

QUALITY OF EDUCATION AND STANDARDS FRAMEWORK (SECONDARY) 2025-2026

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STOCCAT Quality of Education and Standards Handbook (Secondary)

Executive Summary

The STOCCAT Quality of Education and Standards Framework (Secondary) sets out a shared Trust-wide vision for delivering excellent education rooted in our Catholic mission: Making Christ Known and Making Lives Better. It provides clarity on the principles, expectations, and systems that underpin curriculum, teaching, assessment, inclusion, and improvement across all STOCCAT secondary schools.

This framework should be used by Headteachers, Senior Leaders, Subject Leaders, and Teachers to guide:

- School self-evaluation and development planning
- Curriculum and assessment design
- Teaching and learning improvement
- Monitoring, line management, and quality assurance
- SEND and intervention provision
- Professional learning and staff development

1. Introduction

St Teresa of Calcutta Catholic Academy Trust (STOCCAT) is rooted in a shared moral purpose and clear set of values: Making Christ Known and Making Lives Better. These principles guide every aspect of our work, ensuring that our mission is not just a statement, but a lived reality across all of our schools. We are united in our belief that every child, regardless of background or starting point, deserves the highest quality education, the greatest opportunity to succeed, and a community that nurtures their full potential.

The Trust's school improvement model is both responsive and robust, designed to meet the specific needs of each school while maintaining high expectations for all. We recognise that each school has its own context, and we provide bespoke support that combines rigorous monitoring, tailored intervention, and sustained professional development. The approach is underpinned by evidence-informed practice and delivered through a culture of collaboration, transparency, and mutual accountability.

We operate as a single organisation, with our staff forming a collective faculty of education and our schools functioning as campuses within one unified system. This model allows us to share expertise, streamline systems, and focus energy on delivering excellent teaching and learning. Our commitment to excellence is not confined to individual classrooms – it is embedded in the way we lead, support, and continually improve across the Trust.

Governance is both transparent and effective, with clear lines of accountability from the Trust board through to each school and vice versa. Leaders at every level must understand and engage with this structure, ensuring that decision-making is informed, inclusive, and in the best interests of children and their families. We are committed to a governance model that is not only compliant, but empowering – one that reflects our values and secures the trust of our communities.

Ultimately, our school improvement work must bring clear, tangible and inspiring benefits to children, families, and staff. Everything we do is aimed at enabling young people to thrive, achieve great outcomes, and lead lives of purpose and possibility. This handbook sets out the framework through which we will deliver on that promise – ensuring consistent standards, sustained improvement, and a relentless focus on what matters most: the life chances of every child in our care.

2. Quality of Education: Intent

At the heart of our schools is a commitment to providing a broad, balanced, inspiring and challenging curriculum that reflects our Catholic faith and values. The curriculum in each STOCCAT school equips pupils with high-quality, relevant qualifications, as well as the skills, qualities and attributes needed to thrive in a complex and changing world. It opens doors, raises aspirations, and enables pupils to make meaningful contributions to their communities. The curriculum is not viewed simply as a timetable of subjects, but as the totality of every planned experience a pupil has in school. It is a rich blend of knowledge, understanding, skills and encounters, woven together with the golden thread of our Trust values: Hope, Courage and Innovation. Through this curriculum, pupils develop a deeper sense of who they are, the role they are called to play in society, and the positive impact they can make. Ultimately, we want our pupils to be ambitious, compassionate, and courageous ambassadors of a faith-filled life.

Hope: The curriculum offered in each STOCCAT school is shaped by the belief that every pupil, regardless of starting point or background, has the potential to thrive. As a Trust inspired by the life and work of St Teresa of Calcutta, we are people of hope - fiercely ambitious for our communities and relentless in our pursuit of excellence. Our schools provide pupils with opportunities to grow and flourish, both academically and personally. Through a broad, balanced, and values-driven curriculum, we make aspiration a reality, equipping pupils with the qualifications, skills and personal qualities they need to succeed in life, contribute positively to society, and live out their faith with confidence.

Courage: Each STOCCAT school embraces the courage to act with integrity, compassion and purpose. Inspired by St Teresa of Calcutta, who courageously responded to the needs of the most vulnerable, our schools create curricula that empower pupils to do the same. We do not shy away from difficult decisions or high expectations; we are brave in setting the bar high and determined to meet the needs of every learner. The curriculum in every school reflects local context, but all are united in their commitment to supporting those who need it most, thus ensuring that every child, particularly the most disadvantaged, is nurtured, challenged, and enabled to reach their potential through a rich and inclusive education.

Innovation: As a Trust, we believe that education should prepare pupils not only for the world as it is, but for the world they will go on to shape. Like St Teresa of Calcutta, who changed the world through service and action, we value creativity, adaptability, and a commitment to excellence. While each STOCCAT school has the autonomy to deliver a curriculum tailored to its unique context, all Trust schools are united in their ambition to offer forward-thinking, evidence-informed, and inspiring learning experiences. From academic achievement to vocational and creative opportunities, our pupils benefit from a curriculum that is engaging, relevant, and rooted in Catholic values, helping them become the change-makers of tomorrow.

Curriculum Development

At the heart of our Trust-wide approach to curriculum development is a commitment to both excellence and contextual relevance. While we work collaboratively across our schools, we do not impose a standardised curriculum. Instead, we recognise and celebrate the diversity of our school communities, empowering each school to design a curriculum that reflects its local context, meets the specific needs of its pupils, and remains rooted in our shared Catholic values. Our collective success lies in robust curriculum planning, ensuring that all teachers are equipped with high-quality resources and professional development to deliver the curriculum effectively. Curriculum development is not a one-off task but an

ongoing, reflective process – one that evolves to meet changing needs and keeps our educational aims firmly in sight.

The following principles guide our curriculum design across all Trust schools:

1. Each school uses the National Curriculum as a starting point, ensuring that all pupils acquire the essential knowledge and skills needed for future learning. Our intent is to promote deep learning that enhances retention and understanding over time, enabling pupils to build secure foundations in every subject.
2. Pupil progress is defined by how well they master the intended curriculum, rather than simply covering content. Curriculum sequencing is carefully considered, and subject-specific pedagogy is prioritised to ensure coherent and meaningful learning experiences.
3. Subject Leaders are at the heart of curriculum decision-making. They are entrusted with ensuring academic rigour, inclusivity, and ambition across the curriculum, particularly for pupils with SEND and those from disadvantaged backgrounds.
4. Our curriculum is designed to challenge and support all pupils, regardless of ability or background. We ensure equal access to the full curriculum while also enriching pupils' learning with a broad range of academic, artistic, vocational, and cultural opportunities.
5. While examination results are important, we evaluate the quality of our curriculum by its depth, breadth, and impact on pupils' readiness for the next stage in their lives. A strong curriculum nurtures character, creativity, and critical thinking alongside academic success.
6. We are committed to maintaining a broad and balanced curriculum, particularly at Key Stage 3, and actively resist any narrowing of subject provision. Our use of technology is strategic, supporting both in-class learning and independent study beyond the school day.

This holistic approach to curriculum development underscores our commitment to delivering a robust educational experience that meets the diverse needs of all pupils within our Trust.

Curriculum Structure

At the heart of our Trust's educational mission is a commitment to delivering an ambitious, broad, and balanced curriculum that secures the highest possible standards for all pupils. Each school within STOCCAT retains the autonomy to design and implement its curriculum in a way that best meets the needs of its community. However, this autonomy exists within a shared framework of expectations. The Trust supports, challenges, and collaborates with its schools to ensure that curriculum intent, implementation, and impact are of the highest quality. The following Curriculum Structure Framework outline the key features consistently embedded across all schools within STOCCAT.

1. Faith-Centred Curriculum

As Catholic schools, the curriculum is firmly rooted in Gospel values and provides regular, meaningful opportunities for pupils to explore, develop, and live out their faith. This includes participation in liturgy, prayer, charitable outreach, and a high-quality Religious Education programme aligned with the Bishops' Conference expectations.

2. National Curriculum Coverage

All schools ensure full and comprehensive coverage of the National Curriculum as a minimum entitlement, establishing a strong foundation of knowledge and understanding across all subjects.

3. **Appropriate Pathways**

Pupils are supported to follow appropriate curriculum pathways that reflect their individual needs, strengths, and aspirations. Where suitable, this includes the full suite of English Baccalaureate (EBacc) subjects.

4. **Three-Year Key Stage 3**

Key Stage 3 is delivered across three academic years (Years 7 to 9), enabling a rich and varied curriculum that builds knowledge, deepens understanding, and prepares pupils effectively for Key Stage 4, which begins in Year 10.

5. **Prioritisation of Reading**

Reading holds a central place in each school's curriculum. Dedicated time is allocated to promote reading fluency, comprehension, and a love of reading. Targeted reading interventions are implemented to support pupils who require additional help, ensuring all learners make progress.

6. **Broad and Balanced Curriculum**

The curriculum is broad and balanced, with the timetable structured to provide generous curriculum time to core subjects, including Religious Education, while maintaining strong provision across the arts, humanities, practical, and vocational subjects.

7. **Workload-Sensitive Timetabling**

Curriculum planning and timetabling are designed with staff wellbeing in mind, ensuring teaching loads and subject allocations support a sustainable and positive work-life balance.

8. **Enrichment and Targeted Intervention**

All schools offer a rich programme of enrichment that broadens horizons and develops personal and social skills. High-quality, evidence-informed interventions are in place to close attainment gaps and accelerate pupil progress where needed.

9. **Personal Development and PSHE**

A robust and sequenced PSHE curriculum is embedded across all year groups. It includes statutory Relationships, Sex and Health Education (RSHE), personal safety, financial education, mental health awareness, and citizenship. Personal development is a golden thread running through both the taught and wider curriculum.

10. **Careers Education, Information, Advice and Guidance (CEIAG)**

A well-planned and progressive CEIAG programme is delivered in all schools, raising aspirations, providing meaningful encounters with employers, and equipping pupils with the knowledge and skills to make informed decisions about their future education and careers.

Reading

Across the Trust, we recognise that reading is fundamental to pupils' academic success, personal development, and future opportunities. A high-quality reading provision is embedded within every school and prioritised in all areas of the curriculum. Our approach ensures that reading is systematically developed through three key areas: Reading Across the Curriculum, Reading Interventions, and Reading Culture. Every school implements consistent strategies to improve reading fluency, comprehension, vocabulary acquisition, and reading confidence for all pupils, regardless of starting point. Senior leaders, subject leaders, and classroom teachers work collaboratively to ensure reading is planned for, explicitly taught, monitored, and celebrated. By prioritising reading at the heart of the curriculum and school culture, we ensure that every pupil is equipped with the skills, habits, and love of reading needed to thrive academically and personally, both now and in the future.

Reading Across the Curriculum

- Reading is prioritised across the curriculum in every subject area.
- All subject areas implement consistent, whole class reading strategies to support fluency and comprehension.
- Subject leaders ensure that curriculum planning includes disciplinary reading, integrating subject-specific, high-quality texts.
- Texts used within each subject are reviewed regularly to ensure relevance, quality and appropriateness.
- A consistent, Trust-wide approach to tier 2 and tier 3 vocabulary is embedded across all subjects.
- A senior leader is designated in every school with responsibility for whole-school literacy and reading development.
- Staff receive regular CPD on best practice in reading, including modelling, scaffolding, and questioning to support comprehension.
- Reading is a standing item in line management meetings and is subject to regular quality assurance, including book scrutiny, lesson visits, and pupil voice.
- Pupils are explicitly taught reading strategies (e.g. summarising, questioning, predicting) that are applied across subjects.
- Parental engagement strategies are in place to support reading at home and raise the profile of reading across the wider school community.

Reading Interventions

- All pupils undertake the New Group Reading Test (NGRT) at the start of the academic year to establish a reading baseline.
- Pupils with a standardised score below 85 retake the NGRT in the Spring Term; all pupils are retested at the end of the academic year.
- Schools analyse both reading age and diagnostic data (vocabulary, inference, comprehension, analysis) to inform planning.

- Tailored intervention programmes are in place for pupils identified as struggling readers, with progress reviewed regularly.
- Reading interventions are evidence-informed, time-limited, and measure impact through pre- and post-assessment.
- Pupils in need of significant support are closely monitored, and families are informed and involved in the support plan.
- Transitions are carefully managed, ensuring key reading data is shared between Key Stages and between schools (e.g. primary to secondary).

Phonics

- Pupils with a reading age of 8 or below access a structured literacy intervention programme with a phonics component.
- Phonics interventions are systematic, rigorous, and age-appropriate, ensuring pupils gain the foundations of decoding and fluency.
- Trained staff deliver phonics interventions, following consistent routines and clear progression models.
- Pupils with English as an Additional Language (EAL) are assessed on entry and receive targeted literacy support, including phonics, where appropriate.
- Progress in phonics is tracked closely and reviewed alongside wider reading development to ensure sustained progress.

Reading Culture

- A whole school reading culture is actively developed and promoted in all schools.
- School libraries are well-stocked, inclusive and accessible during the school day.
- Pupils regularly use the library to read for pleasure and to support independent study.
- Reading for pleasure is embedded through tutor time, reading groups, author visits, reading events and rewards.
- Librarians or designated staff are trained in supporting pupils' reading development and engagement.
- Pupils are involved in book selection and contribute to decisions about library stock and reading events.
- Reading is celebrated publicly through displays, newsletters, assemblies and reward systems.
- Staff model reading and contribute to the wider reading culture by sharing their own reading habits and recommendations.

3. Quality of Education: Implementation

Each STOCCAT school designs and delivers its curriculum in alignment with our Trust-wide principles, ensuring that implementation is both faithful to our shared vision and responsive to local context. We empower leaders and teachers to be creative in their approaches, so that pupils not only access the intended curriculum but *truly learn* it. This work is underpinned by our Catholic mission: a commitment to serve every child with dignity, compassion and high expectations, inspired by the example of St Teresa of Calcutta. Implementation is expected to be rooted in a clear pedagogical approach that is:

1. Evidence-informed
2. Responsive to any relevant DfE frameworks
3. Reflective of the latest Ofsted inspection framework and CSI handbook
4. Informed by the expertise and guidance of our Professional Learning Network (PLN) Leads
5. Based on the principle that *the curriculum is the progression model*
6. Supported through high-quality, continuous internal CPD
7. Measured by demonstrable impact on pupil learning

Through this shared commitment, we ensure that implementation across our Trust is both ambitious and coherent, while honouring our moral purpose to nurture every child's God-given potential.

What We Expect in Every Classroom

Our teachers:

- Know their pupils well, understanding their strengths, needs and starting points to support personal and academic growth.
- Hold high expectations for every learner, believing all can achieve and thrive.
- Plan purposeful, coherent sequences of learning that build knowledge and skills over time.
- Deliver high-quality instruction using a range of evidence-informed strategies, such as modelling, retrieval, and deliberate practice.
- Teach subject-specific vocabulary and literacy explicitly, helping pupils access and express ideas with confidence.
- Promote deep thinking, engagement, and active participation, avoiding superficial coverage of content.
- Adapt teaching responsively within lessons to address misconceptions and support different needs
- Use assessment effectively to check understanding and inform future teaching.
- Provide timely, constructive feedback that helps pupils reflect and improve their work.
- Promote respectful behaviour and positive relationships, underpinned by the dignity of each individual.
- Create a calm, safe and inclusive learning environment where all pupils are known, seen and heard.
- Model our shared values through language, conduct and care for others, contributing to pupils' moral and personal formation.
- Develop pupils' readiness for the wider world, including digital competence, literacy, and numeracy.
- Engage in ongoing professional development, reflecting on practice and seeking to grow.
- Contribute actively to our professional community, sharing expertise and supporting Trust-wide improvement.

Supporting Learners with SEND

STOCCAT schools are committed to fostering inclusive environments where all pupils, including those with Special Educational Needs and Disabilities (SEND), can thrive. While each school tailors its approach to meet the unique needs of its community, the following principles underpin our collective commitment to high-quality provision for SEND learners.

- **Quality First Teaching:** High-quality teaching is the cornerstone of effective SEND support. Research indicates that strategies beneficial for SEND pupils – such as explicit instruction, scaffolding, flexible grouping, and the use of technology – also enhance learning for all pupils. Teachers are encouraged to develop a repertoire of these strategies, adapting them to meet diverse learning needs within the classroom.
- **Inclusive School Culture:** An inclusive culture is essential for the success of SEND pupils. STOCCAT schools create positive and supportive environments that promote engagement and wellbeing for all pupils. This includes proactive behaviour management, fostering positive relationships, and ensuring that SEND support is integrated into the school's ethos rather than being an odd-on.
- **Holistic Understanding of Pupils' Needs:** Understanding the individual needs of pupils is crucial. STOCCAT schools adopt a graduated approach – assess, plan, do, review – to identify and address the specific barriers to learning that SEND pupils may face. This process should involve collaboration with parents, carers, and, where appropriate, external specialists to ensure a comprehensive understanding of each pupils' needs.
- **Effective Use of Additional Adults:** Additional adults in the classroom play a vital role in supporting SEND pupils. Their deployment should be strategic, supplementing rather than replacing the instruction provided by teachers. They are equipped with appropriate training and work closely with teachers to deliver targeted support that promotes independence and learning.
- **Targeted Interventions:** Whole high-quality classroom teaching should meet the needs of most pupils, some more require additional, targeted interventions. These interventions should be evidence-informed, time-limited, and closely monitored to assess their effectiveness. Importantly, interventions should complement classroom instruction and not isolate pupils from their peers.

Supporting Disadvantaged Learners

STOCCAT schools are driven by a shared moral purpose to ensure that every child is given the opportunity to flourish, regardless of background or circumstance. Rooted in our Catholic mission, we recognise the inherent dignity of each individual and our responsibility to provide a high-quality education that nurtures the whole child: academically, socially, emotionally, and spiritually.

While each school responds to the specific needs of its community, our collective approach to supporting disadvantaged learners is grounded in the following principles:

- **High-Quality Teaching for All:** Excellent teaching is the most effective way to raise outcomes for disadvantaged pupils. Our schools are committed to fostering professional development, collaborative planning, and reflective practice so that all teachers can provide consistently strong, inclusive instruction. Approaches such as modelling, scaffolding, questioning, and regular checking for understanding are embedded to support all learners to access and engage with a challenging curriculum.
- **Early and Accurate Identification of Need:** Understanding the individual needs of disadvantaged pupils is essential. Our schools use a wide range of information to build a rich picture of each learner, including academic progress, attendance, wellbeing, participation, and engagement in school life. This holistic understanding enables us to identify barriers early and respond with tailored support that promotes progress and personal development.
- **Targeted Academic Support:** Where pupils require additional help beyond the classroom, we provide targeted support that is time-bound, purposeful, and closely linked to the curriculum. This support is designed to complement, not replace, high-quality teaching. It is delivered by well-trained staff and reviewed regularly to ensure that it leads to meaningful gains and fosters independence.
- **A Culture of Belonging and Aspiration:** Our Catholic ethos calls us to place love, care, and high expectations at the heart of all we do. We promote a culture where every pupil is known, valued, and supported to achieve their full potential. Disadvantaged pupils are actively included in the wider life of the school and encouraged to engage in opportunities for leadership, enrichment, and personal growth.
- **Addressing Wider Barriers to Learning:** We understand that barriers to learning may be practical, social, or emotional. Schools work closely with families and pastoral teams to provide support that meets pupils' broader needs—whether that involves improving attendance, supporting mental health and wellbeing, or helping to develop routines and readiness to learn. This wraparound care ensures that pupils feel safe, supported, and ready to succeed.
- **Strategic and Reflective Practice:** Our schools take a deliberate and strategic approach to improving outcomes for disadvantaged pupils. Interventions and support strategies are selected thoughtfully, informed by a clear understanding of pupils' needs and regularly evaluated for impact. Monitoring and review are integral to this process, ensuring that provision remains responsive, effective, and rooted in our shared commitment to serve the common good.

4. Quality of Education: Impact

The ultimate measure of our curriculum's success is the impact it has on pupils' learning, achievement, and personal development. Across STOCCAT, we are united in our commitment to ensuring that pupils not only access a broad and ambitious curriculum, but that they know more, remember more, and can do more as a result of it. We evaluate impact through multiple lenses – exam outcomes, progress data, reading ability, destination measures, and the development of the whole child – recognising that true impact extends beyond test results. Rooted in our Catholic mission and guided by our values of Hope, Courage and Innovation, we strive to ensure that every pupil leaves our schools well-prepared for their next steps, with the knowledge, skills, and virtues needed to thrive, serve, and lead in their communities and beyond.

Impact Measures

- Faith Virtues in Action
- Attainment and Progress Measures
- Assessment and Progress
- Reading and Literacy Impact
- Destination Data
- Equity and Inclusion
- Enrichment and Personal Development
- Pupil Voice and Engagement
- Staff Reflection and Development

Faith and Virtues in Action

As a Catholic Trust, our curriculum impact is ultimately seen in the kind of people our pupils become. We aim to form individuals who are compassionate, just, and faith-filled – living witnesses to the values of the Gospel. Pupils are given regular opportunities to reflect on their beliefs, serve others, and act with integrity. Through Religious Education, collective worship, and service to the community, they grow in understanding of their faith and how it calls them to shape the world around them. This spiritual and moral development is a distinctive and essential outcome of our curriculum.

Attainment and Progress Measures

External examination results provide one important indicator of curriculum impact across our Trust. We closely monitor national benchmarks, such as Progress 8, Attainment 8, and subject-level outcomes to evaluate how well our pupils perform compared to national averages. However, we also analyse outcomes within the context of each school's unique community and intake, ensuring that success is defined not only by headline figures but also by the progress made by individual pupils. Raising attainment remains a priority because we know that strong qualifications open doors for our young people.

Assessment and Progress

Across STOCCAT, assessment is used purposefully and precisely to determine the extent to which pupils are learning the intended curriculum. Teachers use a range of formative approaches – including questioning, low-stakes quizzes and retrieval tasks – to check for understanding and check for misconceptions. Summative assessments are planned and moderated to reflect the curriculum content taught, providing valid and reliable information about pupil progress. Assessment is not an end in itself, but a tool that informs teaching and supports improved outcomes for all pupils.

Reading and Literacy Impact

Reading and literacy are foundational to success across the curriculum. At STOCCAT, we prioritise both reading and wider literacy skills - writing, speaking, and vocabulary - so that all pupils can access learning and express themselves with confidence. Targeted support, high-quality teaching, and subject-specific strategies ensure pupils improve fluency, comprehension, and communication. A strong culture of reading and language enables our pupils to flourish as articulate, thoughtful individuals, ready to lead and serve others.

Destination Data

A key measure of impact is where our pupils go next. We work with pupils and families to ensure ambition and appropriate next steps are secured, whether that be A Levels, apprenticeships, vocational pathways, or employment. Our schools provide high-quality careers education and guidance that enables pupils to make informed choices about their future. Destination data is carefully monitored to ensure that pupils transition successfully and confidently into the next phase of their education or training, equipped with the qualifications and values needed to thrive.

Equity and Inclusion

We are resolute in our commitment to ensuring that all pupils, particularly those who are disadvantaged or have special educational needs, benefit fully from a rich and ambitious curriculum. Impact is measured not only in terms of attainment, but also in how successfully we remove barriers to learning and close gaps in progress. Curriculum design and delivery are regularly reviewed to ensure inclusive practice, and interventions are monitored to evaluate their effectiveness. We hold ourselves accountable for the outcomes of every child, recognising each as a unique individual made in the image of God.

Enrichment and Personal Development

A key part of our curriculum impact is the development of pupils beyond academic success. All schools in the Trust offer a broad range of enrichment activities that include sports, performing arts, subject-based clubs, leadership opportunities and faith-based service. Participation is monitored to ensure equitable access, particularly for our most vulnerable pupils. Through this provision, pupils develop confident, leadership, teamwork, and resilience – skills essential for their future roles in society.

Pupil Voice and Engagement

Pupil voice plays a crucial role in evaluating the impact of the curriculum. STOCCAT schools regularly seeks feedback from pupils about their learning, curriculum experiences, and wider school life. This insight informs curriculum planning and classroom practice, helping leaders and teachers to respond to what works well and where improvements can be made. High levels of pupil engagement and enjoyment in learning are a strong indicator that our curriculum is meaningful, inclusive, and impactful.

Staff Reflection and Development

Curriculum impact is also evaluated through teacher reflection and professional dialogue. Regular line management meetings, departmental reviews, and Professional Learning Networks (PLNs) provide opportunities for staff to review curriculum implementation and its effect on pupil outcomes. Professional development is tightly aligned to curriculum priorities, ensuring that teachers are equipped to deliver content effectively and meet the needs of all learners. A culture of collaboration and continual improvement ensures that our curriculum continues to evolve and improve.

5. Assessment

Assessment is a vital part of the learning process across all STOCCAT schools. It serves to inform teaching, guide curriculum planning, support pupil progress, and identify next steps for both individuals and groups. At Key Stage 3 and Key Stage 4, assessment provides a clear picture of how well pupils are learning the intended curriculum, ensuring that knowledge and skills are being securely embedded over time. Assessment supports early intervention, challenges gaps in understanding, and helps maintain high expectations for all pupils. It also ensures that both pupils and teachers can reflect meaningfully on learning, and that leaders can monitor the quality and impact of education across each school. Ultimately, assessment exists to support every pupil in achieving their full potential and flourishing academically, personally, and spiritually.

Principles of Assessment

Assessment across STOCCAT schools is guided by four core principles: purpose, validity, reliability, and value. These principles ensure that assessment is meaningful, efficient, and firmly rooted in improving pupil learning.

- **Purpose:** Every assessment has a clear and justified rationale. Given the opportunity cost of assessment in terms of pupil time and staff workload, all assessment activities must contribute directly to answering the question: 'How well are pupils learning the intended curriculum?' Assessment should never exist for its own sake or merely to generate data.
- **Validity:** Assessment must accurately evaluate pupils' understanding of the curriculum rather than unrelated skills or content. A valid assessment measures what it intends to measure, providing meaningful insights into learning that inform teaching and curriculum decisions.
- **Reliability:** Reliable assessments minimise bias and inconsistency. Pupils should achieve the same outcome regardless of who assesses their work. To support this, Trust schools ensure that assessment materials and judgements are subject to regular standardisation and moderation processes.
 - Standardisation is the process of agreeing what 'good' looks like before assessing pupils' work. It helps ensure that teachers apply the same expectations and mark to the same standard.
 - Moderation is the process of reviewing assessed work after it has been marked, to check that marking is consistent and fair across different teachers and classes.

These practices enable shared expectations of quality and comparability across classes and schools, ensuring that judgements about pupil progress and attainment are fair, stable, and dependable.

- **Value:** Assessment must add clear value by helping to address gaps in learning, inform future teaching, and refine curriculum design. Assessment outcomes should be used purposefully to improve pupil progress, curriculum effectiveness, and pedagogical approaches.

Formative Assessment

Formative assessment is integral to everyday teaching and learning. It provides immediate, diagnostic insights into pupil's understanding and enables teachers to respond quickly to emerging needs. Formative assessment is low-stakes, continuous, and embedded naturally into lessons through questioning, discussions, review of pupils' work, retrieval tasks, and observation of learning behaviours. The primary purpose is to identify misconceptions, address gaps in knowledge, and adjust teaching to support mastery

of the intended curriculum. Information from formative assessment is used directly to improve pupil learning rather than to generate recorded data.

Summative Assessment

Summative assessment evaluates how well pupils have learned and retained the curriculum over a defined period of time. Summative assessments take place at key points in the academic year and are designed to measure cumulative learning across units, terms, or years. They provide an opportunity to assess both current understanding and the durability of prior learning. While summative assessments contribute to overall judgements about pupil attainment and progression, they also offer valuable insights into the effectiveness of the curriculum sequencing and teaching. Summative assessments are carefully designed to be valid, reliable, and efficient, supporting comparability across classes and schools while minimising unnecessary workload.

Trust Wide Assessments

As part of our commitment to raising standards and improving outcomes for all pupils, a series of Trust-wide assessments are undertaken each year to provide consistent, high-quality information about pupil achievement, attitudes, and areas for development. These assessments ensure a shared understanding of pupil progress across schools and enable targeted intervention to support learning and personal development.

- **Reading Age Tests (NGRT):** All pupils in Years 7 to 11 undertake the New Group Reading Test (NGRT) at the start of the academic year to establish a robust reading baseline. Pupils with a standardised score below 85 retake the NGRT in the Spring Term to measure progress and identify any further intervention. At the end of the academic year, pupils in Years 7 to 10 are reassessed to evaluate reading development over time. Schools are expected to analyse reading age information to inform planning, curriculum design and intervention strategies. Tailored, evidence-informed intervention programmes are implemented for struggling readers, with progress reviewed regularly through pre- and post- assessment data. Pupils requiring significant support are closely monitored, and families are kept fully informed and involved in the support process. Transition points between key stages, particularly primary to secondary, are managed carefully, with reading data shared to ensure continuity and early intervention.
- **PASS Survey:** The Pupil Attitude to Self and School (PASS) survey is completed twice a year to gather valuable insight into pupils' attitudes towards school, learning, and themselves. It is undertaken in HT2 for all pupils in Year 7 to 11, and in HT6 for pupils in Years 7 to 10. The survey identifies pupils' levels of self-esteem, motivation, attitude to teachers, feelings about school, and other key indicators that can affect academic progress and wellbeing. Schools analyse PASS outcomes at both whole-school and individual pupil level to identify emerging patterns or concerns. Results inform pastoral planning, interventions, and wider school improvement work, ensuring that pupils' emotional and social needs are recognised and addressed. Schools are expected to plan appropriate support where concerns are identified, and to monitor the impact of this support carefully over time.
- **Progress Tests:** Towards the end of each academic year, pupils in Years 7 to 9 sit the GL Progress Tests in English and Maths. GL Progress Tests in Science are taken at the start of Year 7 and end of Year 9. These nationally benchmarked assessments provide a robust measure of pupil attainment and progress across key subjects, giving a clear view of how pupils are performing against national standards. Schools use Progress Tests data to evaluate the effectiveness of curriculum delivery,

identify strengths and areas for development, and inform strategic planning. Individual pupil results are analysed to identify gaps in knowledge and inform planning for the next academic year. Results are also used diagnostically to ensure targeted support is provided for pupils who require additional help to make strong progress across the core curriculum.

Assessment Points

Each year group across the Trust is assessed at three key points during the academic year, referred to as Assessment Points (APs). At each Assessment Point, teachers capture both summative progress information and Attitude to Learning (AtL) judgements to provide a holistic view of each pupil's learning and engagement. Assessment Points are designed to ensure that pupil progress is monitored carefully and consistently, enabling schools to identify strengths, address emerging gaps, and inform planning and intervention. The focus of each data drop is on meaningful, curriculum-aligned information that supports pupil achievement, rather than generating unnecessary workload or data for its own sake. Trust-wide consistency in the timing and purpose of Assessment Points ensures that leaders have a clear and accurate understanding of pupil performance across STOCCAT schools.

Attitude to Learning Judgement Scale

Attitude to Learning (AtL) judgements at Key Stage 3 and Key Stage 4 are made using a four-point scale, considering pupils' engagement in lessons, approach to homework, and attendance patterns.

- **Independent Learner:** Consistently demonstrates exceptional effort, independence, and resilience. Takes full responsibility for their learning by engaging deeply in lessons, completing homework to a high standard, revising regularly, and actively seeking feedback. Demonstrates strong organisation, and attendance supports continuous progress.
- **Engaged:** Generally participates well in lessons and demonstrates a positive attitude to learning. Homework is completed regularly, and revision habits are developing. Responds to feedback and takes steps to improve. Attendance and punctuality are appropriate, with no significant concerns.
- **Coasting:** Complies with expectations but demonstrates minimal independent effort. Engagement may be superficial or inconsistent. Homework and revision are irregular or lack sufficient depth. Relies heavily on teacher guidance and rarely goes beyond what is required. Attendance or punctuality may occasionally impact learning.
- **Concern:** Shows limited engagement with learning and requires frequent support to stay on task. Homework and revision are often incomplete, missing, or lack quality. Displays low levels of motivation or self-direction. Attendance and/or punctuality issues are having a negative impact on learning and progress.
- **Not Applicable:** This judgement must be used only in exceptional circumstances where it is not possible to form a fair or accurate view of a pupil's attitude to learning. This includes cases where the pupil has had no meaningful classroom engagement since the last assessment point – for example, due to prolonged absence and not being seen in lessons since the last Assessment Point, or because they are new to the school and have attended fewer than two lessons. This category must only be applied with clear and evidenced justification and must not be used to avoid making a difficult judgement.

Data Analysis

All STOCCAT schools use SMID for managing and analysing school performance data. It enables Trust schools to bring together a wide range of information – including assessment outcomes, attendance, and

progress indicators into a single, accessible system, reading data directly from Arbor. All schools are expected to use SMID consistently to drive improvement and informed decision-making.

- The Senior Leadership Team use SMID to monitor whole-school performance, identify trends, evaluate the impact of interventions, and inform strategic planning.
- Subject Leaders use SMID to analyse departmental performance, track pupil outcomes across different groups, identify curriculum strengths and areas for development, and plan targeted support.
- Classroom Teachers use SMID to access timely information about their pupils' progress and engagement, enabling them to plan more effectively, differentiate learning, and provide personalised feedback.

Key Stage 3

At Key Stage 3, assessment is designed to ensure that pupils are successfully learning the intended curriculum and building secure foundations for future study. The curriculum itself is the progression model – if pupils are learning the curriculum well, they are making progress. Formative assessment is embedded within everyday teaching, helping teachers to diagnose misconceptions, check understanding, and adapt instruction. Summative assessments are scheduled at key points during the year to evaluate how well pupils have retained and applied key knowledge over time. These assessments are cumulative, drawing on both recent and prior learning to strengthen long-term memory and deepen understanding. Judgements about pupil progress at Key Stage 3 are based on how effectively pupils are mastering the curriculum, rather than arbitrary levels or flight paths.

Guidance on Reaching KS3 Progress Judgements

KS3 progress judgements are based on a broad range of evidence, combining summative assessment outcomes with professional teacher judgement. Summative assessments provide a snapshot of retained knowledge, while teacher judgement reflects understanding over time, including classwork, low-stakes quizzes, and pupils' ability to apply knowledge in different contexts.

To support consistency, departments should agree shared criteria and moderate judgements collaboratively. This helps to reduce the risk of bias and ensures decisions are based on learning, not effort or behaviour. Where pupils achieve similar test scores but receive different judgements, this may reflect differences in consistency, depth of understanding, or application across the curriculum.

KS3 assessments should be curriculum-led, cumulative, and designed to check long-term understanding. A mix of question types and regular opportunities to revisit prior learning supports both accuracy and retention. Schools are encouraged to review assessment design and outcomes regularly as part of their curriculum evaluation.

Key Stage 3 Progress Judgement Scale

Progress judgements at Key Stage 3 are made using a four-point scale, based on how successfully pupils are learning and retaining the intended curriculum, informed by teacher judgement and summative assessment performance.

- **Mastering (1):** Successfully learning all or nearly all of the curriculum content. Demonstrates a deep, flexible understanding of the knowledge and skills expected, applying learning confidently and independently across a range of contexts. Secure retention of knowledge in long-term memory.

- **Secure (2):** Successfully learning most of the curriculum content with only minor gaps that do not significantly hinder understanding. Demonstrates a sound grasp of key knowledge and skills and applies learning effectively in most situations. Gaps are identifiable but not detrimental to overall progress.
- **Developing (3):** Learning some aspects of the curriculum but with evident gaps in knowledge and/or skills that impact understanding. Inconsistent application of learning across different topics or contexts; depth of understanding is variable. Requires targeted support and consolidation.
- **Emerging (4):** Learning is limited with significant gaps in understanding and application. Struggles to retain or apply knowledge without substantial support. Likely to require structured interventions to access the intended curriculum effectively.
- **Not Applicable:** This judgement must be used only in exceptional and unavoidable circumstances where it is impossible to assess progress. It is reserved for cases where a pupil has had no meaningful access to the curriculum since the last assessment point – for example, due to prolonged absence and not being seen since the last Assessment Point, or enrolment so recent that they have attended fewer than two lessons. This category must not be used to avoid making a difficult judgement and must be applied only with clear justification.

Key Stage 4

At Key Stage 4, assessment continues to focus on how well pupils are learning the curriculum but also reflects the increasing importance of preparation for external qualifications. Formative assessment remains central to classroom practice, supporting pupils to build knowledge, apply skills, and prepare effectively for examinations. Summative assessment is used strategically to measure pupils' readiness for GCSE and vocational assessments, to identify areas for intervention, and to inform academic monitoring processes. Assessments are designed to be valid and reliable, closely aligned to subject specifications, and responsive to the needs of different cohorts. Schools use assessment information to support pupils in achieving the best possible outcomes, ensuring that all pupils are well prepared for the next stage of education or employment.

Key Stage 4 Progress Judgement Scale

At Key Stage 4, progress judgements are based on GCSE (or equivalent qualification) grades using a fine grading system. At each Assessment Point (except Year 11 AP3 when only a PRE is required), teachers are required to submit both a Working At Grade (WAG) and a Predicted Grade (PRE) for each pupil.

- **Working At Grade (WAG):** A Working At Grade (WAG) is a professional judgement that reflects how securely a pupil is performing in relation to the curriculum content they have been taught so far. It is not a prediction of what the pupil might achieve if they sat the full GCSE at that point in time. Instead, it provides a current snapshot of their attainment, based on a range of evidence, including classwork, assessments, and application of knowledge. This approach ensures that WAGs are fair, accurate, and meaningful throughout the course. Predicted Grades (PREs), submitted alongside WAGs, take a longer-term view and reflect the teacher's evidence-informed forecast of likely final outcomes based on trajectory, engagement, and potential.
- **Predicted Grade (PRE):** The grade the teacher predicts the pupil is most likely to achieve at the end of the course, taking into account their current performance, trajectory, engagement, and potential.

for improvement. Predictions must be professional, evidence-informed, and realistic, based on a clear body of evidence.

Fine Grading:

All grades must be reported using a fine grading system to ensure greater precision and clarity:

- **Grade + (Plus):**
Strong and secure performance at that grade, close to achieving the grade above.
- **Grade = (On):**
Securely on the grade, meeting grade expectations with consistency.
- **Grade - (Minus):**
Insecure at the grade, performing just within the threshold and at risk of dropping to the grade below without further consolidation.

Key Stage 4 Target Setting

STOCCAT schools are committed to achieving ambitious KS4 outcomes that reflect our high expectations for all pupils. Target setting is a crucial part of this process, underpinning our drive for excellence, equity, and accountability. While there are shared Trust-wide principles, schools own the target-setting process, exercising their professional intelligence to refine centrally generated data in line with their unique context.

In the first instance, Key Stage 4 targets are set using FFT50 benchmark data, providing a consistent and aspirational baseline across all schools. These benchmarks must then be intelligently refined at school level, taking into account the local context, pupil needs, and the professional judgement of school leaders. Targets must only be set for the subjects that pupils are actually studying – there should be no flood-filling or blanket assigning of grades. Where pupils do not have sufficient prior attainment data to generate an FFT estimate, schools must use subject-level class data and professional judgement to determine an appropriate and challenging target grade.

Target grades should be shared with pupils to provide clarity and focus, but they must be communicated as a minimum expectation – not a ceiling. This ensures that pupils understand they are expected to meet or exceed their targets through sustained effort, effective support, and high-quality teaching.

Target refinements are made with the following principles in mind:

- To close the disadvantage gap by ensuring that targets for disadvantaged pupils are both ambitious and realistic, contributing to improved outcomes over time.
- To recognise high-performing departments by increasing the ambition and stretch in subject areas with a strong track record of success.
- To reflect individual pupil context, using professional judgement to ensure that targets appropriately challenge high-achieving pupils, support those with SEND, and take into account the needs of pupils with Adverse Childhood Experiences (ACEs).
- To engage subject and middle leaders in the process so that departmental teams have ownership of their targets and a clear line of accountability for pupil outcomes.

In schools or subjects where progress is currently below average, the target dataset must show a clear and sustained pattern of improvement over time.

All target datasets must adhere to the following key Trust parameters:

- The proportion of pupils targeted to achieve a Grade 5 or higher in English and maths should be at least in line with FFT50 projections.
- The overall aggregated target data must reflect positive progress, or equivalent indicators where Progress 8 is not applicable.
- Targets must demonstrate a clear trajectory of improvement for disadvantaged pupils, contributing to the Trust's long-term aim of closing the attainment gap.

Target setting is not a static or isolated event. It is reviewed regularly in line with assessment data, pupil tracking, and evaluation of curriculum impact. Through this ongoing process, our schools remain focused on delivering ambitious, inclusive, and evidence-informed targets that empower all pupils to achieve their full potential.

The deadline for finalising KS4 targets is Friday 14th November 2025. Once finalised, if schools require assistance is entering this data into Arbor, a ticket must be raised with the Trust Data Team.

Pre-Public Examinations (PPE)

Pre-Public Examinations (PPE), sometimes referred to as 'mock' exams, form an essential part of the assessment process at Key Stage 4. All pupils across STOCCAT schools will sit three sets of PPEs to support their preparation for final GCSE or equivalent examinations.

1. PPE1: End of Year 10
2. PPE2: HT2 of Year 11
3. PPE3: HT4 of Year 11

The primary purpose of PPEs is to provide pupils, teachers, and leaders with an accurate and realistic picture of current performance in exam conditions. PPEs allow pupils to experience formal examination environments, develop effective revision habits, and practise applying their knowledge under time constraints. They also provide vital information to inform interventions, curriculum adjustments, and final preparations for external assessments.

PPEs will take place under full examination conditions wherever possible, replicating the format, expectations and atmosphere of real external exams. Unless logistically unfeasible, pupils will sit full or partial past examination papers during their PPEs to ensure validity and authenticity of the assessment experience.

The series of past papers to be used, and the grade boundaries applies, will be determined through Professional Learning Networks (PLNs), discussions between Subject Leaders, and collaboration with their Link SLT. Where there is exam board alignment across Trust schools in a given subject, the papers and grade boundaries used will be consistent to ensure comparability and fairness.

The outcomes of PPEs provide critical information to inform both Working At Grades (WAGs) and Predicted Grades (PREs) and support strategic decision-making for pupils' future learning, interventions, and examination entries.

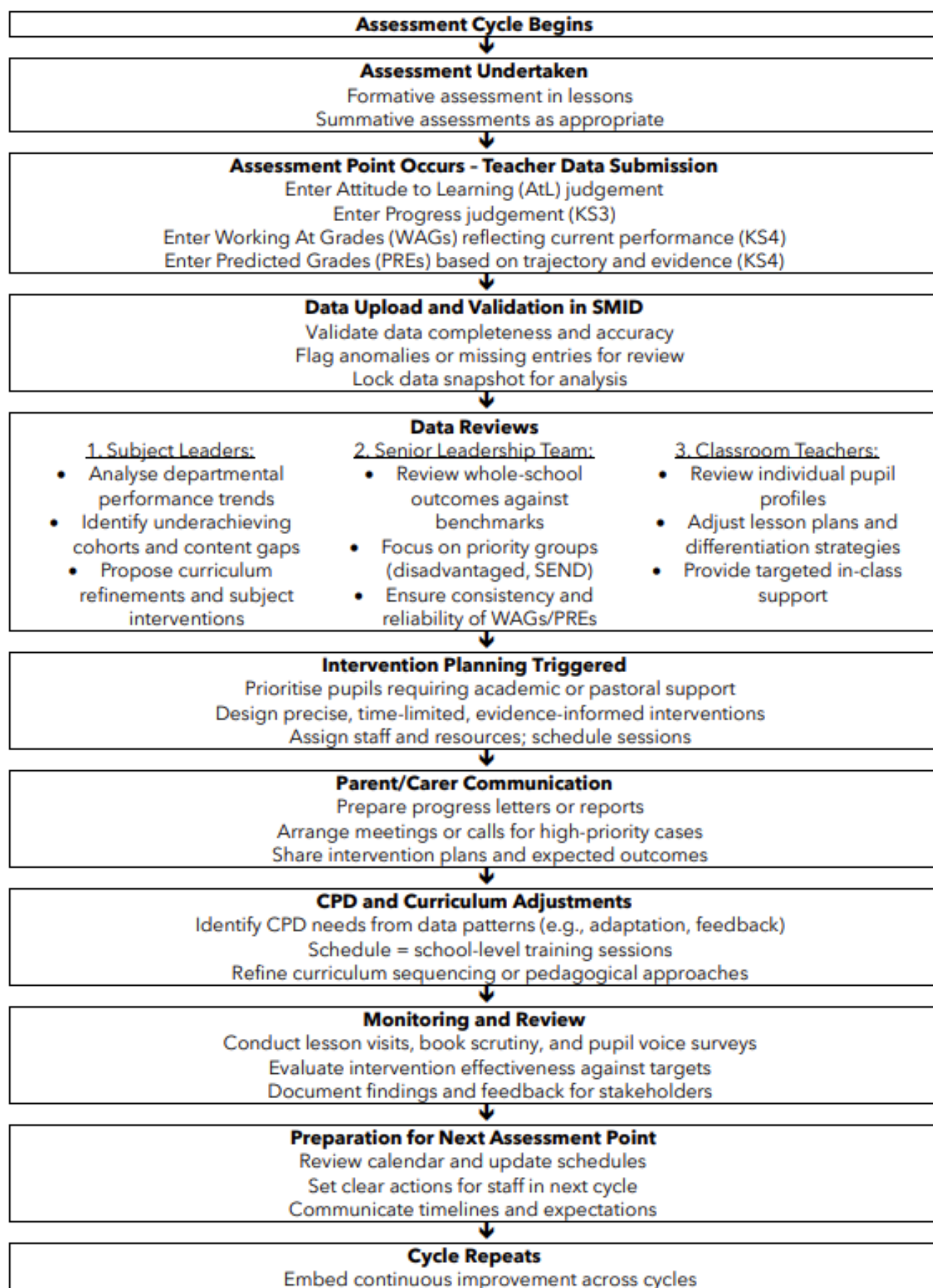


SECONDARY SCHOOL ASSESSMENT CALENDAR

Assessment Window in School	Assessment Window Opens	Assessment Window Closes	Year 7	Year 8	Year 9	Year 10	Year 11	Data Team - check in with school (1)	Data Team - check in with school (2)	School Submission Date	Analysis Start (depends on numbers of submissions in period)	Report Available (depends on complexity of report and additional factors)
NGRT (GL Assessments)	01/09/2025	03/10/2025	✓	✓	✓	✓	✓	MON 22/09/2025	FRI 26/09/2025	03/10/2025	27/10/2025	29/10/2025
Science Progress (GL Assessments)	01/09/2025	03/10/2025	✓					MON 22/09/2025	FRI 26/09/2025	03/10/2025	30/10/2025	03/11/2025
Yr 11 Mocks / PPE (AP1)	03/11/2025	14/11/2025					✓	THU 20/11/2025	THU 27/11/2025	28/11/2025	01/12/2025	05/12/2025
TAGs (classroom based) (AP1)	03/11/2025	21/11/2025	✓	✓	✓	✓		THU 27/11/2025	THU 04/12/2025	05/12/2025	22/12/2025	02/01/2026
PASS (GL Assessments)	03/11/2025	12/12/2025	✓	✓	✓	✓	✓	THU 04/12/2025	THU 11/12/2025	12/12/2025	13/01/2026	19/01/2026
NGRT Resits (GL Assessments)	05/01/2026	13/02/2026	✓	✓	✓	✓	✓	THU 05/02/2026	THU 12/02/2026	13/02/2026	09/03/2026	11/03/2026
Yr 11 Mocks / PPE (AP2)	23/02/2026	06/03/2026					✓	THU 12/03/2026	THU 19/03/2026	20/03/2026	23/03/2026	27/03/2026
TAGs (classroom based) (AP2)	23/02/2026	13/03/2026	✓	✓	✓	✓		THU 19/03/2026	THU 26/03/2026	27/03/2026	07/04/2026	15/04/2026
Yr 11 Forecast (AP3)	20/04/2026	01/05/2026					✓	THU 23/04/2026	THU 30/04/2026	01/05/2026	15/05/2026	21/05/2026
English & Maths (Yr 7/8/9), Science Progress Assessments (GL Assessments)	20/04/2026	08/05/2026	✓	✓	✓			THU 28/05/2026	THU 04/06/2026	08/05/2026	01/06/2026	05/06/2026
TAGs (classroom based) (AP3)	15/06/2026	03/07/2026	✓	✓	✓			THU 25/06/2026	THU 02/07/2026	03/07/2026	06/07/2026	10/07/2026
Y10 Mocks / PPE (AP3)	15/06/2026	03/07/2026				✓		THU 02/07/2026	THU 09/07/2026	10/07/2026	13/07/2026	17/07/2026
PASS (GL Assessments)	15/06/2026	03/07/2026	✓	✓	✓	✓		THU 25/06/2026	THU 02/07/2026	03/07/2026	27/07/2026	31/07/2026
NGRT (GL Assessments)	15/06/2026	03/07/2026	✓	✓	✓	✓		THU 25/06/2026	THU 02/07/2026	03/07/2026	03/08/2026	05/08/2026

Trust schools ensure that assessment materials and judgements are subject to regular standardisation and moderation processes.

Assessment and Progress Monitoring Cycle



External Exams

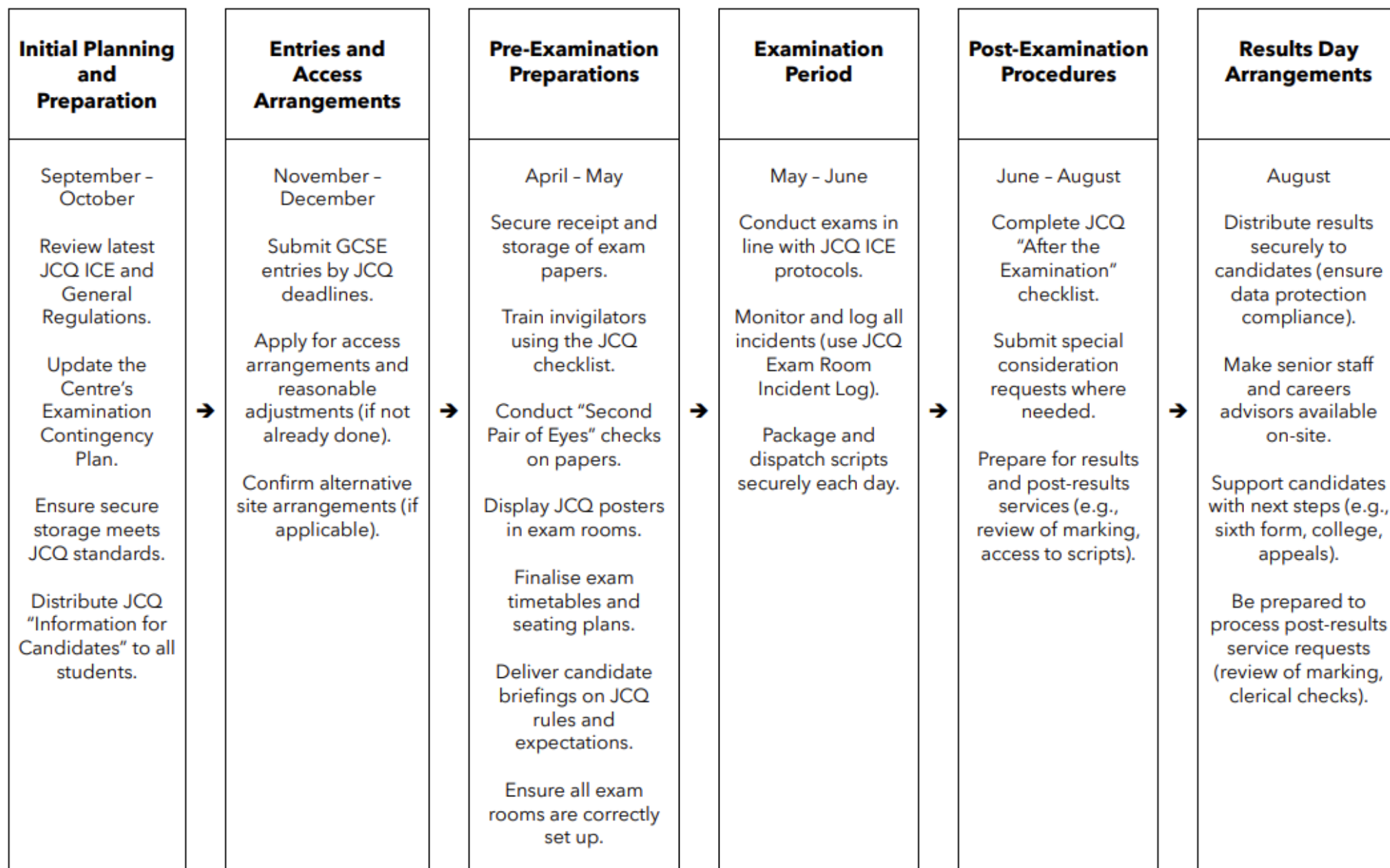
External examinations (such as GCSEs at BTECs) must be conducted in full compliance with the regulations set by the Joint Council for Qualifications (JCQ) and relevant awarding bodies. Exams are administered under strict conditions to ensure fairness, integrity, and comparability of results across centres.

Key principles for conducting external exams include:

- Adhering to JCQ regulations: All staff involved must be familiar with and follow the Instructions for Conducting Examinations (ICE).
- Securing exam materials: Papers must be stored securely and handled according to guidance to prevent any breach of confidentiality.
- Ensure a calm, controlled environment: Exam rooms should be quiet, clearly signposted, and free from unauthorised materials or distractions.
- Deploying trained invigilators: All invigilators must receive appropriate training and be briefed prior to each exam series.
- Supporting access arrangements: Pupils entitled to access arrangements must receive these without compromise to the integrity of the exam.
- Recording and reporting incidents: Any breaches or irregularities must be documented and reported immediately through the proper channels.
- Clear communication with pupils and parents about exam expectations and protocols is essential.

The Headteacher retains overall responsibility for the secure and compliant delivery of external examinations, but this is delegated to the Exams Officer, who oversees their day-to-day administration and ensures that all JCQ requirements are met.

Exams Preparation Flowchart



6. Interventions

Following each Assessment Point, STOCCAT schools analyse both progress and AtL data to identify pupils who would benefit from additional support. The information gathered through Assessment Points is used diagnostically to plan and deliver timely, targeted interventions.

- **Academic** interventions focus on closing knowledge gaps, strengthening understanding, and preparing pupils effectively for future assessments and examinations.
- **Pastoral** Interventions are identified to support pupils' wider engagement, well-being, attendance, and motivation where barriers to learning are evident.

By responding swiftly and strategically to the evidence from each Assessment Point, STOCCAT schools ensure that intervention programmes are purposeful, personalised, and have a tangible impact on pupils' academic progress and personal development.

Year 11 Interventions

In Year 11, intervention planning becomes increasingly strategic and focused. Following each Assessment point, schools use the latest progress and AtL data, alongside PPE outcomes, to identify priority pupils and subjects where intervention will have the greatest impact. Year 11 interventions are carefully structured, personalised, and aligned with pupils' individual needs, ensuring that both academic achievement and readiness for examinations are maximised. Alongside academic support, pastoral interventions address attendance, motivation, and emotional wellbeing to ensure that pupils are fully equipped to succeed. Year 11 interventions are monitored regularly for effectiveness, with adaptations made as necessary to ensure the strongest possible outcomes for every pupil.

Effective Year 11 interventions are characterised by:

- **Timely Identification:** Interventions are triggered promptly following Assessment Points, PPEs, or other assessment analysis to address gaps early.
- **Precise Targeting:** Support is prioritised for pupils where it will have the greatest impact, including threshold pupils, disadvantaged pupils, and high prior attainers at risk of underperforming.
- **Personalised Approach:** Intervention is tailored to individual pupil needs, based on diagnostic information, focusing on specific knowledge gaps, skills, or exam techniques.
- **High-Quality Delivery:** Interventions are led by skilled staff, using effective teaching strategies that complement the taught curriculum and focus on retrieval, mastery, and exam preparation.
- **Structured and Organised Sessions:** Intervention sessions are planned, timetable and consistently delivered, ensuring regular pupil attendance.
- **Tracking and Monitoring:** Pupil engagement, attendance, and progress within interventions are closely monitored, and provision is adapted where needed to maximise effectiveness.
- **Integration with Quality First Teaching:** Intervention supplements high-quality classroom teaching rather than replacing it. The main curriculum remains the primary driver of progress.
- **Academic and Pastoral Balance:** Interventions address both academic achievement and wider factors, such as attendance, motivation, confidence, and emotional wellbeing.
- **Positive Framing:** Interventions are positioned as opportunities for success, encouraging pupils to take ownership of their improvement journey.
- **Professional Communication:** Parents and carers are informed about intervention programmes, reinforcing shared expectations for attendance, commitment, and engagement.

7. Quality Line Management

Quality Line Management - Meaning

Effective line management is the engine room of sustainable school improvement. At STOCCAT, we define quality line management as a structured, evidence-informed and relational process that enables high performance, ensures accountability, and fosters professional growth at every level of leadership. It is a non-negotiable element of Trust-wide consistency, enabling leaders to secure demonstrable impact in curriculum, teaching, behaviour, and outcomes.

Core Principles of Quality Line Management

Clarity of Purpose:

- Every line management meeting has a clear rationale: to improve outcomes for pupils by developing the knowledge, skills, and effectiveness of those being line managed. Meetings are agenda-driven, time-efficient, and pupil-centred.

High-Trust, High-Challenge Relationships:

- Line management operates within a culture of intelligent accountability. Leaders are trusted professionals, but are expected to engage in honest, evidence-informed dialogue that reflects the needs of their teams and the pupils they serve.

Systematic and Scheduled:

- Fortnightly line management meetings between Headteachers and Senior Leaders, and between Senior Leaders and Middle Leaders are protected, scheduled, and documented.

Outcomes Focused:

- Conversations are not generic or compliance-based but are sharply focused on impact – especially on the progress of pupils, the quality of teaching, and the implementation of the curriculum.

Structure and Content of Effective Line Management

Each cycle of line management is built around the following key components:

- Performance Dialogue:
 - The actions that have been taken since the last meeting.
 - The evidence that exists of improvement.
- Curriculum, Teaching and Outcomes:
 - Whether pupils are learning the intended curriculum.
 - What evidence there is of this.

Cycle of Line Management

Role	Frequency	Focus	Outcome
HT to SLT	Fortnightly	• SIP Priorities • PM Objectives	Strategic direction, challenge and alignment
SLT to Middle Leaders	Fortnightly	• KS4/KS3 Progress • Curriculum Implementation • Behaviour and Culture	Targeted improvement and sustained consistency
SLT Meeting	Weekly	• SIP Review • Key Workstream Review	Trust-wide alignment and proactive planning

The Impact of High-Quality Line Management

Line management is not a bureaucratic exercise. It is the key vehicle for driving improvement and securing high standards across the Trust. In effective schools, effective line management ensures:

- Consistency in curriculum and behaviour policy implementation
- Timely identification and response to pupil achievement
- Professional growth through focused coaching and feedback
- Capacity building through talent development and retention

Effective Line Management

Clear, Regular Communication	Alignment with School Improvement Priorities	Support and Challenge	Evidence-Informed Insight	Professional Development and Capacity Building	Contribution to Appraisal	Focus on Culture and Team Ethos
- Scheduled meetings or structured interactions. - Use of shared platforms to record actions and progress. - Consistent messaging aligned to school priorities.	- Objectives and actions rooted in the SIP. - Curriculum, assessment, teaching, and behaviour discussed in light of whole-school strategy. - Leaders understand how their area contributes to the overall vision.	- High expectations balanced with coaching, feedback, and guidance. - A focus on problem-solving, accountability, and solution-focused leadership. - Safe space for reflection, but with rigour in monitoring impact.	- Use of multiple forms of evidence: lesson visits, student work, data, and feedback. - Regular reviews of progress, quality assurance activity, and impact evaluation. - Triangulation of information to guide priorities and interventions.	- Regular discussion and planning around CPD need. - Access to relevant leadership or subject-specific CPD. - Coaching, modelling, and feedback to grow leadership and teaching capacity. - Contribution to oversight of others' CPD and growth.	- Clear, measurable objectives linked to role remit and improvement priorities. - Ongoing support and evidence collection to track progress. - Contribution to or oversight of mid-year and end-of-year appraisal reviews. - Link between appraisal and professional growth, not just accountability.	- Promotion of professional standards, and a reflective, supportive climate. - Visibility and presence within teams (physically or through leadership influence). - Celebration of success, openness about challenges, and shared ownership.

Expectations for SLT Members Line Managing Other SLT Members	Expectations for SLT Members Line Managing Subject Leaders	Expectations for Subject Leaders Supporting Classroom Teachers
Effective line management at senior leadership level combines strategic accountability with professional trust. It enables delivery of whole-school priorities while fostering leadership development.	SLT line managers play a crucial role in ensuring curriculum quality, high standards, and leadership development within departments. They offer strategic oversight, challenge, and capacity-building.	Subject Leaders influence classroom practice, curriculum implementation, and professional development across their teams. Even without formal line management responsibility, they lead through clarity, support, and subject expertise.
Key Expectations: Regular, Strategic Meetings: Hold at least fortnightly meetings with a set agenda. Use a shared platform (e.g. OneNote) to record updates, actions, and outcomes. Clarity of Roles and Impact: Maintain a clear overview of each leader's remit, ensuring their actions align with the School Improvement Plan and contribute to measurable impact. Leadership Oversight: Review performance in areas such as curriculum, attendance, behaviour, or safeguarding, depending on remit. Expect evidence-informed updates and drive solution-focused dialogue. Challenge and Support: Use coaching questions to probe thinking, while offering a sounding board for high-stakes issues. Provide high expectations with high support. Visibility and Alignment: Support SLT members to be visible and credible within the school, and ensure their messaging aligns with wider school strategy. Leadership Development: Create space for leaders to grow. Support leadership training. Provide feedback on leadership presence, communication, and decision-making. Appraisal and Professional Development: - Set clear, ambitious objectives linked to school priorities and the leader's area of responsibility. - Use line management meetings to monitor progress against these objectives. - Review performance at mid- and end-of-year points, using a balanced view of evidence. - Actively support and track the leader's CPD, aligning it with succession planning and school needs.	Key Expectations: Scheduled Line Management Meetings: Hold fortnightly meetings using a standardised agenda. Record actions and follow-up using OneNote. Curriculum and Pedagogical Oversight: Understand the curriculum intent and implementation. Review curriculum planning, sequencing, assessment and outcomes using triangulated evidence. Challenge and Professional Dialogue: Ask probing questions about subject delivery, pupil progress, and QA outcomes. Expect Subject Leaders to take ownership and offer solutions. Quality Assurance and Evaluation: Lead or support learning walks, book looks, and data reviews. Help Subject Leaders interpret findings and plan next steps. Communication and Consistency: Act as the link between Subject Leaders and the wider SLT, sharing updates, concerns, and best practice. Ensure departmental approaches align with whole-school expectations. Leadership Development: Support Subject Leaders to grow as leaders. Offer coaching, model strategic thinking, and provide feedback on leadership effectiveness. Appraisal and Professional Development: - Ensure Subject Leaders have clear, measurable objectives linked to curriculum quality, pupil outcomes, and leadership practice. - Support evidence-gathering throughout the year and review progress termly. - Discuss CPD needs and recommend appropriate opportunities. - Provide support or intervention where underperformance or leadership barriers are identified.	Key Expectations: Curriculum Leadership: Provide a clear curriculum vision and well-sequenced plans. Ensure all staff understand what to teach, when, and why. Department Meetings: Use regular meetings to communicate expectations, share resources, discuss pedagogy, and monitor progress. Follow a standing agenda linked to school priorities. Teaching and Learning Support: Lead subject-specific CPD, address common misconceptions, share effective strategies, and facilitate collaborative planning. Quality Assurance Participation: Coordinate learning walks, book scrutiny and assessment reviews. Use findings to offer team-wide feedback and identify areas of strength and development. Assessment and Data: Monitor team data and use it to identify trends, raise concerns, or support targeted interventions. Ensure moderation and standardisation are robust. Culture and Expectations: Promote professional standards for teaching, marking, and assessment. Foster a positive and reflective team ethos. Communication with SLT: Share departmental strengths and concerns with SLT line manager. Request support where needed and contribute to whole-school improvement planning. Appraisal and Professional Development: - Contribute evidence to individual teachers' appraisal processes (e.g. from QA activities or assessment outcomes). - Support staff to identify and pursue relevant CPD, including subject-specific development or involvement in wider roles (e.g. mentoring, exam marking). - Encourage reflection on practice through departmental discussions and informal coaching conversations.

8. Quality Assurance and Monitoring

Quality Assurance (QA) at STOCCAT is a strategic and developmental process that underpins school improvement. It ensures that the quality of education, leadership, behaviour, personal development, and outcomes remains consistency high, while recognising the unique contexts of each school. Effective QA is grounded in the principle of intelligent accountability: it is high-trust, evidence-informed, and designed to build capacity rather than enforce compliance.

Intelligent Accountability

The Trust champions intelligent accountability by:

- Trusting professionals: School leaders and teachers are empowered to lead improvements, not simply deliver compliance.
- Encouraging open, evidence-informed dialogue: QA is a tool for reflection, professional growth, and shared learning.
- Avoiding over-surveillance: Systems are proportionate, purposeful and workload conscious.
- Balancing autonomy with alignment: Schools retain flexibility to address local needs within a shared Trust-wide vision.

This approach ensures QA is collaborative and improvement-focused – done with schools, not to schools.

The Role of QA in School Improvement

QA provides a structured, consistent means of identifying what is working well and where further development is needed. It generates reliable insights into the quality of curriculum, teaching, leadership, behaviour, and pupil outcomes, allowing improvement efforts to be precise, focused, and impactful.

QA activity is aligned with each school's strategic priorities and mapped to the School Improvement Plan (SIP). It also responds to internal performance data, national benchmarks, and external reviews such as Ofsted and CSI inspections. This creates a continuous feedback loop, enabling schools to regularly refine their improvement plans and direct resources where they will have the greatest effect.

Monitoring and QA: A Complementary Relationship

Monitoring and quality assurance are both essential to improvement, but serve different purposes:

- Monitoring involves regular, ongoing checks (curriculum coverage, lesson visits, attendance tracking) to inform day-to-day practice and identify early signs of success or concern.
- Quality Assurance draws together a range of evidence over time to evaluate the overall effectiveness of provision. It informs high-level planning, professional development, and Trust-wide accountability.

Monitoring activity provides valuable intelligence that feeds into QA, while QA ensures that what is monitored is meaningful, strategic, and aligned with priorities.

A Broad and Inclusive View of Quality

QA considers not only curriculum coverage and academic progress but also whether:

- Curriculum implementation is effective, with appropriate support and challenge.
- Inclusive teaching and adaptive practice are evident, particularly for pupils with SEND or additional needs.
- Pupils are well supported pastorally and academically, enabling them to access the full curriculum offer.

- Behaviour routines and expectations are consistently upheld and contribute to a positive learning environment.
- Personal development opportunities (such as enrichment, careers, pupil voice) are coherent and impactful.

How QA Drives School Improvement

Quality Assurance is a vital engine for school improvement across STOC CAT. It provides a structured and consistent means of identifying what is working well and where targeted improvement is needed. By offering reliable insights into curriculum sequencing, classroom practice, and pupil outcomes, QA ensures that improvement efforts are precise, focused and impactful, rather than broad or generic.

QA is most effective when it is aligned with each school's strategic priorities. By mapping QA activities to the School Improvement Plan (SIP) and responding to internal performance data, external reviews such as Ofsted and CSI inspections, and national benchmarks, QA supports a continuous feedback loop. This loop enables schools to refine their improvement actions regularly and ensure that resources are directed where they will have the greatest effect.

Another critical function of QA is its ability to inform professional development at every level – from whole-school initiatives to subject-specific training and individual coaching. When QA outcomes highlight areas for development, these are used to shape CPD that is evidence-informed, relevant and timely. This creates a culture of learning and growth, where staff are supported to improve their practice through collaboration, mentoring, and shared expertise.

Curriculum quality is another key pillar supported by QA. By reviewing curriculum intent, implementation and impact at subject level, QA processes ensure that all pupils experience coherent, ambitious, and well-delivered curriculum. It helps maintain consistency and quality across departments and schools, preventing curriculum drift or fragmentation.

Ultimately, QA is about improving outcomes for pupils. When it is embedded effectively, it ensures that all learners are being taught well, appropriately challenged, and supported to succeed. This leads to better attainment, increased progress, and improved engagement – with no child being left behind due to inconsistency or underperformance.

Ensuring Validity and Building QA Expertise

To ensure that QA judgements are reliable, fair, and evidence-informed:

- All leaders involved in QA, especially subject and pastoral leaders, receive training in how to design and carry out QA activities.
- QA outcomes are triangulated using multiple sources (data, pupil work, lesson visits, pupil voice).
- Common templates and frameworks are used to promote consistency and comparability across schools.
- Internal moderation and external validation processes support accuracy and rigour.

This builds collective expertise and ensures that QA supports, rather than distracts from, high-quality provision.

QA and Professional Development

QA plays a critical role in shaping professional development at every level. When QA identifies areas for growth, these findings are used to plan CPD that is timely, targeted, and evidence-informed. This might include whole-school CPD, subject-specific training, instructional coaching, or bespoke support.

This responsive model ensures CPD is purposeful, relevant and clearly aligned to school and Trust priorities, contributing to a culture of continuous improvement.

The most effective systems do not rely on isolated excellence; they invest in structures that ensure every pupil receives consistently high-quality teaching. That is why the highest-performing systems and providers focus relentlessly on ensuring high teaching quality while reducing the variability in the learning experiences of every student. Trust-wide professional development and quality assurance processes are designed to reduce inconsistency, build shared expectations, and elevate the overall standard of practice.

Curriculum, Consistency and High Expectations

QA safeguards curriculum quality across the Trust. By reviewing curriculum intent, implementation, and impact, it ensures that all pupils access a coherent, ambitious, and well-delivered curriculum. It helps prevent drift, maintain high expectations, and identify strengths that can be shared across schools.

Ultimately QA is about securing better outcomes for pupils. When embedded effectively, it ensures that all learners are taught well, appropriately supported and challenged, and enabled to succeed – with no pupil left behind due to inconsistency or underperformance.

Accountability Levels

Dividing accountability measures across Subject Leader, Senior Leadership, and Trust levels ensues clarity of roles, avoids duplication, and enables coherent school and Trust-wide improvement.

Subject Leader Level	Senior Leadership Level	Trust Level
Focus: Curriculum design and implementation, teaching quality, and pupil outcomes within the subject area. Key Accountability Measures: - Curriculum Implementation - Sequencing is logically designed and aligned to National Curriculum and exam board specifications. - Curriculum planning is in place and followed. - Quality of Teaching and Learning - Lesson visits identify strengths and areas for development. - Departmental CPD supports subject-specific pedagogy. - Support and mentoring for ECTs and non-specialists. - Assessment and Outcomes - Accurate, moderated assessment data entered on time.	Focus: Whole-school standards strategic oversight, line management of middle leaders, and statutory responsibilities. Key Accountability Measures: - Curriculum and Standards Oversight - Line management meetings with Subject Leaders follow a consistent structure, with agreed actions which are followed up on. - Ensure curriculum breadth, depth and balance across key stages. - Quality Assurance - Coordinate whole-school QA calendar. - Monitor effectiveness of Subject Leaders in implementing QA within departments. - Provide feedback and coaching for	Focus: System-wide improvement, consistency, compliance, and capacity-building across schools. Key Accountability Measures: - School Improvement and Support - Use Trust-wide data dashboards to identify trends, strengths, and areas for intervention. - Deploy External Regional Performance Officers and Regional Improvement Officer to support and challenge schools. - Monitor implementation of Trust curriculum frameworks and curriculum approaches. - Performance Monitoring - Regular review meetings with school leaders to evaluate progress against KPIs. - Hold senior leaders to account for the progress of priority

○ Internal analysis of progress and attainment across all year groups. ○ Intervention strategies implemented for underachieving pupils. • Book Reviews and Work Scrutiny ○ Work reflects curriculum coverage, feedback policy, and progress over time. ○ Inconsistencies are identified and addressed through department QA cycles. • Team Leadership ○ Department meetings focus on pedagogy, curriculum and data, not admin. ○ Staff are supported with workload and wellbeing considerations.	curriculum improvement. • Data and Outcomes ○ Whole-school analysis of pupil progress by cohort and key groups. ○ Oversee the accuracy and reliability of assessment data. ○ Ensure action plans respond to internal and external performance data. • Culture and Professional Development ○ Promote a culture of high expectations and continual improvement. ○ Lead CPD linked to school priorities and QA findings. ○ Ensure effective performance management processes.	groups across all schools. ○ Ensure robust action planning in response to inspections and/or Trust reviews. • Governance and Compliance ○ Ensure schools meet statutory requirements. ○ Provide governance support and oversight of local governing bodies. ○ Manage and assure safeguarding, finance, staffing, and health & safety. • Professional Development and Capacity Building ○ Offer cross-school CPD through Professional Learning Networks (PLNs). ○ Create opportunities for collaboration and sharing of best practice. ○ Monitor succession planning and staff development across the Trust.
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9. School Improvement

Our Trust mission is realised through a consistent, values-led, and collaborative approach to school improvement. Improvement is driven by mutual challenge, high support, and purposeful partnership, with Headteachers acting as the lead improvers within their schools – supported by the collective strength of the Trust.

Each school participates in an Annual Standards Review (ASR), which evaluates performance against key indicators including pupil outcomes, attendance, behaviour, safeguarding, staffing, and resource use. Schools complete a self-evaluation against a Trust-wide framework, with a categorisation agreed during the ASR meeting to shape the intensity and nature of future support. For further details, see the *STOCCAT School Improvement Evaluation Handbook*.

A Focus on the Quality of Teaching

Global evidence is clear: the most powerful and sustainable lever for raising pupil achievement is the improvement of classroom practice. Structural change alone does not drive improvement; it is what happens in the classroom – day in, day out – that makes the difference. For this reason, the Trust's school improvement model places teaching and learning at its core.

Improving the quality of teaching has the most immediate, scalable, and long-lasting impact on pupil outcomes. Therefore, the non-negotiables of school improvement are centred on high-quality teaching, evidence-informed CPD, and intelligent accountability through coaching, QA and leadership development.

What Effective School Improvement Looks Like

The most successful school improvement journeys share a set of common features. They:

- Act with urgency, translating a clear vision into specific, actionable principles for change.
- Inspire ambition, offering a motivating image of the future that we are building – for our schools and for our pupils.
- Link values to action, ensuring that our moral purpose is not abstract, but expressed in the day-to-day work of teaching, leadership, and support.
- Create strong connections between teaching and learning, sustaining a culture of professionalism, enquiry, and pupil empowerment.
- Are inclusive and action-oriented, engaging all staff and pupils in a shared responsibility for improvement.
- Are widely understood and owned, by staff, students, and the wider school community – building collective responsibility and trust.

Schools Requiring Additional Support

When a school is identified as requiring more intensive support, the Trust works closely with leaders and governors to implement a tailored improvement plan. In such cases, schools may move towards a more comprehensive and standardised model of school improvement, with greater Trust oversight and reduced local autonomy. This ensures that clear, consistent strategies are applied to secure rapid and sustainable improvement. Intervention is proportionate to need and may include leadership coaching, additional monitoring and reviews, curriculum support, and enhanced CPD, with regular progress checks built into the support cycle.

10. Continuing Professional Development

Across our Trust, we are committed to ensuring that all staff benefit from high-quality continuing professional development that supports them in fulfilling their current roles and prepares them for the next stages of their careers. Each school offers carefully planned CPD opportunities that are tailored to individual career stages, subject specialisms, and leadership pathways, ensuring that professional growth is embedded in daily practice. In addition to school-based provision, Trust-level CPD is delivered through our Professional Learning Networks (PLNs), which bring colleagues together to share expertise, collaborate on curriculum development, and promote evidence-informed practice across all schools. Through this collective approach, we foster a culture of continual improvement, innovation and shared ambition, rooted in our Catholic mission to serve our pupils and communities with excellence.

School Level CPD

At school level, high quality CPD seeks to drive improvement, raise standards, and supports staff to grow professionally within a values-led community. CPD is carefully planned, sustained over time, and aligned to individual needs, school priorities and STOCCAT values. It is informed by the best available educational research and delivered through a range of approaches that embed professional learning into daily practice. CPD is impact-focused and provides clear pathways appropriate to career stage and role, ensuring that all staff engage meaningfully with their development. Early Career Teachers (ECTs) receive their full statutory entitlement under the Early Career Framework, including structured mentoring, protected time, and targeted support. Staff development is inclusive and promotes a culture of reflection, collaboration, and innovation. Leaders model a strong commitment to professional learning, fostering a shared responsibility for continuous improvement. Through this coherent approach, our schools ensure that staff grow in knowledge, skill, and confidence, securing the best possible outcomes for the pupils they serve.

Professional Learning Networks (PLNs)

PLNs are a key part of STOCCAT's commitment to high-quality staff development and continuous school improvement. PLNs bring together colleagues from across our schools to collaborate, share expertise, and drive high standards in specific areas of school life, including curriculum leadership, pastoral care, and operational management. Each PLN is led by a key professional with recognised subject or field expertise, ensuring that leadership is informed, credible, and impactful. Attendance at PLNs is mandatory.

PLNs represent a significant investment by the Trust into staff development, reflecting our belief that collaboration and professional growth are central to delivering excellent outcomes for all pupils. They provide structured opportunities for meaningful professional dialogue, enabling schools to identify and respond to key priorities both at an individual school level and across the Trust. PLNs focus on evidence-informed approach, supporting staff to apply the latest educational research and best practice to their work. Through this model, we build collective expertise, promote professional trust, and ensure that our commitment to excellence is consistently realised across all our schools.

Benefits of PLNs

- Strengthen collaboration across STOCCAT schools by connecting staff and reducing professional isolation.
- Ensure subject and specialist leadership is driven by highly skilled professionals with subject-specific expertise.
- Share best practice and innovative approaches that can be adapted to meet the needs of different school contexts.

- Identify and address key priorities both at individual school level and across the wider Trust, ensuring a coherent improvement strategy.
- Promote evidence-informed practice, supporting the application of the latest research and proven strategies to curriculum, teaching, leadership, and wider provision.
- Build leadership capacity at all levels, developing future leaders and supporting succession planning within the Trust.
- Offer high-quality, Trust-wide CPD that is responsive, purposeful, and aligned to STOCCATs wider educational goals.
- Foster consistency of high standards across schools while respecting and responding to local context and individuality.
- Facilitate rapid dissemination of STOCCAT priorities and professional learning, ensuring that all schools move forward together.
- Strengthen the culture of collective responsibility, collaboration and continuous professional excellence across the Trust.

Structure of PLNs

PLNs are structured to provide focused, high-impact professional collaboration across the Trust. Each PLN runs for half a day and meets three times per academic year, with the exception of the Headteacher PLN, which meets four times annually to provide additional strategic leadership capacity.

The PLN networks are organised around key curriculum and leadership areas, bringing together colleagues who share similar responsibilities across STOCCAT schools. Networks include Headteachers, Curriculum Deputies, Subject Leaders in English, Maths, Science, RE, Music, MFL, History, Geography, Art & Design, Design Technology, PE and Computing. There are also dedicated PLNs for SENDCOs – where primary and secondary colleagues join together, and for leaders responsible for Personal Development and Pastoral Care. This structure ensures that both subject-specific and whole-school priorities are addressed, strengthening leadership, curriculum development, and pastoral provision across the Trust.

Expectations of PLN Sessions

At each PLN session, the following expectations apply:

- Agendas are set in advance, aligned to Trust priorities, key school development areas, and emerging educational research.
- Sessions are purposeful and focused on professional dialogue, problem-solving, and sharing effective practice across schools.
- Participants critically evaluate curriculum implementation, leadership approaches, and pupil outcomes to support continuous improvement.
- Time is allocated to review progress against previously agreed actions and priorities, ensuring accountability for development work.
- Evidence-informed approaches are discussed, and practical strategies are co-constructed to strengthen teaching, curriculum design and pastoral provision.
- Moderation of standards (where appropriate) is carried out to ensure consistency and high expectations across schools.
- Action planning takes place at the end of each session, with clear next steps identified and agreed by participants.
- Leaders take responsibility for cascading key learning points and agreed actions back to their schools, ensuring that professional learning directly impacts practice and pupil outcomes.

- Participation in PLNs contributes to building collective Trust-wide expertise, leadership capacity, and consistency in high standards across all schools.

Contribution to Trust Self-Evaluation

The work of the PLNs plays a vital role in informing Trust-wide self-evaluation and strategic planning. Outcomes from PLN sessions, including the identification of strengths, areas for development, and emerging themes, are regularly reviewed by the Regional Improvement Officer (Secondary) and Chief Performance Officer. This ensures that professional dialogue directly contributes to robust and evidence-informed understanding of curriculum, teaching, leadership, and pastoral quality across all STOCCAT schools. The collaborative work undertaken through PLNs strengthens consistency, supports the sharing of best practice, and drives continuous improvement, ensuring that every school moves forward within a culture of collective responsibility and ambition for excellence.

National College

The National College offers a comprehensive online CPD platform designed to support the professional development of all staff within STOCCAT. With over 5,000 expert-led courses, webinars, and resources, the platform provides tailored content for various roles, including teachers, support staff, and leaders, ensuring relevance across all educational phases. Staff can access training anytime, anywhere, facilitating flexible learning that fits individual schedules. The platform also includes tools for creating bespoke learning plans, tracking progress, and evidencing CPD activities, which aids in meeting statutory requirements and preparing for inspections. By centralising professional development resources, The National College helps reduce workload, promote staff wellbeing, and foster a culture of continuous improvement across our schools. The set up and roll out of platform will be managed by the STOCCAT Central Team-this includes the completion of compliance related training such as Cyber Security.

SSAT Leadership Programme

Leaders for the Future (L4F) is part of the SSAT Leadership Pathway and provides a structured development programme for teachers at an early stage in their career across STOCCAT who demonstrate leadership potential. As an accredited delivery partner, we are able to offer this nationally recognised programme in-house, led by trained facilitators from within our Trust. The course comprises six modular sessions, each focused on key leadership knowledge, behaviours, and mindsets. Participants benefit from high-quality resources and gain certification upon completion, supporting both personal development and future progression. By embedding this programme within our CPD offer, we are strengthening internal succession planning, building leadership capacity, and fostering a culture of aspiration and growth across all phases.