all schools, regardless of category, will draw upon expertise and contribute to the Trust and beyond.

In addition to agreeing categorisation, each school is asked to determine its improvement journey over time, detailed in Sir David Carter's 'The Eight Improvement Trajectories that underpin school improvement'. This will be discussed and agreed during the Annual Standards Review meeting and offer a basis for considering how schools can give and take capacity across the trust.

The eight improvement trajectories are as follows:

Journey A: Strongest performers over time – amongst the best in the system.

Journey B: Rapid improvers who improve quickly as a result of extra capacity from wider system partners.

Journey C: Rapid decliners who decline quickly as response to changing accountability expectations has been too slow.

Journey D: Slow decliners where a lack of momentum has convinced leaders that all is well.

Journey E: Steady and secure performer but potential to be an outstanding school is not being developed.

Journey F: Steady improvers who improve strategically and sequentially over time.

Journey G: Improver / decliners improve well over time but lack the final momentum shift to become a top performer.

Journey H: Weakest performers with limited capacity to improve themselves and need the most support.

STABILISE	
A school with significant shortcomings and without the capacity to secure their own improvement	
OBSERVABLE FEATURES	KPI

Mission Faithful

OBSERVABLE FEATURES	KPI
• Lack of alignment to STOC mission • Catholicity, RE and Collective Worship is weak and requires immediate intervention	• RPO review verification

Leadership capacity

OBSERVABLE FEATURES	KPI
• Unstable leadership and lacking leadership capacity at all levels • Lack of accountability at all levels of the organisation • Poor outcomes for all learners • Context used as an excuse • Poorly embedded systems and initiatives	• RPO review verification • Evidenced in pupil outcomes • Staff voice

People and Talent

OBSERVABLE FEATURES	KPI
• Morale is low • High staff turnover leading to supply • Significant HR issues may emerge • Re-structures may be required for fairness and budget control • Recruitment may be difficult	• Staff survey results are negative • Staff attendance below with national (excluding critical and maternity leaves)

Curriculum

OBSERVABLE FEATURES	KPI
• Curriculum may be too narrow or poorly planned with a lack of coverage and/or progression • Curriculum may be pitched too low • Curriculum delivered by supply and/or non-specialists • No investment in improving teaching and learning • Poor outcomes for all learners • Classroom experience does not support the curriculum intentions • Lack of emphasis on attainment	• Evidenced in pupil outcomes • RPO review verification

Behaviour, Attendance and Safeguarding

OBSERVABLE FEATURES	KPI
• Pupils' behaviour may be chaotic and unsafe • No consistency in behaviour management • Some calm classrooms and pockets of learning • Likely to be a culture of negotiation • Contextual excuses made for poor culture and behaviour • Safeguarding concerns as school feels unsafe in some areas • May be a significant number of pupils in alternative provision	• Attendance for all groups is significantly below national and PA is high • Suspensions, permanent exclusions and managed moves are high • Safeguarding is unlikely to be compliant due to lack of systems, or is likely to be seen as a compliance exercise rather than central to the culture

Parental Engagement	
• Governance is weak and has not challenged or has not been provide with correct information • IEB may be required • Family feedback and engagement is poor • Aspirant families may be appealing for other schools	• Family, stakeholder and the wider community feedback is mostly negative • Parents may or may not be supportive of Trust intervention
Digital and IT	
• Compliant Data safeguarding arrangements are not in place. • Core IT infrastructure is unstable and does not support teaching and learning. • Work of business functions is not efficient due to weak IT strategy.	• No member of staff has been assigned as a DPO. • The GDPR policy either does not exist or is poorly implemented. • Regular system downtime or poor performance has a negative impact on students' classroom experience. • IT systems work in silo without any coherence across the school.

SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM

IMMEDIATE ACTION (Within one month)
• CSEL or their delegate to secure effective senior leadership, including the engagement of an Executive Headteacher and additional governors if required
• CSEL or their delegate to establish a Core Standards Monitoring Group or equivalent (Appendix J)
• Trust to prepare Statement of Response to Ofsted and /or representations to the Regional Director if required
• Implementation of a robust and rigorous School Improvement Plan
• Rapid statutory compliance
• Monitoring and evaluation schedule approved by the CPO/RPO

SHORT TERM (1 -2 months)
• Implementation of a tailored plan of support to ensure quality first teaching with the CPO/RPOs using expertise and support from other schools across the Trust
• Review of organisational structure and early talent map
• Safeguarding review
• Behaviour review

MEDIUM TERM (2 – 6 months)
• Decisions around PAN and staffing structures
• Implementation of STOC Behaviour principles (Primary: Appendix K; Secondary: Appendix L)
• Implementation of STOC Attendance policy (Appendix M)
• SEND review

ONGOING
• Focused fortnightly visits from the CPO/RPO
• Monthly Core Standards Monitoring Group progress meeting with CPO/RPO, senior leaders and Chair of Governors; CSEL may attend any meeting
• CPO/RPO to arrange termly monitoring visit by External Consultant or STOC executive leader/s
• Involvement in PLNs and staff engagement in Professional Development Pathways as agreed by CPO/RPO and as part of QFT plan / SIP

School to move to 'reinforce' within one year.

REPAIR	
A school that is not yet able to provide support for other schools and would benefit from additional support in their own improvement journey.	
OBSERVABLE FEATURES	KPI

Mission Faithful

OBSERVABLE FEATURES	KPI
• Strong alignment to STOC mission from the leadership and increasingly from staff • Catholicity, RE and Collective Worship requires improvement, support and investment	• Culture increasingly demonstrably in all walk arounds and reviews • RPO/peer review verification

Leadership capacity

OBSERVABLE FEATURES	KPI
• Leadership is stable and there is a fit for purpose improvement plan with strategies in place to raise attainment and close gaps for groups • Leadership is supported from within STOC to repair and improve the school • Outcomes are improving however they are inconsistent and/or below average in a number of key stages or subjects compared nationally • Middle leadership is at the early stages of development • Governance is improving and holding leadership to account	• Evidenced in pupil outcomes • Demonstrable impact of School Improvement Plan priorities • Internal credible leadership

People and Talent

OBSERVABLE FEATURES	KPI
• Morale of improving • HR issues may be prevalent as staff adjust to change in pace and focus • Staff movement may still be occurring • Change is increasingly managed well although there may still be a need for a more top-down approach than is ideal • Talent map identifies suitable middle leadership	• Staff survey results are measurably improving • Number of staff with potential to be good teachers and leaders is increasing • May still be a negative vocal minority of staff • Staff turnover may be higher than national and other schools in STOC due to changing culture • Staff attendance improving

Curriculum

OBSERVABLE FEATURES	KPI
• Broad, balanced and coherent curriculum is planned and partly implemented • Impact of curriculum may be emerging but not realised fully • Most teachers are performing in line with career stage expectations • Where under-performance is identified it is swiftly addressed and staff are effectively supported to improve	• Evidenced in pupil outcomes • RPO/peer review verification

Behaviour, Attendance and Safeguarding	
• Culture has changed and pupil attitudes have vastly improving • Pupil behaviour is improving but low-level disruption is still common and is a barrier, however it is not tolerated • Passivity may have replaced disruption • A small minority of pupils may still occupy a large amount of time • Attendance is managed with rigour and is having a positive impact • Safeguarding is effective	• Pupil voice is improving although there are a vocal minority who are resisting change • Attendance for all groups may be lower than national and PA higher than national • Suspensions, permanent exclusions and managed moves may still be high, but there are signs this will reduce • Roll increasing (where there are no demographic barriers) but may still be short of PAN • Safeguarding review 100% compliant

Parental Engagement	
• Family feedback and engagement is improving from a low baseline • LGB has a committed chair who is working to support parental recruitment • LGB may lack membership and may not be representative of the community it serves	• Family feedback is improving with an increasing number who would recommend the school to others and say their children are happy • Increased number and minimum 80% attendance at parents' evenings and 100% follow-up

Digital and IT	
• There is a school level DPO who ensures basic GDPR compliance • IT Infrastructure is stable however it is not consistently used to improve teaching and learning • IT is used to support all business functions but this is not always in the most efficient way possible	• A DPO is in place to provide policies and demonstrate best practice • IT downtime is rare and all staff have access to appropriate technology to support teacher led learning – however this is not always used • Operational IT systems are in place but the effectiveness of these is not reviewed

SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM

IMMEDIATE ACTION (Within one month)
- CSEL or their delegate to secure effective senior leadership if required
- CSEL or their delegate to strengthen LGB with members if required
- CSEL or their delegate to determine if Core Standards Monitoring Group to be constituted (Appendix J)
- Rapid statutory compliance
- Implementation a robust and rigorous School Improvement Plan

SHORT TERM (1 -2 months)
- Implementation of a tailored plan of support to ensure quality first teaching with the CPO/RPO using expertise and support from other schools across the Trust
- Trust to prepare Statement of Response to Ofsted and /or representations to the Regional Director if required
- Review of organisational structure and early talent map

MEDIUM TERM (2 – 6 months)
- Decisions around PAN and staffing structures
- Monitoring and evaluation schedule approved by the CPO/RPO

ONGOING
- A minimum of two visits per half term from the CPO/RPO or equivalent
- Monthly / half termly Core Standards Monitoring Group
- Termly quality assurance of pupil progress and attainment
- CPO to arrange two monitoring visits per year by RPO
- External / central review of Governance, SEND, behaviour and/or Pupil Premium as necessary
- Involvement in PLNs and staff engagement in Professional Development Pathways as agreed by CPO/RPO and as part of QFT plan / SIP

School to move to 'refine' within one year to eighteen months

REFINE	
A school that has the capacity to support other schools in some key identified areas	
OBSERVABLE FEATURES	KPI
Mission Faithful	
• Strong alignment to STOC mission and with mostly positive engagement • Catholicity, RE and Collective Worship are strong	• Culture increasingly demonstrably in all walk arounds and reviews • RPO/peer review verification
Leadership capacity	
• Leadership is increasingly strategic and less reactive • Stable leadership throughout school that can provide some support to other schools • Outcomes for all learners are likely to be at least national and any gaps for groups closing • Leadership is becoming more distributed • Some capacity to lead research and innovation • Governance is strong and consistently holds leadership to account	• Evidenced in pupil outcomes • Evidence of successful innovation to improve outcomes
People and Talent	
• Morale of the critical majority is high and employee turnover is reducing • Change is managed well • Talent map identifies leaders of the future	• Staff survey results are positive • Staff attendance at least in-line with national (excluding critical and maternity leaves)
Curriculum	
• Broad, balanced and coherent curriculum starting to become embedded although impact may not be fully seen • Teaching is strong in most classes and most staff are performing in-line with career stage expectations • Where under-performance is identified it is swiftly addressed and staff are effectively supported to improve • Culture of striving to be better, where feedback and professional learning is welcomed by most staff	• Evidenced demonstrated in pupil outcomes • RPO/peer review verification

Behaviour, Attendance and Safeguarding	
• Pupil attitudes are good and improving with a low tolerance for low level disruption • Transition and break times are calm • Attendance is very good • Culture of safeguarding is fully embedded	• Pupil voice is mostly positive: most are proud of their school, feel safe and would recommend it • Attendance for all groups is at least in-line with national and PA is lower • Suspensions, permanent exclusions and managed moves are reducing and in line with or just below national figures
Parental Engagement	
• Family feedback and engagement is increasingly strong • Representation and engagement on LGB • Coherent process for stakeholder engagement	• Family feedback is positive; an increasing number would recommend the school to others • Increased number and minimum 85% attendance at parents' evenings and 100% follow-up
Digital and IT	
• The school is fully GDPR compliant, with policy and practice embedded throughout the school • IT infrastructure is stable and supports teacher led learning • The use of IT supports and enhances business operations	• There is a clear GDPR policy in place, with guidance and training documents showing how this is shared with staff • All staff have access to the IT equipment they need to teach effectively • Regular reviews of IT systems take place – ensuring coherence across business functions

SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM

NEW ACADEMIC YEAR
- Implementation of a robust and rigorous School Improvement Plan
- Monitoring and evaluation schedule in place

ONGOING
- Minimum equivalent of two days visits by CPO/RPO or equivalent per term
- Termly quality assurance of pupil progress and attainment
- CPO/RPO to arrange one monitoring visits per year
- Full involvement in Peer reviews, Professional Learning Networks and peer learning conversations
- Identified strengths in practice will be shared across the Trust
- Provide school to school support as required
- Whole staff engagement in Professional Development Pathways

School to move to 'sustain' within two years

SUSTAIN	
An excellent school with the capacity to further its own improvement and offer significant support in many areas to others in their improvement journey	
OBSERVABLE FEATURES	KPI

Mission Faithful

OBSERVABLE FEATURES	KPI
• Full alignment to STOC mission and with positive engagement • Catholicity, RE and Collective Worship are strong and worthy of sharing	• Culture demonstrably strong in all walk arounds and reviews • RPO/peer review verification

Leadership capacity

OBSERVABLE FEATURES	KPI
• Effective strategic leadership that can provide trust-wide capacity and support • Outcomes for all learners are likely to be consistently above national and no groups of learners significantly underperform • Leadership development at every level • Capacity to lead research and innovation • Governance is strong and sustainable for the future	• Evidenced in all pupil outcomes • Evidence of successful innovation to improve outcomes

People and Talent

OBSERVABLE FEATURES	KPI
• High morale and low employee turnover • Change is managed well • Talent map identifies leaders of the future	• Staff survey results are high • Staff attendance higher than national (excluding critical and maternity leaves)

Curriculum

OBSERVABLE FEATURES	KPI
• Intent and implementation lead to excellent outcomes for all • Culture of continuous strive to be better, where feedback and professional learning is welcomed by all • Coaching is embedded and leads to consistently great teaching	• Culture demonstrated in all pupil outcomes • RPO/peer review verification

Behaviour, Attendance and Safeguarding

OBSERVABLE FEATURES	KPI
• Pupil leadership and voice is fully embedded • Behaviour of pupils is positive and low-level disruption is rare • Whole culture is calm and focused • Attendance is excellent • Culture of safeguarding is fully embedded	• Pupil voice is excellent: proud of their school, feel safe and would recommend it • Attendance for all groups is above national, and where it is not is rapidly rising • Safeguarding review 100% compliant with significant elements of best practice • Suspensions, permanent exclusions and managed moves are low

Parental Engagement	
• Family feedback and engagement is strong • Representation and engagement on LGB	• Family feedback is extremely positive; school would be recommended to others • Minimum 90% attendance at parents' evenings, including virtual, and 100% follow-up

Digital and IT	
• GDPR Policy and process represents best practice, is regularly reviewed and are followed by all staff. • IT infrastructure is DfE standard compliant and supports teacher and student led learning. • There is a comprehensive digital strategy in place to ensure the use of IT enhances all business functions.	• Clear GDPR policies and practices are in place. Records show incidents of data related issues and these are reported to the local Governing Body. • All staff and students have access to the IT equipment they need to teach and learn effectively. • The is a clear capital replacement programme in place. • Digital strategy which reviews and amends IT systems according to operational need.

SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM

NEW ACADEMIC YEAR
• Implementation of a robust and rigorous School Improvement Plan
• Monitoring and evaluation schedule in place

ONGOING
• Minimum equivalent of one day visit by CPO/RPO per term
• Termly quality assurance of pupil progress and attainment
• CPO to arrange one monitoring visit per year by RPO
• Full involvement and leadership of Peer reviews, Professional Learning Networks and peer learning conversations
• Share excellent practice and excellence across the Trust
• Involvement in leading key improvements across the Trust
• Provide school to school support as required
• Whole staff engagement in Professional Development Pathways

PEER REVIEWS

Our peer review programme is an integrated model of review and improvement. It is an enquiry and evidence-based learning process based on improving, not proving, involving senior leaders, middle leaders and teachers. Peer reviews produce data and evidence which leads to effective school-to-school support and shared professional learning. Training for senior leaders is provided annually and the STOC Protocols and Code of Conduct for peer and external reviews must be adhered to (Appendix F).

CPO/RPO REVIEWS

Scrutiny is an essential aspect of the Trust's work in all areas, and as such, reviews are an important feature in our Trust's school improvement strategy. The categorisation support and engagement actions set out the frequency of these. STOC Protocols and Code of Conduct for peer and trust reviews (Appendix F) must be adhered to.

SCHOOLS ISSUED WITH AN ACADEMY ORDER FOLLOWING A GRADED OFSTED INSPECTION

Prior to onboarding, a school may receive an academy order following an Inadequate graded Ofsted inspection. In these circumstances, the CSEL or their delegate will liaise closely with the Diocesan Director of Education and Local Authority Director of Education to determine which aspects of the 'stabilise' category will be applied. It is highly likely that a Core Standards Monitoring Group will be established.

MONITORING AND REVIEW OF THE SCHOOL IMPROVEMENT EVALUATION HANDBOOK

The systems and processes set out in this document will be reviewed annually by the Trust Standards/Performance Committee.

APPENDICES HYPERLINKS

Appendix A: Annual school improvement programme
Appendix B: Primary Annual Standards Review document
Appendix C: Secondary Annual Standards Review document
Appendix D: School Improvement Plan template
Appendix E: School self-evaluation summary template
Appendix F: STOC Peer Reviews: Principles, Code of Conduct and Process
Appendix G: Peer review templates G a) STOC Peer Review (Primary) template G b) STOC Peer Review (Secondary) template
Appendix H: Executive and review templates H a) STOC Executive and External (Primary) review template H b) STOC Executive and External (Secondary) review template
Appendix I: Stakeholder Voice I a) CSI Parent Questionnaire (word) or electronic version https://forms.office.com/Pages/ShareFormPage.aspx?id=dDecRWvQnUS7_pPJRhPSa6nWCq9J-3hFgTlB3IOjr29UNkQ1UVU1MzA4N0JZMElRQ0ZVTDFYSTBNMi4u&sharetoken=jLESjLfvd3UdfJayAZJ2 I b) CSI Staff Questionnaire (word) or electronic version https://forms.office.com/Pages/ShareFormPage.aspx?id=dDecRWvQnUS7_pPJRhPSa6nWCq9J-3hFgTlB3IOjr29UM0tXSFQ2UDNSMUlSSjRPVTNURzRPWkxITi4u&sharetoken=LVutSuBJNH49dd0wxlS7 I c) STOC Pupil Questionnaire (Ofsted)(word) or electronic version https://forms.office.com/Pages/ShareFormPage.aspx?id=dDecRWvQnUS7_pPJRhPSa6nWCq9J-3hFgTlB3IOjr29UQkxGODFWREpTNEdPWDRWWVdNQjVZTEJHTC4u&sharetoken=X7z9kQEIjPvl7HUW0dcT   I d) STOC Parent Questionnaire (Ofsted) (word) or electronic version https://forms.office.com/Pages/ShareFormPage.aspx?id=dDecRWvQnUS7_pPJRhPSa6nWCq9J-3hFgTlB3IOjr29UOVl1SU43SDk4UzFFOU1NQ1JIT01JRUwzRi4u&sharetoken=uF96Oo5ERxHSWUuOhEVo

I e) STOC Staff Questionnaire (Ofsted) (word) or electronic version https://forms.office.com/Pages/ShareFormPage.aspx?id=dDecRWvQnUS7_pPJRhPSa6nWCq9J-3hFgTlB3IOjr29UNldMWEU1TEo1TVpERFlHSE9GOUY4NVVPQy4u&sharetoken=5BVzTczZUYFjLOpyiYcs
Appendix J: Core Standards Monitoring Group terms of reference
Appendix K: 'Stabilise' STOC Primary Behaviour principles (Link to DfE guidance)
Appendix L: 'Stabilise' STOC Secondary Behaviour principles (Link to DfE guidance)
Appendix M: 'Stabilise' STOC Attendance guidelines (Links to DfE guidance)   M a) Summary table of responsibilities for school attendance   M b) Working together to improve school attendance
Appendix N: Calendar 2023 – 2024