



**ST TERESA
of CALCUTTA**
Catholic Academy Trust

St Teresa of Calcutta Catholic Academy Trust

ASR: School Improvement Evaluation Handbook 2025-2026

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Introduction: 2025–2026

At the heart of our Trust lies a clear and compelling mission: **to make Christ known and to make lives better**—for our children and young people, our staff, our families, and the communities we serve. We believe that this mission is only achievable through a shared commitment to **excellence, equity, and collaboration** across all aspects of school life.

The journey towards sustained improvement requires **relentless focus, aligned effort, and moral purpose**. Our Directors, Central Team, and Local Governing Committees are united in their ambition to enable every school within the Trust to become truly self-improving—driven by strong, values-led leadership and characterised by high-quality teaching and learning.

The **2025–2026 Improvement Strategy** outlines how we will work with individual schools and our wider family of academies to secure excellence. It provides clarity on **expectations, roles, and responsibilities**, ensuring that every pupil receives the best possible educational experience—academically, personally, and spiritually. We expect all school leaders and staff to work collaboratively—**within their school and across the Trust**—to bring about meaningful and measurable improvement. While each academy retains its unique identity and context, we know that **mutual challenge, professional generosity, and a shared culture of high expectations** will enable all our schools to flourish.

Most importantly, we continue to uphold the principle that **our Headteachers are the lead school improvers**. Through their leadership, supported by Regional Performance Officers, Regional Improvement Officers, and the Central Team, we are building a Trust-wide culture where **excellence is expected, improvement is continuous, and Christ remains at the centre of all we do**.

This ASR document outlines how STOCCAT categorise schools and their levels of support. It needs to be read in conjunction with

- (I) STOCCAT Primary Improvement Handbook
- (II) STOCCAT Secondary Improvement Handbook
- (III) STOCCAT Attendance Improvement Handbook
- (IV) STOCCAT Safeguarding Improvement Handbook

Standardisation of Approaches: 2025–2026

As a Trust, we are committed to making **improvement and innovation an organisational habit**—something that is habitual, strategic, and values-driven. This mindset sits at the heart of our mission to *make Christ known and make lives better* for the children, staff, and communities we serve.

To realise this ambition, we apply **robust, real-time intelligence** and high-quality assurance processes to inform our actions and decisions at every level of the organisation. Improvement is not something we do *to* schools but *with* schools—through proportionate, timely, and tailored support aligned to need, context, and capacity.

Whether a school is excelling or facing complex challenges, we believe that **targeted, evidence-informed support**, combined with **shared accountability and professional generosity**, leads to sustainable, meaningful improvement.

To enable this, we have developed systems and structures that allow Trust leaders, Local Governors, Directors, and Central Team colleagues to **monitor, review, and respond to emerging trends, risks, and opportunities**. These systems align across the following key domains of performance:

- **The quality of education** provided for all pupils, with a focus on curriculum strength, teaching quality, and the impact on learning.
- **The impact of staff**, particularly in driving progress, personal development, and aspiration
- **Meaningful engagement with parents and carers**, recognising their essential role in the life and success of each school.
- **Leadership accountability** for standards, strategic planning, and improvement delivery
- **Financial accountability**, ensuring budgets are planned, managed, and deployed to maximise impact.
- **Safeguarding and welfare**, ensuring children and staff are kept safe and well.
- **Contribution to the wider Trust mission and capacity**, through a culture of shared learning, reciprocity, and system leadership

This approach is underpinned by our **Strategic Performance Objectives for 2025–2026**, which provide focus, coherence, and alignment across all areas of Trust improvement:

1. **Refine and strengthen leadership and management**, with a focus on:
 - a. Rigorous and robust line management
 - b. High-quality and effective quality assurance
 - c. Preparation for and transition to the revised Ofsted framework
 - d. Delivery of high-impact professional development and CPD.
2. **Refine and enhance the impact and coherence of attendance and safeguarding systems and processes.**
3. **Refine and deepen our approach to raising outcomes for all pupils**, through a more impactful **Annual Standards Review (ASR)** and a more **tailored, tiered support offer**.
4. **Refine and advance the quality and consistency of assessment and inclusion** across all schools.

These objectives are cross referenced to the following

Embed Catholic Life and Mission

- Integrate Gospel values and virtues-led pedagogy across the curriculum

- Promote holistic pupil development through chaplaincy, prayer life, and enrichment

Align with DfE RISE priorities

- Focus on reading, inclusion, safeguarding, and raising standards for vulnerable pupils

These objectives ensure that all schools, regardless of starting point, benefit from a consistent framework while receiving bespoke support rooted in **trust, context, and ambition**.

Importantly, **standardisation does not mean uniformity for its own sake**. It ensures **a shared language, aligned expectations, and a common understanding of excellence**, while empowering schools to interpret and apply those expectations in ways that reflect their unique identity and context.

In essence, we expect every school to be **both a giver and receiver of support**—contributing to a self-improving, mission-led Trust where **improvement is grown, not imposed**; where **leadership is both accountable and supported**; and where **every child, in every classroom, is known, loved, and challenged to thrive**.

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

TRUST CALENDAR	• Provided to Headteachers and LGB prior to the end of the summer term with the key dates
ASSESSMENT & TARGET SETTING	• Aligned MIS allowing centralised collection of Trust data for analysis (schools may use their preferred in-house choice of tracking system) • Set data drop dates three times a year which must be adhered to (Appendix N) • Standardised Primary key assessments to be used for phonics, KS1 and KS2 SATs year groups. • Standardised assessment information to be submitted at data drops. • Standardised secondary Key Stage 4 assessments to be used for identifying core subjects. • Standardised secondary Key Stage 3 assessments to be used for Reading (NGRT), progress (Mathematics and Science) and pupil surveys (PASS). • Consistent approach to target setting and reporting through FFT. • Consistent approach to reporting to LGBs by HTs and to Trust Board by CPO/RPO.
	• Expectation that additional DfE/STA reports e.g. tables checking, IDSRs, etc. will be forwarded to CPO/RPO within 24 hours of release
SCHOOL IMPROVEMENT PLANS	• Standardised format used (Appendix D) • Set dates for submission of school improvement priorities. overview sheet and completed SIP to CPO/RPO which must be adhered to

PUPIL PREMIUM STRATEGY	• Consistent format in place • DfE dates adhered to
PE AND SPORTS PREMIUM REPORT	• Consistent format in place • DfE dates adhered to
SELF EVALUATION SUMMARY (SEF)	• Standardised format used (Appendix E) • Set dates for submission of SEF to CPO/RPO which must be adhered to
SCHOOL REVIEWS	• Standardised format for use in peer reviews (Appendix G) • Standardised format for use in CPO/RPO reviews (Appendix H) • Standardised stakeholder surveys (Appendix I)
LOCAL GOVERNING BODY	• Standardised format for HT performance management • Consistent format for Headteacher's report to LGB in place to ensure that the information provided for local governors is necessary and similar across the Trust. • Agreed calendar of LGB meeting windows
DIGITAL & IT	• Aligned STOCCAT email addresses. • Aligned communication platforms. • Standard IT specifications • Common approaches to ensuring GDPR compliance. • Common approaches to ensuring Cyber Security standards are met. • Common approaches to IT Support • Common approaches to monitoring and filtering

Annual Standards Review (ASR): 2025–2026

The Annual Standards Review (ASR) is a cornerstone of our Trust’s improvement model. It reflects our belief that effective school improvement must be intelligent, proportionate, and grounded in evidence. The ASR ensures that every school benefits from meaningful, high-quality professional dialogue focused on impact, ambition, and capacity building.

Each year, every school within the Trust is reviewed through a structured ASR process, aligned with our Strategic Performance Objectives:

1. Strengthening leadership and management through high-quality line management, quality assurance, transition to the new Ofsted framework, and impactful CPD.
2. Enhancing the coherence and impact of attendance and safeguarding systems.
3. Raising pupil outcomes through a deeper, more tailored ASR process and support offer.
4. Improving the consistency of assessment and inclusion across all schools.

Purpose and Process

The ASR draws on a wide range of evidence including:

- Pupil outcomes (internal and external)
- Attendance and behaviour data
- Safeguarding culture and systems
- Staffing structures, turnover, and workforce stability
- Self-evaluation documents and School Improvement Plans
- Most recent Ofsted and Section 48 reports

Each school’s Headteacher leads the completion of the ASR document (see Appendices B and C) and submits this to the CPO or designated RPO at least seven days prior to the ASR meeting.

The meeting itself should involve:

- The Headteacher
- Senior members of the school’s leadership team
- The Chair of the Local Governing Body (LGB)
- The RPO/CPO

The review concludes with:

- An agreed school improvement categorisation
- A tailored support and development package
- Confirmation of the school’s improvement trajectory using the Carter model (see below)

School Categorisation Framework

Each school is categorised using Sir David Carter’s improvement model:

- Sustain: High-performing schools with significant capacity to support others.
- Refine: Schools with strong practice in areas able to contribute to improvement beyond their own setting.
- Repair: Schools requiring focused support to strengthen core systems.
- Stabilise: Schools with significant challenges needing urgent and sustained intervention.

Each category has been further detailed in the accompanying handbook documents (pages 10–24), outlining typical features to guide—but not dictate—the categorisation discussion.

Note: Mid-year category changes may be made by the CPO/RPO based on evidence of improvement or emerging concerns.

Visit Structure by Category

The ASR visit structure is tailored by the school category, ensuring proportionality and impact:

- Sustain: 3 strategic visits per year, focusing on peer contribution, vision setting, leadership development, and celebration of best practice.
- Refine: 3 structured visits including deep dives into curriculum, behaviour, inclusion, and leadership impact.
- Repair: 4 focused visits with direct support on curriculum delivery, SEND, safeguarding, and leadership development.
- Stabilise: 6 intensive visits providing embedded support on safeguarding, attendance, inclusion, pedagogy, and leadership planning.

Each visit supports progress against Trust strategic objectives and is documented in a formal note of visit shared with the LGB.

The ASR process affirms our commitment to high standards, professional collaboration, and deep-rooted improvement. It ensures every school is known well, supported wisely, and challenged constructively.

STABILISE	
<i>A school with significant shortcomings and without the capacity to secure their own improvement</i>	
OBSERVABLE FEATURES	KPI
Mission Faithful	
- Lack of alignment to STOC mission - Catholicity, RE and Collective Worship are weak and requires immediate intervention	RPO review verification
Leadership capacity	
- Unstable leadership and lacking leadership capacity at all levels - Lack of accountability at all levels of the organisation - Poor outcomes for all learners - Context used as an excuse. - Poorly embedded systems and initiatives	- RPO review verification - Evidence in pupil outcomes - Staff voice
People and Talent	
- Morale is low. - High staff turnover leading to supply. - Significant HR issues may emerge. - Re-structures may be required for fairness and budget control. - Recruitment may be difficult	- Staff survey results are negative. - Staff attendance below with national (excluding critical and maternity leaves)
Curriculum	
- Curriculum may be too narrow or poorly planned with a lack of coverage and/or progression. - Curriculum may be pitched too low. - Curriculum delivered by supply and/or non-specialists. - No investment in improving teaching and learning. - Poor outcomes for all learners - Classroom experience does not support the curriculum intentions. - Lack of emphasis on attainment	- Evidence in pupil outcomes - RPO review verification
Behaviour	

• Frequent disruption to lessons; behaviour is often chaotic or unsafe in shared spaces • Inconsistent staff response to behaviour; unclear expectations or routines • 'Hotspots' (e.g. corridors, lunch areas) unmanaged or poorly supervised • Pockets of calm or compliant behaviour, but no whole school culture of high expectations • Behaviour discussions focused on individual pupils rather than systemic causes. • Leaders explain or excuse poor behaviour as contextual. • Staff well-being or retention impacted by behaviour pressures. • High reliance on suspensions and managed moves without clear preventative systems • Inadequate reintegration or support plans following exclusions • Alternative provision poorly monitored, minimal quality assurance or academic oversight. • Exclusions used reactively; patterns repeat without systemic review. • Governors unaware of patterns, or limited challenge around exclusion data	• % of staff confident in behaviour policy (via survey or interviews) • Number of recorded incidents in unstructured times • Behaviour walks show <50% consistency in classroom management. • No whole-school behaviour audit or review within past 12 months • Leadership self-assessment shows low ambition in behaviour culture. • Staff turnover >20% with behaviour cited in exit interviews. • Behaviour walks show <50% consistency in classroom management • Suspension rate >5%; Managed moves >3 per term. • % of reintegration meetings held within 3 days of return <50% • No QA visits/reports for AP placements in last term • Repeat exclusions of same pupils >30% of total suspensions. • No minute's evidence of challenge at LGB or exclusions or AP use
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Attendance	
• Attendance significantly below national and trust averages for most pupil groups • No tiered or systematic approach to attendance tracking or intervention • Safeguarding and attendance systems not aligned; risks not triangulated • Attendance is seen as a 'home issue' rather than a leadership priority • AP used as a behaviour/attendance response rather than strategic inclusion plan • Minimal family engagement in improving attendance	• Overall attendance is less than 90%; PA more than 25%. • No evidence of tiered attendance intervention plan • Lack of case chronology linking attendance with safeguarding concerns • No regular attendance reporting to LGB or SLT • More than 2% of AP or than 2% with no effective reintegration strategy • Less than 50% parental contact for PA pupils • Number of EWO referrals below expected baseline fort size of PA cohort

EWO supports reactive or underutilised	
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Safeguarding

- DSL isolated without sufficient capacity, authority or strategic leadership role. - Record keeping inconsistent or lacks chronology and follow up. - DSL training out of date or not cascaded effectively. - Safeguarding culture not embedded; seen as a checklist or isolated duty. - Staff are not confident in making disclosures or unsure who to report to - LGB unaware of safeguarding priorities or data - No clear pupil voice mechanisms around safety and well-being - Pupil/staff report unsafe areas of the school	- DSL workload exceeds 50% of time, no deputy cover. % of CPOMS entries with no action recorded more than 10% - DSL/Deputy DSL training not updated within statutory timeframe. - Staff safeguarding survey score less than 70% in confidence or clarity. - Less than 80% staff accuracy on DSL role in spot checks - No safeguarding report shared with LGB in the last 2 terms. - No safeguarding or well-being survey conducted in the current academic year. - SLT learning walks highlight more than 2 'unsafe' zones or unmonitored hotspots
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Parental Engagement

- Governance is weak and has not challenged or has not been provided with correct information. - IEB may be required. - Family feedback and engagement are poor. - Aspirant families may be appealing to other schools	- Family, stakeholder and the wider community feedback is mostly negative. - Parents may or may not be supportive of Trust intervention
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Digital and IT

- Compliant Data safeguarding arrangements are not in place. - Core IT infrastructure is unstable and does not support teaching and learning. - Work of business functions is not efficient due to weak IT strategy.	- No member of staff has been assigned as a DPO. - The GDPR policy either does not exist or is poorly implemented. - Regular system downtime or poor performance has a negative impact on students' classroom experience. - IT systems work in silo without any coherence across the school.
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SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM	
IMMEDIATE ACTION (Within one month) • CSEL or their delegate to secure effective senior leadership, including the engagement of an Executive Headteacher and additional governors if required. • CSEL or their delegate to establish a Core Standards Monitoring Group or equivalent (Appendix J) • Trust to prepare a Statement of Response to Ofsted and /or representations to the Regional Director if required. • Implementation of a robust and rigorous School Improvement Plan • Rapid statutory compliance • Monitoring and evaluation schedule approved by the CPO/RPO SHORT TERM (1 -2 months) • Implementation of a tailored plan of support to ensure quality first teaching with the CPO/RPOs using expertise and support from other schools across the Trust • Review of organisational structure and early talent map • Safeguarding review • Behaviour review MEDIUM TERM (2 – 6 months) • Decisions around PAN and staffing structures • Implementation of STOC Behaviour principles (Primary: Appendix K; Secondary: Appendix L) • Implementation of STOC Attendance policy (Appendix M) • SEND review. ONGOING • Focused fortnightly visits from the CPO/RPO • Monthly Core Standards Monitoring Group progress meeting with CPO/RPO, senior leaders and Chair of Governors; CSEL may attend any meeting. • CPO/RPO to arrange a termly monitoring visit by External Consultant or STOC executive leader/s. • Involvement in PLNs and staff engagement in Professional Development Pathways as agreed by CPO/RPO and as part of QFT plan / SIP. School to move to ‘reinforce’ within one year.	

REPAIR	
<i>A school that is not yet able to provide support for other schools and would benefit from additional support. in their own improvement journey.</i>	
OBSERVABLE FEATURES	KPI
Mission Faithful	
- Strong alignment to STOC mission from the leadership and increasingly from staff - Catholicity, RE and Collective Worship requires improvement, support and investment	- Culture increasingly demonstrably in all walks and reviews - RPO/peer review verification
Leadership capacity	
- Leadership is stable and there is a fit for purpose improvement plan with strategies in place to raise attainment and close gaps for groups. - Leadership is supported by within STOC to repair and improve the school. - Outcomes are improving however they are inconsistent and/or below average in several key stages or subjects compared to nationally. - Middle leadership is at the early stages of development. - Governance is improving and holding leadership to account	- Evidence in pupil outcomes - Demonstrable impact of School Improvement Plan priorities - Internal credible leadership
People and Talent	
- Morale of improving - HR issues may be prevalent as staff adjust to change in pace and focus. - Staff movement may still be occurring. - Change is increasingly managed well although there may still be a need for a more top-down approach than is ideal. - Talent map identifies suitable middle leadership	- Staff survey results are measurably improving. - The number of staff with potential to be good teachers and leaders is increasing. - May still be a negative vocal minority of staff. - Staff turnover may be higher than that of national and other schools in STOC due to the changing culture. - Staff attendance improving
Curriculum	
- A broad, balanced and coherent curriculum is planned and partly implemented. - The impact of curriculum may emerge but not realised fully. - Most teachers are performing in line with career stage expectations. - Where under-performance is identified it is swiftly addressed, and staff are effectively supported to improve.	- Evidence in pupil outcomes - RPO/peer review verification

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Behaviour	
- Behaviour policy exists and is known by staff but has not yet applied consistently across school. - Staff confidence and control varies, pockets of strong practice alongside ongoing inconsistencies. - Senior leaders visible and reactive to behaviour challenges, but not yet strategic in approach - Clear expectations in place, but not consistently reinforced school-wide - Behaviour recording systems used, but analysis is limited or not yet linked to proactive planning. - Exclusions are tracked and monitored, with rationale, but preventive systems are underdeveloped. - Clearer re-integration protocols are developing, but quality and consistency still vary. - Some alternative provision to meet complex needs. - Exclusion data is beginning to inform behaviour support and staff development	- Behaviour walks show 50–70% consistency in classroom routines. - Number of long-term behavior incidents decreasing term-on-term - SLT learning walks still identify high-risk areas needing intervention. % of staff trained in behaviour routines in past 12 months - Analysis of behaviour data shared termly with LGB. - Suspension rate 2–5%; Managed moves fewer than 3 per term. 75% of reintegration meetings held within 3 school days. - AP placements monitored and reviewed at least termly. - Exclusion data shared and reviewed at SLT and LGB level
Attendance	
- Attendance systems are in place and understood, but not yet leading to sustained improvement. - Regular monitoring exists, but escalation is inconsistent or informal. - Some targeted interventions used but lacking whole-school attendance strategy. - Communication with families improved, but still reactive for many. - Key pupil groups monitored but with variable follow-up	- Overall attendance between 90–92%; PA 20–25% % of PA pupils with clear intervention plans >70% - Attendance strategy reviewed and updated within the last 12 months. - EWO involvement linked to >80% of persistent absentees. - Attendance of SEND/FSM pupils shows an improvement trend over 3 terms

Safeguarding	
• DSL and deputies in post with allocated time; beginning to influence whole-school culture. • CPOMS (or equivalent) used to log incidents, but follow-up can lack depth or timeliness. • Staff have completed the required safeguarding training; confidence is growing. • Some safeguarding trends and patterns being identified, but analysis remains largely descriptive. • Pupil perception of safety improving; staff visibility has increased. • Early Help and external referrals made appropriately, though occasionally delayed	• DSL has >3 hours per week ringfenced and clear reporting line to HT • % of CPOMS entries with follow-up actions recorded >85% • 100% of staff trained in KCSIE annually; >85% score on staff safeguarding quiz. • Termly safeguarding reports presented to LGB and reviewed by SLT. • Pupil survey: >75% feel safe in and around school. • Early Help referrals up to date with tracking sheet in place
Parental Engagement	
• Family feedback and engagement is improving from a low baseline. • LGB has a committed chair who is working to support parental recruitment. • LGB may lack membership and may not be representative of the community it serves	• Family feedback is improving with an increasing number who would recommend the school to others and say their children are happy. • Increased number and minimum 80% attendance at parents' evenings and 100% follow-up
Digital and IT	
• There is a school level DPO who ensures basic GDPR compliance. • IT Infrastructure is stable however it is not consistently used to improve teaching and learning. • IT is used to support all business functions, but this is not always in the most efficient way possible	• A DPO is in place to provide policies and demonstrate best practice. • IT downtime is rare, and all staff have access to appropriate technology to support teacher led learning – however this is not always used. • Operational IT systems are in place but the effectiveness of these is not reviewed

SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM

IMMEDIATE ACTION (Within one month)

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

SHORT TERM (1 -2 months)

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

MEDIUM TERM (2 – 6 months)

- Decisions around PAN and staffing structures
- Monitoring and evaluation schedule approved by the CPO/RPO

ONGOING

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

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

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

Behaviour	
- Behaviour expectations clearly established and embedded across most areas. - High staff confidence in managing behaviour; pupils generally feel safe and supported. - Behaviour policy and restorative practices regularly reviewed and well understood. - Clear escalation routes and behaviour support structures in place - Pupil voice indicates understanding of expectations and positive school climate. - Exclusions are rare and used appropriately as part of clear graduated response. - Strong reintegration practices and robust AP quality assurance in place - Leaders and governors track trends to inform inclusive behaviour strategies. - Alternative provision used strategically and reviewed for impact	- Behaviour walks show >80% consistency in routines and staff response. - Staff survey: >85% feel confident in applying behaviour policy. - Behaviour-related exclusions <2%; decreasing year-on-year. - Low levels of repeated behaviour incidents (repeat offender rate <10%) - Pupil survey: >85% agree that behaviour is managed well. - Suspension rate <2%; 0 permanent exclusions 100% reintegration meetings within 48 hours of return - Exclusion data reviewed termly and informs CPD or policy updates. - AP review visits take place at least termly; impact reports shared
Attendance	
- Attendance systems embedded and consistently applied across the school. - Proactive tiered support used effectively to reduce absence. - Attendance data routinely monitored and informs leadership actions. - Staff and families engaged early in attendance issues. - Attendance of vulnerable groups broadly in line with school average	- Overall attendance >93%; PA <15% % of PA pupils with case-managed plans >90% - Term attendance reports submitted to SLT and LGB - Early Help or parental support engaged in >80% of PA cases. - SM/SEND attendance gap <2% from school average
Safeguarding	
- Safeguarding culture is strong and proactive; embedded across the school. - Records are detailed, timely, and show good follow-up. - DSLs have capacity and authority; lead strategic safeguarding conversations. - Pupil and staff perception of safety is regularly	- Staff survey: >90% understand safeguarding procedures. % of safeguarding records with actions and chronology >95% - Dedicated DSL time ringfenced and role sits on SLT. - Pupil and staff surveys on safety conducted at

sought and acted upon Governance provides robust safeguarding challenge and oversight	least annually. Safeguarding is a standing LGB agenda item with documented challenge
Parental Engagement	
- Family feedback and engagement are increasingly strong. - Representation and engagement on LGB - Coherent process for stakeholder engagement	- Family feedback is positive; an increasing number would recommend the school to others. - Increased number and minimum 85% attendance at parents' evenings and 100% follow-up
Digital and IT	
- The school is fully GDPR compliant, with policy and practice embedded throughout the school. - IT infrastructure is stable and supports teacher-leading learning. - The use of IT supports and enhances business operations	- There is a clear GDPR policy in place, with guidance and training documents showing how this is shared with staff. - All staff have access to the IT equipment they need to teach effectively. - Regular reviews of IT systems take place – ensuring coherence across business functions
SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM	
NEW ACADEMIC YEAR - Implementation of a robust and rigorous School Improvement Plan - Monitoring and evaluation schedule in place ONGOING - Minimum equivalent of two days visits by CPO/RPO or equivalent per term - Termly quality assurance of pupil progress and attainment - CPO/RPO to arrange one monitoring visit per year. - Full involvement in Peer reviews, Professional Learning Networks and peer learning conversations - Identified strengths in practice will be shared across the Trust. - Provide school support as required. - Whole staff engagement in Professional Development Pathways School to move to 'sustain' within two years.	

SUSTAIN	
<i>An excellent school with the capacity to further its own improvement and offer significant support in many areas to others in their improvement journey</i>	
OBSERVABLE FEATURES	KPI
Mission Faithful	
• Full alignment to STOC mission and with positive engagement • Catholicity, RE and Collective Worship are strong. and worthy of sharing	• Culture is demonstrably strong in all walks and reviews. • RPO/peer review verification
Leadership capacity	
• Effective strategic leadership that can provide trust-wide capacity and support • Outcomes for all learners are likely to be consistently above national, and no groups of learners significantly underperform. • Leadership development at every level • Capacity to lead research and innovation. • Governance is strong and sustainable for the future	• Evidence in all pupil outcomes • Evidence of successful innovation to improve outcomes
People and Talent	
• High morale and low employee turnover • Change is managed well. • Talent map identifies leaders of the future	• Staff survey results are high. • Staff attendance higher than national (excluding critical and maternity leaves)
Curriculum	
• Intent and implementation lead to excellent outcomes for all. • Culture of continuous strive to be better, where feedback and professional learning is welcomed by all. • Coaching is embedded and leads to consistently great teaching.	• Culture demonstrated in all pupil outcomes. • RPO/peer review verification

Behaviour	
• Behaviour is calm, respectful, and embedded in the culture of the school. • Staff confidently manage behaviour with shared language and routines. • Pupil leadership and peer support contribute to the positive behaviour culture. • Restorative and inclusive practices reduce the need for reactive measures. • Behaviour strategy informs CPD, curriculum planning, and pupil wellbeing work. • Exclusions are extremely rare and part of a transparent, graduated system. • Strong, inclusive behaviour culture reduces the need for replacements. • Pupil voice and parental feedback confirm sense of belonging and fairness. • School supports other schools with behaviour and inclusion best practice	• Behaviour walks show >95% consistency in routines and staff response. • Staff survey: >95% feel confident applying the behaviour policy. • Pupil survey: >90% agree they feel safe and know behaviour expectations. • Behaviour incidents decline over time; repeat incidents <5% • Behaviour trends analysed and informed strategic planning and CPD. • Suspension rate <1%; 0 permanent exclusions for 2+ years • Use of AP <1%; if used, always full QA and reintegration completed • >95% parental satisfaction on behaviour and inclusion in surveys • Hosts trust-wide CPD, learning walks, or peer reviews
Attendance	
• Attendance systems are proactive, data-led, and driven by all staff. • Attendance is seen as everyone's responsibility — woven into pastoral care, curriculum, and leadership. • Early intervention and support mechanisms are embedded and routinely effective. • Attendance of vulnerable groups is closely monitored and targeted. • Attendance trends inform strategic planning and partnership working	• Overall attendance >95%; PA <10% • >90% of staff identify their role in promoting attendance. • 100% of PA cases have robust plans in place with regular review. • Attendance of key groups consistently above national and Trust average • Attendance data shared in strategic planning documents and LGB reports
Safeguarding	

- Safeguarding is embedded as a whole-school responsibility and aligned with values and curriculum. - DSL leads proactively with strong governance and multi-agency partnerships. - Pupil and staff voice drives improvement in wellbeing and safety culture - High-quality, triangulated records show strong follow-up and case management. - The school supports Trust-wide improvements in safeguarding practice	100% of staff trained annually; >95% know who DSL is and how to report. - Safeguarding reports are strategic and reviewed termly by LGB. - Regular surveys completed and acted upon high participation. 100% safeguarding cases have chronology, actions, and review points. - DSL contributes to trust audits, reviews, and training
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Parental Engagement	
- Family feedback and engagement is strong. - Representation and engagement on LGB	- Family feedback is extremely positive; school would be recommended to others. - Minimum 90% attendance at parents' evenings, including virtual, and 100% follow-up

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

SUPPORT AND ENGAGEMENT BY STOC CENTRAL TEAM	
NEW ACADEMIC YEAR - Implementation of a robust and rigorous School Improvement Plan - Monitoring and evaluation schedule in place ONGOING - Minimum equivalent of one day visit by CPO/RPO per term - Termly quality assurance of pupil progress and attainment - CPO to arrange one monitoring visit per year by RPO. - Full involvement and leadership of Peer reviews, Professional Learning Networks and peer learning conversations - Share excellent practice and excellence across the Trust. - Involvement in leading key improvements across the Trust - Provide school support as required. - Whole staff engagement in Professional Development Pathways	

PEER REVIEWS

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

CPO/RPO REVIEWS

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

SCHOOLS ISSUED WITH AN ACADEMY ORDER FOLLOWING A GRADED OFSTED INSPECTION

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

MONITORING AND REVIEW OF THE SCHOOL IMPROVEMENT EVALUATION HANDBOOK

The systems and processes set out in this document will be reviewed annually by the Trust Catholic Mission, Curriculum & Standards Committee Meeting

	SUSTAIN	REFINE	REPAIR	STABILISE
Frequency	3 visits/year	3 visits/year	4 visits/year	6 visits/year
Autumn	- Curriculum & Teaching	- Curriculum & Targeting	Visit 1: Curriculum & Targeting Visit 2: T&L	Visit 1: Curriculum & Targeting Visit 2: T&L
Spring	- Inclusion & Progress - Mid-Year Review	- Behaviour & Standards - Mid-Year Appraisal	Visit 3: Behaviour & Standards	Visit 3: Behaviour & Standards Visit 4: Personal Dev
Summer	- Leadership & Final Review - HT Appraisal - Planning for next year	- Inclusion & Final Review - Target Setting - Planning next year	Visit 4: Leadership & Final Review - Planning next year	Visit 5: Inclusion & Predictions Visit 6: Final Review
Distinctive Features	Strategic focus &	T&L & Inclusion	Safeguarding, SMSC, SEND, Leadership dev.	Safeguarding, Pupil Voice, Enrichment

	outcomes celebration	progress review		
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◆ **Integration of Catholic Life and Mission into Visit Framework and DfE national priorities within the region**

ASR 2025-2026 (Sustain School/RPO) = termly note of visit report to LGB based on 3 formal visits each year

Autumn: Curriculum Intent, Teaching Implementation & Target Setting	Spring Inclusion, Vulnerable Groups & Progress Check	Summer leadership Impact & Final Outcomes Review
• Strategic conversation with HT and Chair • Curriculum & Teaching review: • Assess curriculum intent, implementation quality, and Catholic curriculum distinctiveness, ensuring Gospel values integration. • RISE links: Strengthen Priority 1 (Reception/Early Literacy) and Priority 2 (KS2 Reading/Writing) by evaluating oracy, reading fluency, and Catholic ethos. • Address underperformance in KS4 Maths (Priority 4) by early planning. • Target setting and ambition mapping for year ahead. • Safeguarding and inclusion overview check • HT appraisal and success review	• Inclusion and vulnerable groups focus: • Evaluate inclusive practices, ensuring Catholic teaching promotes the dignity of every child. • Light data review of vulnerable groups (SEND, FSM, EAL, attendance). • RISE links: Address Priority 5 (SEND in mainstream) by checking early identification and interventions align with Catholic Social Teaching. • Progress check against key targets (mid-year). • Discussion with SENDCo or pastoral leader on inclusion priorities. • Optional participation in peer moderation or case reviews. • Early identification of pupils at risk of underachievement. • HT Mid-Year Appraisal	• Review leadership impact on Catholic Life, RE/Collective Worship (CW) standards, and Mission plan delivery. • Evaluate strategic planning for following year, ensuring alignment with RISE priorities. • RISE links: Align leadership actions to sustain/improve Priority 4 (KS4 Maths). • Safeguarding record check at summary level. • Celebration of achievements and best practice sharing, highlighting how faith-driven education contributes to outcomes. • Leadership impact narrative: HT self-evaluation on leadership effectiveness, with evidence of Catholic distinctiveness.

ASR 2025-2026 (Refine School/RPO)= termly note of visit report to LGB based on three visits per year

Autumn: Curriculum Intent, Teaching Implementation & Target Setting	Spring Behaviour, Personal Development, Attitudes & Academic Standards	Summer Visit 3: Inclusion, Leadership Impact & Final Standards Review
- Curriculum Intent & Teaching Implementation - Scrutinise how RE and Catholic values are embedded in curriculum planning and pedagogy. - Ensure teaching strategies reflect the Trust's distinctive ethos. - Target Setting with Senior Leaders - Agree academic targets for key pupil groups. - RISE Priority 2: Embed effective reading and writing strategies early. - RISE Priority: Address underperformance in Key Stage 4 Mathematics. - Strategic Priorities & Vision Discussion - Discuss long-term goals, aligning to Catholic identity and school mission.	- Behaviour, Personal Development & Attitudes - Evaluate how behaviour policies promote Gospel virtues (forgiveness, reconciliation, respect). - Academic Standards Review - Review progress towards targets, including data trends for inclusion groups. - Conduct focused teaching & learning reviews (book looks, learning walks). - Attendance & Inclusion Strategies - RISE Priority 3: Evaluate and improve attendance, particularly at transition points (e.g., Y6–Y7).	- Inclusion, Leadership Impact & Standards - Evaluate outcomes for key pupil groups and review inclusion headlines. - Assess the impact of leadership on curriculum, standards, and culture. - Catholic Life, Pupil Leadership & Community Engagement - Assess quality of Collective Worship, chaplaincy provision, and engagement with parish/community. - RISE Priority 5: Promote inclusive, faith-filled environments. - Planning for Next Year - Set provisional targets and identify strategic priorities for the upcoming academic year. - Light check on intervention impact and evolving inclusion trends. - End-of-Year HT Appraisal - Conduct final performance evaluation against agreed objectives.

• Headteacher Appraisal (Start-of-Year) • Set objectives reflecting performance, inclusion, and curriculum priorities.	• RISE Priority: Strengthen mainstream identification and support of SEND needs. • Light-Touch Priorities • Identify immediate, achievable actions to sustain or accelerate improvement. • HT Mid-Year Appraisal • Review progress against objectives; adjust targets if needed.	
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ASR 2025-2026 (Repair School/RPO) = termly note of visit report to LGB based on 4 structured visits per year

Autumn 1 Visit 1: Curriculum Intent, Vision & Target Setting	Autumn 2 Visit 2: Teaching & Learning Implementation	Spring Visit 3: Behaviour, Personal Development, Attitudes & Academic Standards	Summer Visit 4: Inclusion, Leadership Impact & Final Standards Review
• Curriculum Ambition & Intent • Refine curriculum design and embed Catholic Social Teaching (CST) across subjects. • Raise expectations in line with RISE Priority 2, including underperformance in Key Stage 4 Maths. • Vision & Target Setting	• Teaching & Learning Focus • Joint learning walks observing classroom practice, with a spotlight on RE and Collective Worship. • Identify training needs for staff to strengthen curriculum delivery. • Assessment & Classroom Support	• Behaviour & Conduct • Review pupil behaviour, promoting restorative approaches grounded in Gospel values. • Track suspensions, exclusions, and attendance patterns, with a focus on vulnerable groups. • Academic Standards • Review progress data for key pupil groups, identifying emerging gaps. • SMSC & PSHE • Evaluate SMSC and PSHE provision and uptake, ensuring inclusive access and impact.	Inclusion Evaluation • Assess the impact of SEND and disadvantaged interventions on pupil outcomes. • Analyse inclusion trends to inform planning for the next academic year. Leadership Impact • Support self-evaluation by senior leaders, focusing on their impact on standards, Catholic Life, and inclusion. Catholic Life & Mission • Evaluate improvements in Collective Worship, chaplaincy, pupil leadership, and engagement with parish/community. • Plan actions supporting Catholic Mission and RISE priorities, particularly Priority 5 (inclusive environments). Final Standards Review

• Set challenging yet realistic targets for key pupil groups. • Identify leadership priorities aligned to Trust and school improvement plans. • Safeguarding & Inclusion Planning • Review safeguarding culture and records. • Plan SEND and FSM strategies, ensuring early support for vulnerable pupils. • Headteacher Appraisal • Establish objectives reflecting curriculum, safeguarding, and inclusion.	• Support effective use of assessment to inform teaching and improve outcomes. • Leadership Development • Provide coaching input to strengthen middle and senior leadership capability. RISE Links • Continue addressing Key Stage 4 Maths outcomes through focused classroom and leadership support.	• Inclusion & Attendance • RISE Priority: Strengthen mainstream identification and support of SEND needs. • Review strategies to improve attendance, especially during key transition points (e.g., Y6–Y7). • HT Mid-Year Appraisal • Evaluate progress towards objectives set in Visit 1; adjust if needed.	• Review overall academic and pastoral performance, set provisional targets, and prepare strategic priorities for the next cycle.
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ASR 2025-2026 (Stabilise School/RPO)

Autumn 1 Visit 1: Curriculum Intent, Vision & Target Setting	Autumn 2 Visit 2: Teaching & Learning Implementation	Spring 1 Visit 3: Behaviour, Attitudes & Academic Standards	Spring 2 Visit 4: Personal Development & Standards Monitoring	Summer 1 Visit 5: Inclusion, Vulnerable Pupils & Predictions	Summer 2 Visit 6: Leadership, Impact & Final Standards Review
- Analyse outcomes from the previous academic year. - Set ambitious targets based on prior performance, with a focus on inclusion. - Review safeguarding arrangements, culture, and attendance	- Observe classroom practice, pedagogy, and pupil engagement, ensuring inclusion of all groups. - Evaluate quality of curriculum delivery, including use of retrieval and formative assessment.	- Conduct mid-year review of pupil standards and progress towards targets, with a focus on inclusion. - Review behaviour expectations, culture, pupil conduct, attendance, punctuality,	- Review SMSC and PSHE provision, careers guidance, and pupil voice activities. - Assess mental health and wellbeing strategies, character education, and enrichment programmes.	- Review SEND provision, disadvantaged pupil support, and intervention impact. - Update academic predictions, refine intervention priorities, and review	- Evaluate leadership impact at all levels, improvement plan outcomes, and staff workload/CPD. - Review trust-wide safeguarding audit outcomes and final

strategy for key cohorts. • Refine curriculum ambition, sequencing, and coherence; translate vision into curriculum design rooted in Catholic Social Teaching (CST) and RED (Respect, Excellence, Dignity) principles. • Review subject leadership, long-term planning, and effective use of assessment. • Launch core standards monitoring group. • Conduct Headteacher Appraisal. • STABILISE Links: Intensify focus on a distinctive Catholic curriculum; RISE Priority 2 (e.g.,	• Support teachers with training on virtues-led pedagogy. • Follow up on previous safeguarding actions. • Monitor attendance data, including 60 before 16 thresholds. • Review standards and update progress predictions. • Continue core standards monitoring group meetings. • STABILISE Links: Model Catholic virtues-led pedagogy in lessons. • Observe classroom practice, pedagogy, and pupil engagement, ensuring	and exclusion patterns. • Analyse persistent absenteeism and effectiveness of PA (Persistent Absentee) reduction strategies. • Review safeguarding cases and key vulnerable pupils. • Continue core standards monitoring group. • STABILISE Links: Ensure behaviour policies and practice support inclusive, Gospel-driven culture.	• Analyse links between attendance trends and personal development. • Check safeguarding training and gather pupil perceptions. • Evaluate standards, identifying underperforming cohorts. • Conduct HT Mid-Year Appraisal. • Continue core standards monitoring group. • STABILISE Links: Deepen focus on chaplaincy, pupil formation, prayer life, and enrichment.	safeguarding records. • Assess use and impact of Pupil Premium funding. • Check attendance of vulnerable groups (e.g., SEND, FSM) and progress toward 60 before 16 benchmarks. • Continue core standards monitoring group. • STABILISE Links: Prioritise vulnerable pupils' support aligned with RISE Priority 5 (inclusive environments). • Review SEND provision, disadvantaged pupil support, and	attendance data. • Assess final progress against 60 before 16 benchmarks and end-of-year standards. • Identify lessons for strategic planning in the next academic year, ensuring readiness for next year's Mission plan. • Continue core standards monitoring group. • STABILISE Links: Holistic review of Catholic Life, leadership, and overall school effectiveness.
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• Key Stage 4 Mathematics).	• inclusion of all groups. • Evaluate quality of curriculum delivery, including use of retrieval and formative assessment. • Support teachers with training on virtues-led pedagogy. • Follow up on previous safeguarding actions. • Monitor attendance data, including 60 before 16 thresholds. • Review standards and update progress predictions. • Continue core standards monitoring group meetings. • STABILISE Links: Model Catholic virtues-led			• intervention impact. • Update academic predictions, refine intervention priorities, and review safeguarding records. • Assess use and impact of Pupil Premium funding. • Check attendance of vulnerable groups (e.g., SEND, FSM) and progress toward 60 before 16 benchmarks. • Continue core standards monitoring group. • STABILISE Links: Prioritise vulnerable pupils' support aligned with	
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	pedagogy in lessons.			RISE Priority 5 (inclusive environments).	
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SUSTAIN (3 visits/year)

- Autumn
 - Curriculum & Teaching → *Assess Catholic curriculum intent; ensure Gospel values are integrated.*
 - *RISE links:* Strengthen Priority 1 (Reception/Early Literacy) and Priority 2 (KS2 Reading/Writing) by reviewing oracy and reading fluency strategies within a Catholic ethos.
 - *RISE links:* Addressing underperformance in Key Stage 4 Mathematics
- Spring
 - Inclusion & Progress → *Evaluate how Catholic teaching supports inclusive practices and the dignity of every child.*
 - *RISE links:* Address Priority 5 (SEND in mainstream) by ensuring early identification and appropriate interventions reflect Catholic Social Teaching (CST).
- Summer

- Leadership & Final Review → *Review leadership commitment to Catholic Life, RE/CW standards, and Mission plan.*
- *RISE links:* Align leadership actions to maintain or improve Priority 4 (KS4 Maths outcomes).
- Distinctive features: Strategic Catholic focus on outcomes celebration, highlighting how faith-driven education contributes to RISE priorities.

REFINE (3 visits/year)

- Autumn
 - Curriculum & Targeting → *Scrutinise how RE and Catholic values are woven into curriculum planning and pedagogy.*
 - *RISE links:* Focus on Priority 2, ensuring effective reading and writing strategies are embedded early.
 - *RISE links:* Addressing underperformance in Key Stage 4 Mathematics
- Spring
 - Behaviour & Standards → *Ensure behaviour policies reflect Gospel virtues: forgiveness, reconciliation, respect.*
 - *RISE links:* Tackle Priority 3 (Attendance) by reviewing strategies to improve attendance linked to transitions, e.g., Y6–Y7.
 - *RISE links:* Mainstream inclusion-identification of SEND need and support in mainstream settings.
- Summer
 - Inclusion & Final Review → *Evaluate engagement with parish and community, quality of Collective Worship, pupil leadership and chaplaincy impact.*

- *RISE links*: Support inclusive environments meeting Priority 5.

Distinctive features: Review of T&L, inclusion, and Catholic Life supports holistic progress.

REPAIR (4 visits/year)

- Autumn
 - Visit 1: Curriculum & Targeting → *Embed CST across curriculum; raise expectations in line with RISE Priority 2.*
 - Visit 2: Teaching & Learning → *Observe RE and Collective Worship; identify training needs.*
 - *RISE links*: Addressing underperformance in Key Stage 4 Mathematics
- Spring
 - Visit 3: Behaviour & Standards → *Promote restorative approaches grounded in Gospel values.*
 - *RISE links*: Mainstream inclusion-identification of SEND need and support in mainstream settings.
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- Summer

- Visit 4: Leadership & Final Review → *Evaluate Catholic Life and Mission improvements; plan actions supporting Mission and RISE priorities.*

Distinctive features: Safeguarding, SEND, and leadership development include specific Catholic context.

STABILISE (6 visits/year)

- Autumn

- Visit 1: Curriculum & Targeting → *Intensify focus on Catholic curriculum grounded in RED principles.*
- Visit 2: Teaching & Learning → *Model virtues-led pedagogy in lessons.*
- *RISE links:* Addressing underperformance in Key Stage 4 Mathematics

- Spring

- Visit 3: Behaviour & Standards → *Ensure policies support inclusive Catholic values.*
- Visit 4: Personal Development → *Review chaplaincy and pupil formation, prayer life, enrichment, and wellbeing.*
- *RISE links:* Mainstream inclusion-identification of SEND need and support in mainstream settings.

- Summer
 - Visit 5: Inclusion & Predictions → *Target vulnerable pupils' support aligned with RISE Priority 5.*
 - Visit 6: Final Review → *Holistic evaluation of Catholic Life, leadership, and readiness for next year's Mission plan.*
 - Distinctive features: Emphasis on safeguarding, pupil voice (pupil formation and wellbeing), and Catholic enrichment opportunities.