OMAT Handbook

2026-27

Vision:
Every child has an exceptional educational experience.

Mission:
To create excellent school communities where learning is unstoppable and aspirations have no limit, enabling all children to flourish, no matter what their starting point or needs.

Values		
Community	Integrity	Opportunity

WHERE LEARNING IS UNSTOPPABLE AND ASPIRATIONS HAVE NO LIMITS

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Dates Summary 2026-27

September	October	November	December	January	February
DEADLINES					
1: OMAT PD Day: Safeguarding, H&S training to be completed	**1**: Update school's risk register	**18:** Deadline for all staff surveys to be completed	**18:** Termly LGC safeguarding monitoring visit completed and report submitted to CEO.	**15:** Insight Data drop including SEND Progress Tracking	
2: Share 3 core priorities for the school with LGC.	**2:** Writing leads to give feedback on Writing assessment grids			**21**: Update school's risk register	
Staff surveys can be sent out anytime from **September to 18 Novembe**r.	**31:** New starter cyber security NCSC training to be completed				
MEETINGS					
16: Trust Board	**1: ELT BUSINESS**	**9: Trust FRA Meeting**	**2: Trust Board & AGM**	**14: ELT**	**10: Office Managers Meeting**
17: ELT	**7: LGC Chairs Meeting**	**11: Office Managers Meeting**	**4: ELT**	**20: Named Safeguarding Governor Meeting**	**10: LGC Chairs Meeting**
22: DSL Meeting	**7: JCNC**	**19: ELT**		**21: ELT BUSINESS**	**22: Trust PD Day - Writing Moderation/ CPD**
24: Termly SENCO Meeting		**26: ELT BUSINESS**		**27: Termly SENCO Meeting**	**23: DSL Meeting**
				27: Trust Board	

March	April	May	June	July	August
DEADLINES					
25: Set draft budget	**23:** Insight Data drop including SEND Progress Tracking	**6:** Final budgets to be set ready for board approval	**10**: Update school's risk register	**9:** Insight Data drop including SEND Progress Tracking	
25: Termly LGC safeguarding monitoring visit completed and report submitted to CEO.			**24:** Annual trust review of filtering and monitoring	DSL to complete T4T Safeguarding training.	
			24: Share your 3 key priorities using the School Priorities Template in **Appendix** 1 with the CEO and Trust Board		
			30: Termly LGC safeguarding monitoring visit completed and report submitted to CEO.		
MEETINGS					
1: Trust FRA Meeting	**28: Named Safeguarding Governor Meeting**	**12: Trust Board**	**7: Trust FRA Meeting**	**14: Trust Board**	
4: ELT		**19: JCNC**	**9: Office Mangers Meeting**		
17: JCNC		**26: LGC Chairs Meeting**	**10: ELT BUSINESS**		
17: Trust Board		**27: ELT**	**16: Termly SENCO Meeting**		
18: ELT BUSINESS			**22: DSL Meeting**		
			24: ELT		
			30: Named Safeguarding Governor Meeting		

Purpose of the handbook

This handbook provides a guide to the trust level expectations and shared protocols across all schools. It is intended to provide clarity and a single point of reference, but it is not intended to be an exhaustive list for the roles in school. Additional documentation and guidance is signposted or included in the appendices.

Throughout, the handbook references the Trust Quality Descriptors (DfE, July 2023):

1. High Quality and Inclusive Education (CORE AIM)
2. School Improvement
3. Workforce
4. Finance & Operations
5. Governance & Leadership

1. Strategic Plan

1a. Trust Priorities:

2024-2029 Five Year Strategic Summary

Shared Education philosophy	Oracy: Bringing about the equality of opportunity and choice through the development of oral language and vocabulary to impact on pupils' cognition, metacognition and motivation.

The 'average' 4 year old from a professional family knows 45 million words. The 'average' 4 year old from a disadvantaged family knows 13 million words. (Ofsted 2024)
Over 27% of pupils in OMAT are disadvantaged.

DFE Quality Descriptor		Priority	Summary
1	Culture	Embed a collaborative culture of trust and creativity focused on bringing about the best possible outcomes for all pupils.	• Education first • Open and transparent • Empowered Leaders • High performing schools
2	High quality and inclusive education and school improvement	Establish and sustain pedagogy and curriculum that meets the needs of all pupils and ensures they reach their full potential.	• Rigorous quality assurance and school improvement • Advantaging our most disadvantaged pupils
3	Workforce	Establish a sustainable model of consistent, high quality and highly trained staffing across all schools.	• Recruit, train and support the highest quality staff to realise our education ambitions • Leadership capacity and succession planning
4	Finance and operations	Secure financial stability to enable the trust to realise its ambitions of providing high quality and inclusive education.	• Financial stability • Effective Estates Management • Robust Health & Safety • Investment in technology
5	Governance and leadership	A strategic governance model that holds schools to account for realising the trust's strategic ambitions whilst influencing national policy through impact.	• Trust Partnership • Expansion through schools joining the trust

2025-26 Strategic Overview

AIM	To continuously improve the quality and consistency of teaching to meet the needs of all learners across the trust.			
	Quality Descriptor	**Strategic Goal**	**Key Actions**	**Target Impact**
1	**Culture**	**Embed a collaborative culture of trust and creativity focused on bringing about the best possible outcomes for all pupils.**	a. Ensure leaders are well supported during Ofsted inspection windows through strategic deployment of trust capacity and resources. b. Sustain a culture of high expectations, ambition and continuous improvement across every school. c. Ensure the trust provides clarity around the central processes and procedures to reduce workload on schools d. Deploy trust expertise strategically to support schools according to need.	All schools sustain or improve against the trust's core KPIs and continue to demonstrate an upward trajectory through internal and external quality assurance. Headteachers agree that they receive appropriate challenge, support and capacity from the trust to lead school improvement. All schools receive appropriately targeted support during their Ofsted inspection window, with additional trust capacity deployed according to need.

2	**High quality and inclusive education and school improvement**	**Establish and sustain pedagogy and curriculum that meets the needs of all pupil and ensures they reach their full potential.**	a. Continue improving the quality and consistency of teaching, with increased emphasis on challenge and greater depth across all subjects. b. Refine writing assessment and moderation processes to improve consistency and accuracy across the trust. c. Continue targeted school improvement support for Grange. d. Provide targeted resourcing for inclusion development where needed. e. Successfully establish and develop the Specialist Education Unit at The Willows. f. Deliver a successful Ofsted outcome at The Willows and Grange.	Trust outcomes at KS2 remain above 60% combined Reading, Writing and Maths Expected Standard, with disadvantaged pupils achieving at least 45%. Greater Depth outcomes increase across the trust compared with 2025–26, with each school demonstrating improvement in at least one core subject. Trust attendance remains above 95%, with persistent absence below 12%. More than 90% of pupils with SEND make expected or better progress against individual outcomes, with at least 50% making strong progress. The Specialist Education Unit opens successfully and delivers high-quality provision from September 2026. The Willows and Grange secure positive Ofsted outcomes demonstrating sustained improvement. Brooklands and Handford Hall sustain strong Ofsted outcomes

3	**Workforce**	**Establish a sustainable model of consistent, high quality and highly trained staffing across all schools.**	a. Deliver a trust-wide professional development programme focused on high-quality teaching, adaptive practice and challenge for all learners. b. Build staff confidence in using generative AI safely and effectively to improve curriculum resources and reduce workload. c. Boost recruitment, particularly of support staff through robust recruitment activity.	80%+ of staff agree that leaders use professional development to encourage, challenge and support their improvement (staff survey). All teaching staff complete trust CPD on effective and safe use of generative AI. All schools demonstrate consistent implementation of trust expectations for high-quality teaching, including appropriate challenge for greater depth learners. 100% of teaching vacancies for September 2027 are filled with appropriately qualified staff. Schools report an increase in successful recruitment for support roles.
4	**Finance and operations**	**Secure financial stability to enable the trust to realise its ambitions of providing high quality and inclusive education.**	a. Continue developing efficient, high-quality central services aligned to trust policies and school needs. b. Review HR and finance procedures to ensure they are fully aligned, consistent and understood across the trust. c. Review IT provision and prepare procurement activity for the next managed service contract. d. Continue investment in digital infrastructure to support teaching, learning and operational efficiency. e. Progress the expansion project for Grace Cook Primary School in preparation for September 2028. f. Ensure full compliance and certification of Cyber Essentials	All HR, finance and operational procedures are reviewed and aligned to current trust policies, with implementation evidenced across all schools. Compliance training records are centralised. IT contract review completed and procurement strategy agreed by Trustees ahead of contract renewal. Grace Cook expansion project remains on programme for September 2028 opening, with all key milestones achieved. Health & Safety compliance score remains above 350 throughout the year. All schools have access to appropriate digital infrastructure and technology to support teaching, learning and operational efficiency.

5	**Governance and leadership**	**A strategic governance model that holds schools to account for realising the trust's strategic ambitions whilst influencing national policy through impact.**	a. Continue developing the CEO as an Ofsted Inspector, ensuring trust quality assurance remains externally benchmarked and aligned with national expectations. b. Maintain a rigorous quality assurance programme that supports continuous school improvement. c. Continue developing governance to provide effective strategic challenge and support. d. Strengthen partnership working with Suffolk County Council and other external agencies to improve SEND provision and wider educational outcomes. e. Ensure trust resources are strategically deployed to maximise impact across all schools.	CEO successfully completes further Ofsted inspections, ensuring trust quality assurance remains externally benchmarked against national inspection standards. All schools receive a full annual quality assurance review aligned to the Ofsted framework. All Local Governing Committees evidence effective monitoring of school improvement, safeguarding and SEND through governor visits and committee minutes. Strategic partnership working with LA secures additional SEND provision and/or funding opportunities for pupils with complex needs. Trust resources continue to be deployed according to need, resulting in sustained improvement across all schools.

1b. School Priorities – 3 Key Priorities

Each school must ensure that key priorities are clearly communicated with the LGC, CEO and Trust Board. For clarity and efficiency of monitoring, each school must summarise their 3 key priorities from their school development plan.

ACTION

School 3 Key Priorities		
Deadline	**Responsibility**	**Action**
1st September 2026	Headteacher	Share 3 school key priorities with your LGC at the first Autumn Term meeting and ensure governors monitor progress against 3 clear targets set.
24th June 2027	Headteacher	Prepare school development plan for following academic year and share your 3 key priorities using the School Priorities Template in **Appendix A** with the CEO and Trust Board

1c. Risk Management

Each school must ensure that they are taking steps to identify potential risks to their schools and to regularly review the mitigating actions and to ensure that these are communicated to the Trust Board Risk Committee (part of FRA) for consideration.

ACTION

Risk Register		
Deadline	**Responsibility**	**Action**
1.10.26 First ELT Business Meeting of Autumn Term	Headteacher	Update the risk register for their school here: RISK REGISTER
21.1.27 First ELT Business Meeting of Spring Term	Headteacher	Update the risk register for their school here: RISK REGISTER
10.6.27 First ELT Business Meeting of Summer Term	Headteacher	Update the risk register for their school here: RISK REGISTER

2. Safeguarding Protocols (QD1)

Refer to Appendix B: OMAT Safeguarding Strategy

a. Annually
b. Termly and ongoing
c. Alternative and Third Party Provision
d. Amended timetables
e. Elective Home Education
f. Suspensions and Exclusions
g. SCR

2a. Annual Actions

Annual Safeguarding Actions		
Deadline	**Responsibility**	**Action**
17 September 2026	Headteacher	Ensure updated OMAT Safeguarding and Child Protection Policy is published on the school's website and all staff aware of amendments.
1 September 2026	DSL	Ensure training plan for the academic year is prepared to include training for new staff members and updates for existing staff meeting at least the minimum requirements outlined in the ***OMAT Safeguarding Strategy***.
30 September 2026	Headteacher	Check when Headteacher, DSL and ADSL completed their last DSL training. Must be updated every 2 years. Book training as appropriate.
30 September 2026	Headteacher	Check when key personnel completed their last Safer recruitment training. Must be updated every 2 years. Book training as appropriate.
24 June 2027	Headteacher and DSL	To attend the review of filtering and monitoring with Trust Safeguarding Lead, Named LGC Safeguarding Governor, CEO and IT Provider.

2b. Termly and ongoing Actions

Annual Safeguarding Actions		
Deadline	**Responsibility**	**Action**
Ongoing	DSL	Ensure ongoing programme of Safeguarding CPD is undertaken, using National College units as a minimum. Please refer to the ***OMAT Safeguarding Strategy.***
22 September 2025	DSL Meeting	Trust DSL Meeting
18 December 2026	DSL/ Named safeguarding governor	Termly monitoring visit completed and report submitted to CEO.
23 February 2027	DSL	Trust DSL Meeting
25 March 2027	DSL/ Named safeguarding governor	Termly monitoring visit completed and report submitted to CEO.
22 June 2027	DSL	Trust DSL Meeting
30 June 2027	DSL/ Named safeguarding governor	Termly monitoring visit to complete or review completed S175/157 self-audit

2c. Alternative and Third-Party Provision

The list of pre-checked Alternative and Third-Party Providers along with associated documentation in line with the OMAT Safeguarding Strategy can be found on the **OMAT Safeguarding** Sharepoint and by clicking on the following link: Alternative and Third Party Provision

2d. Amended timetables

In the event of an amendment being made to a pupil's timetable, the template on the **OMAT Safeguarding** Sharepoint Amended and Part-time Timetables can be used to ensure that the amendment is being used appropriately and with parental consent.

2e. Elective Home Education

In the event of a parent electing to home educate their child, a letter template can be found on the **OMAT Safeguarding** Sharepoint and by clicking on the following link: Elective Home Education

2f. Suspensions & Exclusions

To support you through the process of carrying out a suspension or exclusion of a school, please refer to the documentation from Browne Jacobson on the **OMAT ELT Sharepoint** or by clicking on the following link: Exclusions Support Pack - Browne Jacobson

The following documents are included:

1. **Checklist for headteacher on pre-exclusion/suspension considerations**
2. **Template witness statement**
3. **Template exclusion/suspension letters**
    a. Letter suspending a pupil for five days or less
    b. Letter suspending a pupil for six-fifteen days
    c. Letter suspending a pupil for sixteen days or more
    d. Letter permanently excluding a pupil
    e. Letter setting out details of alternative provision from sixth day
    f. Letter cancelling a suspension or permanent exclusion
    g. Letter directing pupil to be educated off-site to improve behaviour
    h. Letter offering a managed move

4. **Template headteacher's report to tie all documentation together and provide rationale for suspension/exclusion**
5. **Governing board (GB) timescales for considering a suspension or permanent exclusion**
6. **Template clerking letters**
    a. Letter to parents with details of GB review meeting following suspension or permanent exclusion
    b. Letter to parents acknowledging request for independent review panel (IRP)
    c. Letter to parents confirming details of IRP
    d. Letter to parents following IRP's recommendation for the GB to reconsider the exclusion
    e. Letter to parents following IRP's direction for the GB to reconsider the exclusion
7. **Checklist for GB on what to consider when reviewing a suspension or permanent exclusion and list of documents**
8. **Script for chair of governing board meeting held to review a suspension or permanent exclusion**
9. **Template GB decision letters**
    a. Template GB outcome following review of suspension (reinstate)
    b. Template GB outcome following review of suspension (uphold)
    c. Template GB outcome following review of permanent exclusion (reinstate)
    d. Template GB outcome following review of permanent exclusion (uphold)
    e. Template GB Reconsideration letter template
10. **Script for chair of IRP to review a GB's decision to decline to reinstate**
11. **Template exclusions policy**
12. **Our Services**
    a. Clerking
    b. Training
    c. Representation
13. **FAQs**

2g. Single Central Record

Ensure single central record is compliant with the following monitoring forms:

SUPPORT STAFF

	Notes	Date received	Signed
Application Form			
Reference 1			
Reference 2			
Identification			
DBS			
Disqualification			
Health Check			
Right to Work in UK			
Checks if lived or worked outside UK			
Qualifications			
Signed e form			
Contract matches Arbor			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

TEACHERS

	Notes	Date received	Signed
Application Form			
Reference 1			
Reference 2			
Identification			
DBS			
Disqualification			
Health Check			
Right to Work in UK			
Checks if lived or worked outside UK			
Qualifications			
Signed e form			
Contract matches Arbor			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

VOLUNTEERS

	Notes	Date received	Signed
Application Form			
Reference 1			
Reference 2			
Identification			
DBS			
Disqualification			
Checks if lived or worked outside UK			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

CONTRACTORS

	Notes	Date received	Signed
Confirmation of third-party checks			
Identification			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

3. Quality Assurance (QD1)

3a. Assessment

Assessment Tools

For internal assessment, schools can use one of the following tools to moderate the teacher assessments of **reading** and **maths**:

- Rising Stars (NTS/PIRA/PUMA)
- PiXL

Writing assessment is carried out using the **OMAT Writing Assessment Grids** found in **Appendix C**.

Assessment Data Submission

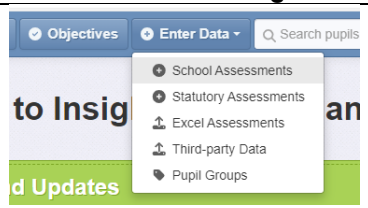
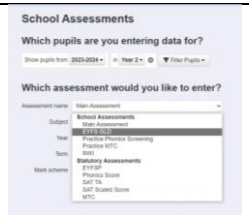
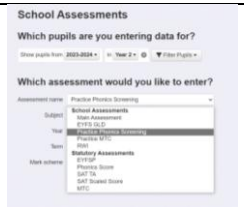
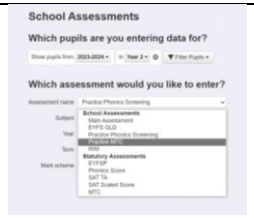
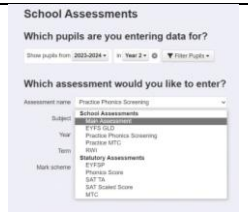
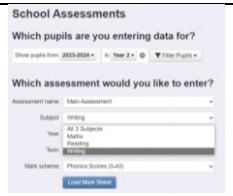
Assessment, including progress made by pupils with SEND, is submitted to the trust termly using Insight: Insight - Login (insighttracking.com)

ACTION

Assessment Data Drops		
Deadline	**Responsibility**	**Action**
15.1.27	Headteacher	Submit internal assessments for: • Reading, Writing and Maths data for years 1-6 • EYFS on track for ELG • Practice Phonics Reading Check • Practice MTC Submit SEND Progress information to CEO
23.4.27	Headteacher	Submit internal assessments for: • Reading, Writing and Maths data for years 1-6 • EYFS on track for ELG • Practice Phonics Reading Check • Practice MTC Submit SEND Progress information to CEO
9.7.27	Headteacher	Submit internal assessments for: • Reading, Writing and Maths data for years 1-5 Submit SEND Progress information to CEO Submit statutory data for: • EYFS ELG outcomes • Phonics Screening • Year 4 MTC • Year 6 RWM, GPS

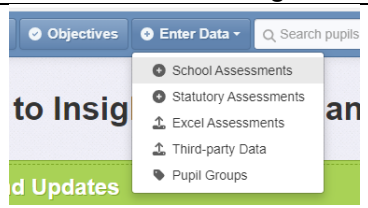
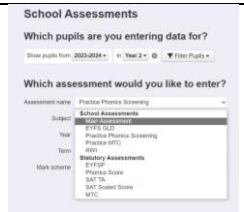
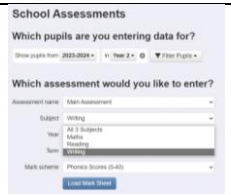
Insight Data Entry Instructions

AUTUMN/SPRING TERM

Nursery	EYFS	Reading Phonics	Year 4 multiplication checks	Reading	Writing	Maths
Birth to 5 Matters	EYFSP	Practice Phonics Screening	Practice MTC	Main Assessment: Reading	Main Assessment: Writing	Main Assessment: Maths
Where to enter data in Insight						
1. 						
2. 						
3. -	-	-				
4. Below Expected	Enter score	Enter score	Pre-KS Below Working Towards Expected Greater Depth	Pre-KS Below Working Towards Expected Greater Depth	Pre-KS Below Working Towards Expected Greater Depth	
			Y6 MUST BE PREDICTION FOR END OF KS			
5. Please ensure any pupils that have left have been removed from the system.						

SUMMER TERM

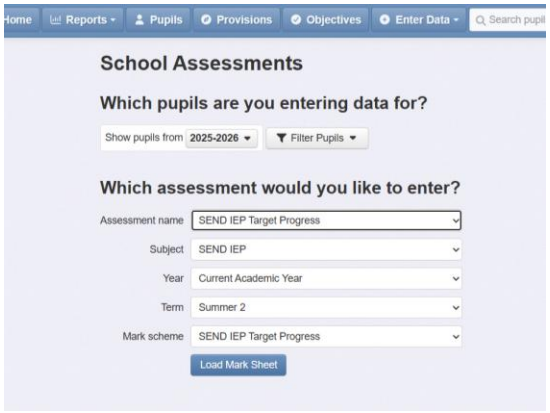
School assessments/ *STATUTORY DATA*

Nursery	EYFS	Reading Phonics	Year 4 multiplication checks	Reading	Writing	Maths
Birth to 5 Matters	**ENTER UNDER STATUTORY DATA**	**ENTER UNDER STATUTORY DATA**	**ENTER UNDER STATUTORY DATA**	Main Assessment: Reading **Y6 – STATUTORY**	Main Assessment: Writing **Y6 – STATUTORY**	Main Assessment: Maths **Y6 – STATUTORY**
Where to enter data in Insight						
			1. 			
	2.					
	3.	-	-			
				Pre-KS Below Working Towards Expected Greater Depth	Pre-KS Below Working Towards Expected Greater Depth	Pre-KS Below Working Towards Expected Greater Depth
	4. Please ensure any pupils that have left have been removed from the system.					

SEND TERMLY PROGRESS DATA SUBMISSION

ACTION

Please enter progress data for pupils with SEND via Insight selecting the Assessment name: '**SEND IEP Target Progress'** and subject: **'SEND IEP'** to load the mark sheet.



Once loaded, please identify each pupil's overall progress against their IEP targets as either 'R' Red, 'A' Amber, or 'G' Green.

This will then produce a summary as follows:

School Name

	Total Number	GREEN PROGRESS		AMBER PROGRESS		RED PROGRESS	
All pupils with SEND	**352**	**136**	**39%**	**186**	**53%**	**30**	**9%**
C and L	95	36	38%	51	54%	7	7%
C and I	192	69	36%	94	49%	17	9%
SEMH	53	21	40%	23	43%	5	9%
S and P	14	6	43%	6	43%	0	0%
NSA	6	2	33%	3	50%	1	17%
OTH	4	1	25%	3	75%	0	0%

3b. Internal Quality Assurance

Action	Frequency
Internal Safeguarding Audit	Annual
Assessment data tracking and reporting	Termly
CEO monitoring visits – Quality of Education, Safeguarding & H&S	Termly
LGC Monitoring – 3 school priorities and safeguarding	Termly
Review of attendance data and actions	Termly
Monitoring of KPIs	Termly
Review of risk register	Termly
Peer reviews	As required for support

3c. External Quality Assurance

Action	Frequency
Ofsted	Statutory
External reviews from previous HMIs	Bi-annual
External Safeguarding audits	Bi-annual
H&S audits	Annual
Statutory pupil assessment outcomes	Annual
H&S advisor	Termly

3d. Attendance Reporting

Attendance is logged via Arbor and automatically submitted to the local authority and DFE via WONDE.

All schools base their attendance policy on the OMAT/SCC Model policy agreed by the Trust Board.

Agreed trigger points for intervention:

- <95% Amber
- <92% Red

3e. Parental Behaviour

To support you with managing parent behaviour, please refer to the documentation from Browne Jacobson on the **OMAT ELT Sharepoint** or by clicking on the following link: Parental Behaviour Support Pack - Browne Jacobson

The following documents are included:

1. Guidance Note and FAQs
    a. Guidance Note: Managing parent behaviour
    b. FAQs: Managing parent behaviour

2. Model Parent Code of Conduct

    a. SAT

    b. MAT

    c. Maintained school

3. Operational guides (internal use)

    a. Operational flowchart

    b. Operational guide for staff

4. Banning a parent from a school site

    a. Guidance Note: Banning a parent from a school site

    b. School visitor notice — for display

    c. Incident record form

    d. Stage 1a — Warning letter prior to ban from premises

    e. Stage 1b — Immediate premises banning letter (for serious incidents)

    f. Stage 2 — Premises banning letter following warning

    g. Stage 3a — Letter confirming premises ban

    h. Stage 3b — Letter lifting premises ban

    i. Letter to record breach of premises ban

    j. Review of premises ban record

    k. Stage 4a — Review of premises ban — extending ban

    l. Stage 4b — Review of premises ban — lifting ban

5. Restricting communication with a parent

    a. Guidance Note: Restricting communication with a parent

    b. Communications log

    c. Stage 1a — Warning letter prior to restricting communications

    d. Stage 1b — Immediate restrictions on communications (for serious incidents)

    e. Stage 2 — Letter restricting communications following warning

    f. Stage 3 — Review of communications restrictions

    g. Review of restrictions record

6. Inappropriate use of social media

    a. Guidance Note: Inappropriate use of social media

    b. Example wording to send out in parent communication regarding appropriate use of social

    media

c. Warning letter regarding statements on social media

7. Covert recordings

a. Guidance Note: Covert recordings

b. Warning letter regarding covert recording

8. Our Services

a. Complaints management support pack

b. Continuous Professional Development (CPD) programme: Managing complaints in schools

4. School improvement:

Refer to Appendix D: OMAT Strategy for School Improvement

4a. KPIs

Category	KPI	Evidence/data	Contextualised school target
Pupil Outcomes	KS2 RWM >62% (national)	Statutory KS2 data Forecast data for Y5/6	
Pupil Outcomes	KS2 RWM for disadvantaged pupils >47% (national)	Statutory KS2 data Forecast data for Y5/6	
Pupil Outcomes	Year 4 MTC >21.0 (national)	Statutory data	
Pupil Outcomes	Y1 Phonics Screening >82% (national)	Statutory data Forecast data Spring Year 1	
Pupil Outcomes	EYFS GLD >72% (national)	Statutory data	
Pupil Attendance	>94.7% attendance (national primary)	Arbor attendance tracking	
Pupil Attendance	<13.0% persistent absence (national primary)	Arbor attendance tracking	
Pupil Attendance	> 92.3% Disadvantaged Attendance (PA 24.9%)	Arbor attendance tracking	
Staffing	> 90% of staff enjoy working in their school	Staff surveys	
Financial	Balanced budget set annually	PSF data	
Financial	Strategic plan in place to mitigate changes in budget forecast	PSF data	
Safeguarding	Minimum staff training entitlement completed across the year	Staff CPD records	
Safeguarding	Actions from internal and external audits are addressed before next audit	External audit CEO monitoring reports LGC monitoring reports	
Health & Safety/Premises	Weekly, monthly and annual monitoring checks are carried out on time.	Worknest tracking	
Health & Safety/Premises	Actions from audits and checks being carried out within deadlines set in audit.	Worknest tracking	

4b. School to school support

Schools can request support or engage in school improvement across the trust as part of the overall trust strategy. In addition, support may be identified from internal and external quality assurance processes.

Broadly, schools will fall into one of the following categories, identifying the level of support required:

Stage of school improvement journey	Actions
Phase 1: Stabilise • School requires significant improvement • No clear underpinning for the future	➢ Rapid improvement board ➢ Rapid improvement plan/ Ofsted Action Plan ➢ Implementation of standardised assessment and curriculum supported by schools leading on each area: ➢ Assessment: NTS ➢ Early reading: Read, Write, Inc ➢ Reading: Accelerated Reader ➢ Maths: White Rose ➢ Curriculum: CUSP ➢ Adopt trust's behaviour policy ➢ Monthly monitoring of H&S; Safeguarding and attendance ➢ Half-termly external review to quality assure impact ➢ Annual external safeguarding review.
Phase 2: Repair • Establishing more control • Reactive decision-making • Make the school feel more like a regular school	➢ Continuation of rapid improvement plan ➢ Move to longer term strategic plan ➢ Adaptation of standardised curriculum and behaviour policy to meet the needs of the school's context. ➢ Coached peer to peer support ➢ School to school support with CPD ➢ Continued monthly internal monitoring ➢ Termly external review to quality assure impact. ➢ Annual external safeguarding review.
Phase 3: Improve • More proactive leadership • Embedding strategies • Improving outcomes	➢ Return of the LGC ➢ Long term plan with clear milestones for improvement ➢ Peer to peer review to identify specific school to school support required ➢ 2 external reviews across the academic year to quality assure impact
Phase 4: Sustain • Confidence in performance • Increase innovation in delivery	➢ Standard quality assurance actions sustained ➢ Continued development through sharing of expertise

4c. CPD offer 2026-27

Dates	CPD	Audience
1.9.26	Statutory updates for safeguarding and health & Safety	All staff
Termly	SENCO meeting with CPD aligned to identified need, e.g. Browne Jacobson, consult support	SENCOs
22.2.27	Writing Moderation (PD Day)	PM - All teachers
22.2.27	Embracing AI and new technology to enhance teaching and learning whilst reducing workload	AM - All Staff

5. Workforce:

5a. Attendance

Please ensure all staff absence is recorded on EduPay.

Ensure compliance with Leave of Absence Policy for any planned absences.

5b. Recruitment

Please refer to the scheme of delegation to ensure correct permissions have been sought and funds are available in the budget before beginning the following recruitment process:

1. Complete the OMAT Advertising Request Form OMAT Advertising Request Form.docx.
    a. This should include the school's contact details regarding the vacancy.
    b. If you choose to place the advert in a 3rd party publication, you will need to include a **Purchase Order** that your school should raise prior to sending the advert request.
    c. Include details of the role including start & end dates, salary information, hours, contract type, closing & interview dates, and reason for the advert.
    d. Complete the section about where you wish to advertise (Suffolk Jobs Direct (SJD), OMAT website, internally, staff email, TES, DfE
    e. If the advert is going to SJD, add the advert package you want (standard or enhanced). Standard adverts cost £75, and enhanced adverts cost £325.
    f. Add the text for the advert.
    g. Tick the boxes for which other information you wish to accompany the advert.

2. Send this to hr@omat.org.uk, along with your other information. This should include the current Job Description and Person Specification. You may also include background information about your school on a separate document. Also include the application form (teacher/support staff) and equal opportunities form. These may be found here Safer Recruitment.
3. HR will upload your advert to the OMAT website and will send the advert to SJD if required and send the vacancy out on an all staff email and, unless advised it is an internal vacancy only, to contacts on the recruitment pool.
4. If the advert is going to TES or DfE, your school will process this itself.
5. An advert to SJD will usually take around 3 days to be uploaded. At this point SJD will send HR a live link for your vacancy. This link will be sent onto you to check your advert. If there are any changes required, you may either notify SJD directly, or let HR know and they will do so on your behalf.
6. Soon after the closing date your advert will be removed from the OMAT website. Please contact HR if you wish to extend this beyond the closing date.

5c. HR Support

All HR and legal support is provided by Browne Jacobson.

Browne Jacobson

HR Team Sheet
Tanya Jackson – HR Core Package

Tanya Jackson

Senior HR Consultant

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Legal Retainer
Charlotte Antoniou – Legal Retainer – First Hour of any case included

Charlotte Antoniou
Partner

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charlotte.antoniou@brownejacobson.com
Link to bio

5d. Staff Survey

ACTION

Please ensure that you have sent out your staff survey and allowed sufficient time for all responses to be completed by **18 November 2026**.

1. You will find the staff survey template by clicking on the following links:
    a. Brooklands
    b. Grace Cook
    c. Grange
    d. Halifax
    e. Handford Hall
    f. Springfield Infants
    g. The Willows

2. Please do not change the 8 pre-populated questions.
3. Add your school specific questions to your form starting at number 9.
4. Please send the link out to your staff and ensure they complete the form by **18 November 2026.** Please note that they will not be able to access the form after this date.

5e. Core Staff Induction Training

All essential OMAT training and policies are recorded in National College Learning Plans

ALL STAFF IN SCHOOLS

Recommended Information shared at Induction

Premises
Tour of school
Location of equipment and resources
Security & building access explained
Vehicle & pedestrian access on site
Smoking restrictions understood
Staff
Staffing structure
Policies & Procedures
OMAT Policies as part of induction training recorded on National College
School policies to be shared: School Behaviour Policy School Attendance Policy School Curriculum Policy
Absence reporting arrangements
Employee assistance programme
Fire
FIRE EMERGENCY PROCEDURES
Fire evacuation – what the alarm sounds like
When the alarm is tested
What happens in a drill
Location of fire alarm call points
Location of fire extinguishers
Escape routes
Location of assembly point
Evacuation off site
Health & Safety
H&S procedure of reporting hazards
Asbestos locations
First Aid
First aiders
First aid room and location of supplies
Incident report (inc near misses) and how to report
Additional Information
CPOMS explained
Computer log in details
Printing to photocopiers
Where to dispose of confidential information

Documents to be read and Training Courses that must be completed

1. Child Protection and Safeguarding Policy*
2. KCSIE Part 1*
3. Staff Code of Conduct*
4. Whistleblowing Policy*
5. ICT Acceptable Use Policy*
6. Health & Safety Policy (along with 'What you need to know' guidance) *
7. Data Protection Policy*
8. Anti-Fraud Policy*
9. Gifts & Hospitality Policy*

Category	Training	Links
Safeguarding	Certificate in Safeguarding*	National College
Safeguarding	Prevent Duty*	Gov.uk
Safeguarding	Certificate in Use of Reasonable Force*	National College
Health & Safety	Fire Awareness (Certificate in Fire Safety)*	National College
Health & Safety	Fire Marshall Training	School bespoke via fire drill procedure: • Pre-drill briefing with staff • Scenario plan if fire in most likely place (kitchen/plant room) and change to evacuation plan • Post-drill de-brief
Health & Safety	Certificate in Allergy & Anaphylaxis Awareness (Benedict's Law)*	National College
Cyber Security	Cyber Security Training *	NCSC.GOV.UK
Data Protection	Data Protection Training in schools*	Gov.uk Video 1 Gov.uk Video 2

**Recorded in National College Learning Plans*

OFFICE MANAGERS

Category	Training	Links
Health & Safety	Health & Safety in Schools*	National College
Health & Safety	IOSH Health and Safety	Park City
Health & Safety	Asbestos Awareness Training*	National College
Finance	Anti-bribery Awareness*	National College

SITE TEAMS

Category	Training	Links
Health & Safety	Health & Safety in Schools*	National College
Health & Safety	Asbestos Awareness Training*	National College
Health & Safety	Face to face manual handling	Park City

HEADTEACHERS

Category	Training	Links
Health & Safety	Health & Safety in Schools*	National College
Risk Management	Risk Management*	National College
Finance	Anti-bribery Awareness*	National College

SST

Category	Training	Links
Finance	Anti-bribery Awareness*	National College

NOMINATED STAFF

Category	Training	Links
Safeguarding	Designated Safeguarding Lead	National College or Schools' Choice CPD
Safeguarding	Safer Recruitment Training*	National College
Health & Safety	Paediatric First Aid – 12 hours *(APW)*	External Provider
Health & Safety	Emergency First Aid – 6 hours *(APW)*	External Provider
Health & Safety	Administration of Medication*	National College

**Recorded in National College Learning Plans*

5f. Core Staff Refresher Training

Documents to be read and Training Courses that must be completed

1. Child Protection and Safeguarding Policy*
2. KCSIE Part 1*
3. Staff Code of Conduct*
4. Whistleblowing Policy*
5. ICT Acceptable Use Policy*
6. Health & Safety Policy (along with 'What you need to know' guidance) *
7. Data Protection Policy*
8. Anti-Fraud Policy*
9. Gifts & Hospitality Policy*

Category	Training	Links	When
Safeguarding	Annual safeguarding updates	Face to face in school	Annually
Safeguarding Year 1	Online Safety* FGM*	*(In school updates, or)* National College National College	Every 2 years
Safeguarding Year 2	Understanding CSE CCE including County lines* Child on Child abuse*	*(In school updates, or)* National College National College	Every 2 years
Health & Safety	Annual updates	*Park City Webinar, uploaded to National College*	Annually
Health & Safety	Fire Marshall Training	School bespoke via fire drill procedure: • Pre-drill briefing with staff • Scenario plan if fire in most likely place (kitchen/plant room) and change to evacuation plan • Post-drill de-brief	Termly
Health & Safety	Certificate in Allergy & Anaphylaxis Awareness (Benedict's Law)*	National College	Annually
Cyber Security	Cyber Security Training*	NCSC.GOV.UK	Annually
Data Protection	Data Protection Training in schools*	Gov.uk Video 1 Gov.uk Video 2	Annually

**Recorded in National College Learning Plans*

OFFICE MANAGERS

Category	Training	Links	When
Health & Safety	IOSH Health and Safety	Park City	Every 3 years
Health & Safety*	Asbestos Awareness Training	National College	2026 only
Finance *	Anti-bribery Awareness	National College	2026 only

HEADTEACHERS

Category	Training	Links	
Risk Management*	Risk Management	National College	Every 2 years
Finance*	Anti-bribery Awareness	National College	2026 Only

SST

Category	Training	Links	
Finance*	Anti-bribery Awareness	National College	2026 Only
Safeguarding	Annual Safeguarding Refresher	National College	Annually

NOMINATED STAFF

Category	Training	Links	
Safeguarding	Designated Safeguarding Lead	National College or Schools' Choice CPD	Every 2 years
Safeguarding	Safer Recruitment Training	National College	Every 2 years
Health & Safety	Paediatric First Aid – 12 hours *(APW)*	External Provider	Every 3 years
Health & Safety	Emergency First Aid – 6 hours *(APW)*	External Provider	Every 3 years
Health & Safety	Administration of Medication	National College	Every 2 years

**Recorded in National College Learning Plans*

6. IT

6a. Support

i. Support Overview

Sweethaven are Orwell Multi Academy Trust's ICT support provider and are available remotely or in person via the onsite Technician to resolve any requests, issues and problems you may have.

The Service Desk is open from Monday to Friday between 8.00 and 18.00, and is closed on Bank Holidays and weekends.

ii. How to log a ticket with the Service Desk

Send an email to helpdesk@sweethaven.co.uk to log a service incident.

Include the following information:

- Subject – room number and request name
- Email body – description of issue, location, username and when you are available

You will receive an automatic email confirming that the ticket has been logged. Any subsequent actions or solutions will be sent to you via email. If you need to add additional information or reopen the ticket, reply to the most recent email you have received from the service desk.

iii. How to report an urgent issue

If you have an urgent issue that requires immediate attention, call the Service Desk directly on 01737 228207.

iv. On site technician

The Sweethaven technician moves between the schools to resolve any issues you may have onsite. The working pattern is as follows:

OMAT Multi Academy Trust - Engineering Schedule

Onsite Resource	Site	Week Day	Hours of operation
Dominic Bullion	Brooklands	Monday	08:30 - 17:00 (1 hour lunchbreak)
Dominic Bullion	Grace Cook	Tuesday	08:30 - 17:00 (1 hour lunchbreak)
Dominic Bullion	Springfield	Wednesday	08:30 - 17:00 (1 hour lunchbreak)
Dominic Bullion	Handford Hall	Thursday	08:30 - 17:00 (1 hour lunchbreak)
Dominic Bullion	Halifax	Friday	08:30 - 17:00 (1 hour lunchbreak)
Andre Phipps (remote support)	The Willows	Monday/Friday	Ticket escalations (Onsite when required)
Andre Phipps (remote support)	Grange	Monday/Friday	Ticket escalations (Onsite when required)

6b. Cyber security

ACTION

All staff and governors must complete the National Cyber Security Centre each year to ensure we are covered by our RPA insurance. Please refer to **section 5** for full details of the training and please ensure the certificates are retained.

NCSC training

7. Finance and Operations

7a. Monthly budget reporting

Office Managers must endure that all finance spreadsheets are completed by the 2nd working day of the month and any invoices are sent over to the Finance Assistant as soon as they are received. The Finance Manager and Finance Lead will then ensure that everything is processed, and any income/expenses not received are accrued for as required.

Monthly management reports are produced by the Finance Manager and Finance Lead and adjustments made as required. These reports are completed by the 10th working day of the month and emailed to the Headteacher for review.

Monthly meetings must be arranged with the Finance Manager/Finance Lead and Headteacher to discuss the budget position and adjust for any changes going forward. The Finance Manager and Finance Lead will highlight any areas of concern and explain how to understand the report as required.

Management reports are created in Excel and show the financial position for the current month, actual year spend, forecast and variance between the forecast and the budget. Any commitments added to PS Financials will be shown on the report. Please note: any items that have been GRNd will not show on the report and will have been manually adjusted for in the adjustment column.

Virement budgets are produced in the autumn (by 30th November) and spring (by 31st March) terms to take account of any changes to restricted carry forward, staffing, funding or other income or expenditure. These will be produced in collaboration with the Headteacher and will be used as a comparison to budget forecast going forward.

ACTION

Monthly Budget Reporting		
Deadline	**Responsibility**	**Action**
2nd working day of the month	Office Manager	All finance spreadsheets are completed and any invoices sent over to the finance team.
10th working day of the month	CFOO	Management reports are completed by the Finance Manager/Finance Lead and send out to Headteachers
End of each month	Headteacher	Meeting arranged with the finance team to discuss budget position and any required changes going forward.

7b. Budget Setting

ACTION

The financial year runs from 1st September to the 31st August.

GAG statements are normally received in the March for the following years budget and will be shared with the Headteacher upon receipt. The CFOO will analyse the GAG statements to ensure that funding is correct, and any discrepancies will be queried with the ESFA.

Draft budgets will be produced by the Finance Manager and Finance Lead in collaboration with the Headteacher through a series of meetings. First draft budgets must be produced in time for the FRA/Board meeting before Easter, along with any budgetary assumptions. Budget assumptions will be documented by the CFOO to ensure consistency across all school's budgets. Weekly finance team meetings will be held to ensure any issues are identified and resolved.

Budgets must be fully finalised a week in advance of the first Board meeting after Easter to ensure that they are approved in time for the Budget Forecast Return to be completed. All budgets must be balanced unless prior approval has been sought by the Board and a plan to make future year savings has been identified and approved.

Budgets		
Deadline	**Responsibility**	**Action**
Board meeting before Easter **11.3.26**	Headteacher / CFOO	Draft budget must be produced by the Finance Manager/Finance Lead in collaboration with the Headteacher
Week before Board meeting following Easter **6.5.26**	Headteacher / CFOO	Final budgets must be created and balanced, ready for Board approval.

7c. Procurement

Any procurement must follow the limits stated in the **Record of Financial Responsibility (RoFR)** and Scheme of Delegation. Failure to abide by the limits may result in withdrawal of authority and/or disciplinary action. As a large portion of purchases are paid for with public funds, all procurement must ensure that these funds are spent openly and fairly.

There are three main routes of procurement as below. More details can be found in the OMAT Procurement Policy.

- **< £6,000:** local checks to ensure best value is being achieved e.g. price checks on websites. Local school approval for these purchases.
- **£15,000 – EU Threshold:** three like for like quotations must be obtained and saved in the Teams Procurement folder along with the sign off form. Approval from the CFOO required before purchase.
- **Above EU Threshold:** a full tender process must be completed (if a Trustwide purchase, limit is as per the EU threshold).

All orders must be added onto PS Financials and approved as per the RoFR before an order can be placed. PS Financials has built in limits so orders will be sent to the correct people for approval. For guidance on using PS Financials or for setting up new staff, contact the Finance Manager. Details of non-order invoices will be shared with FRA/Board and areas of non-compliance may be questioned.

If an order is to be placed with a pecuniary interest (highlighted in the supplier's name on PSF) the CFOO must be notified in advance so that approval can be sought from the ESFA.

All items should be paid via invoice unless there is a suitable reason for not being able to do so.

Headteachers and Office Managers may have credit cards, following approval from the CFOO. Copies of receipts must be held at the school, and the credit card finance spreadsheet must be completed upon use. The finance team perform checks throughout the year to ensure all records are kept and are correct. Credit cards must only be used when there is no option to pay for items via an invoice.

If staff purchase items for the school, a staff expense form must be completed, authorised by the Headteacher and sent to the finance team for processing, along with a copy of the receipt for the goods. This must only be used when there is no option to pay for items via an invoice.

Full details on the procurement process, authorisation limits and financial processes can be found in the corresponding policies on SharePoint.

7d. Payroll

Office Managers must complete the required Microsoft Form for any contract variations, new starters or leavers by the 1st working day of the month to ensure that changes are made in time for payroll. HR must be notified if the form is not completed by this date.

Staff must claim any additional hours and expenses via EduPay by the 2nd working day of the month. Any expenses and timesheets must be approved by the Headteacher on EduPay as per the date specified on the **payroll deadlines spreadsheet**. Any expenses or timesheets approved after the deadline will not be paid until the following month.

Payroll is locked by the Finance Manager on the date detailed on the payroll deadlines spreadsheet.

The Office Manager must check and lock payroll for their school, and the Headteacher must lock and approve the Office Manager's pay, as well as checking all other pay. Any variances to pay must be commented on for audit trail and any queries must be raised with HR as soon as possible. This must all be completed by the date specified on the payroll deadlines spreadsheet. Process for checking and locking on EduPay is as follows:

1. Log into EduPay.
2. Go to 'Organisations' and select the school.
3. Select 'Payrun' and the correct date from the dropdown.
4. Unlock all records by ticking the boxes and selecting 'Unlock'.
5. Any variances can be identified by either a green or red amount under any of the boxes. Add a comment on the reason for the variance by selecting the comment box next to the employee. Save when done.
6. When all variances have been checked, tick all records (apart from own record) and select 'Lock'.
7. Notify the Headteacher who will check the comments. The Office Manager record can then be ticked and locked as above.

Payroll is processed by the Finance Manager on the date specified on the payroll deadlines spreadsheet and paid to employees on the last working day of each month.

A new payroll deadlines spreadsheet will be sent out to Headteachers and Office Managers in July ahead of the following year.

Payroll		
Deadline	**Responsibility**	**Action**
1st working day of the month	Office Manager	Microsoft forms completed for any contract variations, new starters or leavers so that changes can be completed by HR before payroll is processed.
As per payroll deadline spreadsheet	Headteacher	Approval of staff expenses and timesheets.
As per payroll deadline spreadsheet	Headteacher	Payroll checked, comments added, and all records locked. Any queries raised with HR before the deadline.

8. Premises and Health & Safety:

All Health & Safety should be recorded on the WorkNest platform by the responsible person. Contact the CFOO if access is required to the system or of any issues faced with the system.

Park City Provide the following services on behalf of the Trust:

- **Provide a named team** who will communicate directly with you for any health and safety related issue, question, or incident.
- **Ensure clarity of policies and procedures.** We will review and simplify your current H&S policies.
- **Develop the weekly, monthly, and annual reporting** and "checking" requirements alongside associated recording on Work Nest.
- **Set clear KPI criteria** to monitor progress and to support and promote a positive Health and Safety culture, encouraging ownership and accountability.
- **Support Risk Assessment Management**. We will visit all seven School locations to work directly with appointed staff to review and complete Risk Assessments and establish "workplace instructions or safe systems of work."
- **Provide support for termly Health and Safety meetings with office managers**, developing an agenda and importantly creating a shared learning approach to manage Health and Safety.
- **Provide incident and accident support**. We will monitor alerts from Work Nest, supporting office manager as required.
- **Deliver H&S update training** at your PD Day, once a year.
- **Provide telephone and email support** for key personnel in each school.

Your Health and Safety Partners:

James Scales

NEBOSH/Tech IOSH

Health & Safety Operations Manager

Lead Health & Safety Business Partner

Mobile: 07725 957548
Email: James.Scales@Parkcity.co.uk

Aimée Taylor-Reed

BSc (hons) Psychology

Tech IOSH

Health & Safety Business Partner

Health & Safety Support

Mobile:07985298059
Email: aimee.taylor-reed@parkcity.co.uk

8a. Audit

An audit must be completed annually by WorkNest, who will visit the site and ensure the system has been kept up to date. Contact details of the consultant can be found on the dashboard of WorkNest.

Any issues raised as a result of the audit are to be added to the system as an action. A priority, deadline and responsible person will be allocated to the action. The required work must be completed by the deadline set and any relevant documentation added on completion. Any missed deadlines will be followed up for an understanding of the progress made.

Outstanding actions and overdue audits will be monitored and reported to FRA/Board as required.

Health & Safety – Audit		
Deadline	**Responsibility**	**Action**
As per date on WorkNest	Headteacher	WorkNest must be contacted to arrange an annual audit.
As per date on WorkNest	Headteacher	Actions as a result of the audit must be completed by the deadline specified. Relevant documents and information must be attached.

8b. Compliance

Compliance covers any general checks, training or documentation that need to be updated at a regular interval. Work must be completed by the due date and any relevant documentation uploaded.

Any missing forms can be added to the system manually and the frequency of the check adjusted as needed. Irrelevant checks can be removed from the system.

Overdue checks will be monitored and reported to FRA/Board as required.

Health & Safety – Compliance		
Deadline	**Responsibility**	**Action**
As per date on WorkNest	Headteacher	Checks must be booked in, and work completed by the deadline. Any documentation must be uploaded with the check for audit trail.

8c. Monitoring

Each school is set up on WorkNest with several checklists which must be completed as they fall due. Electricity and Gas readings must be completed monthly by the responsible person, even if there is a smart meter on site.

Weekly, monthly, and annual checklists must be completed by the responsible person by the deadline set. Full details of checks performed, and issues found must be recorded on the system for an audit trail and added to WorkNest as a follow up action. Follow up actions must be completed by the deadline set.

For any issues with a checklist such as irrelevant or missing questions, contact the Business Support Assistant who will be able to amend the questions are required.

Overdue checklists will be monitored and reported to FRA/Board as required.

Health & Safety – Monitoring		
Deadline	**Responsibility**	**Action**
As per date on WorkNest	Headteacher	Checklists must be completed when due and any issues arising added as a follow up action.

8d. Incident Reporting

The below definitions explain the type of incident that is being reported:

An **accident** is an unplanned event that causes injury to persons, damage to property or a combination of both.

A **near miss** is an unplanned event that does not cause injury or damage but could do so.

A **dangerous event** is an unplanned situation or occurrence that has the potential to cause injury, damage to property, or both, due to hazardous conditions or unsafe acts, even if no immediate harm or damage results.

8e. Risk Assessments

All risk assessments to be completed and stored on the **OMAT Risk Assessments SharePoint** which can be accessed by clicking the following link: OMAT Risk Assessments

8f. H&S CPD

Please refer to staff CPD under **section 5**

9. Governance and Leadership

9a. Appointing Governors

Potential governors can be nominated by your LGC to the Trust Board via a one page biography of the candidate (nominated parent governors are automatically approved if filling a parent governor vacancy).

Upon conditional approval, the new governor will:

- Undergo a DBS check, have a safeguarding reference sought and share their photo I.D. prior to joining the LGB (processed by the School's Office Manager)
- Complete safeguarding training within a term of joining the LGB
- Be welcomed to the Governing Body by the Chair
- Be invited by the Headteacher to visit the school
- Have the opportunity to tour the school and meet key staff
- Receive an informal briefing on the school from the Headteacher
- Have the opportunity to meet informally with an existing governor who will then act as their mentor for the first 6 months
- Be accompanied by their mentor to their first Governing Body meeting (if required)
- Have the opportunity to review their first governors' meeting with the mentor
- Be expected to have read the meeting papers prior to the meeting
- Be expected to regularly attend meetings and provide a reason for absence in a timely manner
- Engage in link governor duties
- Complete the self-review on an annual basis and undergo any training highlighted by this
- Agree to registration on Get Information About Schools (GIAS)

9b. Governor Monitoring

Named safeguarding governors will carry out termly monitoring in line with the trust's safeguarding strategy (see section 2b.)

Governors will carry out termly monitoring of the 3 core improvement priorities outlined by the school.

9c. Governor Handbook

In each school's area on Governorhub, there is a folder containing the Governor Handbook 2025. This contains the following:

1. MEETINGS

a. Headteacher's report – questions to consider
b. Clerk's/Chair's Self Evaluation Checklist for Minutes
c. Guidance on the Headteacher and Chair of Governors regular 3 part meeting.
d. In a Meeting a Good Chair Should ….. some quick tips

2. **MONITORING**

a. An example of a monitoring programme to be used for Governors – this should be adapted to highlight the 3 or 5 overarching key priorities & strengths from the Academy Development Plan
b. An example of a Governor Visit Morning with questions to adapt (could be used as a "deep dive" once a term
c. Stakeholder Engagement questions

d. Staff Wellbeing questions
e. Pupil Perception and Survey questions
f. Attendance and Behaviour questions
g. Teaching & Learning questions
h. SMSC audit tool for governors
i. Visits – 3 key questions to ask across some key themes
j. Challenging questions to help evidence the 3 core functions of being a governor
k. Governor Visit and Learning Walk templates including protocols for Learning Walks
l. LGC Self Evaluation

3. DESIGNATED ROLES & MONITORING

a. Vulnerable Groups, including Pupil Premium, SEND, etc
b. Safeguarding (includes latest KCSIE 2024)

4. OFSTED

a. Interview Questions to consider and for the LGB to create a crib sheet in readiness for an Inspection
b. Questions for Governors on the Quality of Education judgement area
c. Questions for Governors on SEND

5. STATUTORY HEARINGS

Permanent Exclusion hearings

a. Agenda
b. Governor questions prior to receiving the permanent exclusion hearing pack
c. Governor questions during deliberation
d. PDC timelines for PEX/Suspensions
e. Statutory guidance at a glance for procedures

Complaints Hearings

a. Agenda
b. Complaints Panel Process/Procedures

6. RECRUITMENT

a. Some templates to consider, for marketing and also applications, etc

Please note: These documents have been designed to be used separately as electronic guidance templates, questions, etc to be adapted as appropriate. Ideally this handbook should be hosted on an electronic shared file for governors, i.e. Governorhub

10. Key Contacts

OMAT CONTACTS	
Trustees	**Chair of Trustees:** Ruth Slater (ruthhslater@hotmail.co.uk) **Vice Chair:** Beverly Lawrence (beverlywharton@hotmail. com) **FRA Chair:** Lucy Matthews (ljmatthews@outlook.com) **Safeguarding/Attendance:** Keeley Potter (kbufton87@gmail.com) (Safeguarding) **Other Trustees:** Jason Dearsley (jasondearsley@me.com) Mayleen Atima (mayleenatima@gmail.com) Pip Gallop (pipgallop@gmail.com) Becky Keitch (head@st-georges-pri.essex.sch.uk)
OMAT Shared Services	**CEO and Accounting Officer:** Alastair Heath-Robinson (a.heathrobinson@omat.org.uk) **CFOO:** Hannah Barber (h.barber@omat.org.uk) **Trust Business & Operations Officer:** Pip Price (p.price@omat.org.uk) **Finance Manager:** Lisa Mower (l.mower@omat.org.uk) **Finance Lead:** Lianne Terry (l.terry@omat.org.uk) **Finance Assistant:** Yvel Swann (y.swann@omat.org.uk) **Telephone Number:** 01473 684922 **Address:** 64 Prince of Wales Drive, Ipswich, Suffolk, IP2 8PY
Brooklands Primary School	**Headteacher:** Christine Davy (c.davy@brooklands.omat.org.uk) **Office Manager:** Katie Donovan (k.donovan@brooklands.omat.org.uk) **Telephone Number:** 01206 392291 **Address:** Palfrey Heights, Brantham, Nr Manningtree, Essex, CO11 1RX
Grace Cook Primary School	**Headteacher:** Lisa Mayes (l.mayes@gracecook.omat.org.uk) **Office Manager:** Becky Hart (r.hart@gracecook.omat.org.uk) **Telephone Number:** 01449 833094 **Address:** Fuller Way, Stowmarket, Suffolk, IP14 1GB
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Handford Hall Primary School	**Headteacher:** Kasha Blake (k.blake@handfordhall.omat.org.uk) **Office Manager:** Rachel Buckle (r.buckle@handfordhall.omat.org.uk) **Telephone Number:** 01473 251603 **Address:** Gatacre Road, Ipswich, Suffolk, IP1 2LQ
Halifax Primary School	**Headteacher:** Kelly Landers (k.landers@halifax.omat.org.uk) **Office Manager:** Gemma Mann (g.mann@halifax.omat.org.uk) **Telephone Number:** 01473 683932 **Address:** Prince of Wales Drive, Ipswich, Suffolk, IP2 8PY
Springfield Infant School and Nursery	**Headteacher:** Gail Phillips (g.phillips@springinf.omat.org.uk) **Office Manager:** Louise Moss (l.moss@springinf.omat.org.uk) **Telephone Number:** 01473 741305 **Address:** 11 Wesley Way, Ipswich, Suffolk, IP1 4PP
The Willows Primary School	**Headteacher:** Kelly Head (k.head@thewillows.omat.org.uk) **Office Manager:** Nikki Batley (n.batley@thewillows.omat.org.uk) **Telephone Number:** 01473 683178 **Address:** Downing Close, Ipswich, Suffolk, IP2 9ER

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HR & Legal – Browne Jacobson	**HR Contact:** Tanya Jackson **Email:** Tanya.Jackson@brownejacobson.com **Telephone:** 0330 045 2915 **Legal Contact:** Charlotte Antoniou **Email:** Charlotte.Antoniou@brownejacobson.com **Telephone:** 0330 045 2278
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Cleaning – Accelerate	**Key Contact:** Gary Morgan **Email:** Gary@acceleratefacilities.com **Telephone:** 01206 369009 **Mobile:** 07585 334565
Grounds – Vertas	**Key Contact:** Krys Bloor **Email:** Krys.bloor@vertas.co.uk **Telephone:** 01473 944580 **Mobile:** 07442 335922
PPM – Equans	**Key Contact:** Helen Barnes **Email:** Helen.barnes@equans.com **Mobile:** 07527 389510 **Helpdesk Email:** Eastangliahelpdesk.uk@sharedservices.equans.co.uk **Helpdesk Telephone:** 0333 666 1060
Energy – Vertas	**Email:** energyservices@vertas.co.uk **Telephone:** 01473 944477

Appendix A: School Priorities Template

BROOKLANDS 2026-27 Priorities

	Improvement priority	**Intended impact**
1	Technology is being used to enhance learning in all areas of the curriculum.	Technology is enabling pupils to engage in learning more effectively (than they would without it).
2	Subject knowledge and understanding is deepened through talk in the classroom.	Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned.
3	Staff wellbeing and workload is effectively reviewed and managed.	Systems and processes in place effectively support staff wellbeing and workload management.

GRACE COOK 2026 - 27 Priorities

	Improvement priority	Intended impact
1	To develop an implement a topic based approach to teaching History, Geography and Science from Year 1 to Year 6 that ensures clear progression of knowledge and skills, full covergae of the National Curriculum objectives, and high levels of pupil engagement and motivation. The currouolum will also promote the development of oracy skills through the consistent use of Chatta and structured talk opportunities across all subjects.	A well-sequenced curriculum ensures clear progression in knowledge and skills across History, Geography and Science. National Curriculum objectives are fully covered and mapped across all year groups. Pupils demonstrate increased engagement, curiosity and enthusiasm for learning through meaningful cross-curricular links. Children are able to articulate their learning confidently, using subject-specific vocabulary and reasoning skills. Oracy becomes embedded across the curriculum, enabling pupils to discuss, debate, explain and justify their thinking effectively. Teachers have greater confidence in delivering foundation subjects through a coherent and progressive curriculum framework. Outcomes in foundation subjects improve as pupils retain and apply knowledge over time.
2	To continue to embed the writing curriculum across the school, with a particular focus on securing the fundamentals of handwriting and spelling from Nursery through to Year 6, ensuring that pupils develop the fluency and accuracy needed to become confident and effective writers.	Consistent approaches to handwriting and spelling are evident across all year groups. Pupils develop secure transcription skills, enabling them to focus more effectively on composition and creativity. Handwriting is increasingly fluent, legible and automatic across the school. Spelling accuracy improves year on year through systematic teaching and intervention. Children develop confidence and pride in their written work. Staff have a shared understanding of expectations and progression in handwriting and spelling. Increased proportions of pupils achieve age-related expectations and greater depth in writing. Writing outcomes continue to improve across all groups of learners, including disadvantaged pupils and those with SEND.
3	To strengthen inclusive practice and SEND provision across the school by enhancing interventions and support strategies, ensuring that th eneeds of all pupils are met effectively. To develop stronger partnerships with external agencies and parents/carers through initiatives such as Jigsaw Families and the Hamish and Milo parent programme, cretaing a collaborative approach to supporting children and families.	Early identification and effective support enable pupils with SEND to make strong progress from their individual starting points. Provision and interventions are carefully matched to pupils' needs and regularly reviewed for impact. Staff confidence and expertise in meeting a wide range of needs continue to develop. Increased collaboration with external professionals leads to more effective support for children and families. Parents and carers feel well supported, informed and involved in their child's education and development. Family engagement programmes strengthen relationships between home and school. Pupils with SEND demonstrate improved attendance, engagement, wellbeing and academic outcomes. Inclusive practice is consistently evident across the school, ensuring all pupils feel valued, supported and able to achieve success. The school develops a culture where every child is known, understood and supported to reach their full potential.

GRANGE 2026-27 Priorities

	Improvement priority	Intended impact
1	Support leadership team to strengthen the development of subject leaders and new support staff, into the school community.	The new headteacher and leadership team will operate cohesively, providing clear strategic direction whilst maintaining a positive school culture. This will result in better decision-making and more effective school-wide leadership. Senior leaders will develop greater leadership capacity, resulting in improved team management, collaboration, and instructional leadership. This will contribute to better support for teachers and pupils. A well-supported leadership team and staff will directly contribute to improved pupil outcomes, as staff development is aligned with the school's overall goals, fostering a high-quality learning environment and a stronger sense of community and shared purpose.
2	Develop a whole-school approach to writing that improves presentation, handwriting, and writing content across all phases.	Improved pupil outcomes in writing. Evidence in books of consistent high-quality presentation and handwriting. Whole-school progression in writing stamina and content.
3	Embed a creative approach to the curriculum that links subjects through key texts, real-life contexts, and pupil interests sustaining effective and consistent adaptive teaching strategies in core subjects across the school so that every pupil can fully engage with the curriculum whilst continuing to embed the explicit teaching of oracy,and vocabulary development across all areas of the curriculum.	Pupil engagement in lessons is high. Work shows cross-curricular links. Pupils can articulate their learning across subjects. Every pupil, regardless of ability or background are able to access the curriculum effectively and will be fully engaged in their learning as lessons are tailored to meet diverse needs. Teachers will become more skilled at adapting and tailoring their instruction, leading to increased confidence and competence. Explicit teaching of oracy will contribute to greater fluency in language use, enhancing pupils' reading, writing, and critical thinking skills

HALIFAX 2026-27 Priorities

	Improvement priority	Intended impact
1	To improve outcomes for disadvantaged pupils by ensuring that leaders and teachers accurately identify the academic and pastoral barriers affecting individual pupils, and use this information to adapt teaching, curriculum access and wider provision. This will ensure that disadvantaged pupils benefit from the school's work on adaptive teaching, experience high expectations, access an ambitious curriculum and make strong progress from their starting points.	Disadvantaged pupils will be known as individuals, not as a single group. Staff will be able to explain pupils' specific barriers to learning and the adaptive teaching strategies being used to address them. As a result, disadvantaged pupils will participate more confidently, retain more key knowledge, improve their vocabulary and reading comprehension, and make stronger progress across the curriculum.
2	To embed Therapeutic Thinking across the school so that all adults use a shared, consistent and therapeutic approach to behaviour. Staff will understand behaviour as communication, identify the underlying needs and triggers for pupils who find self-regulation difficult, and use proactive strategies, agreed scripts and appropriate educational and protective consequences. This will strengthen relationships, reduce escalation, improve inclusion and ensure pupils are supported to remain safe, regulated and ready to learn.	Pupils will experience calm, predictable and consistent responses from adults across the school. Staff will be more confident in understanding and responding to behaviour, particularly where pupils have additional emotional, social, SEND or safeguarding needs. Behaviour plans and risk assessments will become more proactive and precise, resulting in reduced escalation, fewer repeated incidents, improved pupil regulation and stronger inclusion for pupils at risk of suspension or exclusion.
3	To build on the school's English curriculum by strengthening pupils' foundational English skills, including vocabulary, oracy, spelling, handwriting, punctuation, grammar and sentence construction, so that all pupils can write accurately, fluently and confidently. Pupils will be taught to make purposeful authorial choices about grammar, punctuation and vocabulary to suit the purpose, audience and register of their writing.	Pupils will develop greater accuracy, fluency and confidence as writers. They will understand that grammar, punctuation and vocabulary are tools for shaping meaning and will make deliberate choices to suit the purpose, audience and register of their writing. Teachers will have a clearer understanding of the barriers that prevent pupils from writing successfully and will use modelling, scaffolding, oral rehearsal and guided practice to support all pupils to achieve high standards. As a result, written outcomes across the curriculum will improve and more pupils will be able to demonstrate their knowledge clearly and effectively through writing.

HANDFORD HALL 2026-27 Priorities

	Improvement priority	**Intended impact**
1	Teaching and Learning : New staff members, to develop their pedagogic repertoire by developing their 'Adaptive Teaching' (new to HH staff members will anticipate barriers, plan to address them (adaptive teaching versus differentiation lenses). Teachers will maintain a professional regard to pupils' cognitive load and memory retrieval ability within lessons. They will be adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Balancing input of new content so that pupils master important concepts - following HH Curriculum and progression documents)	Pupils make accelerated progress from different starting points
2	Curriculum: to continue widened exposure to high quality arts and career enrichment opportunities and provision through the curriculum for Music, ART/DT, PE, PSHE, Science and Oracy	Pupils continue to have exceptional eperiences and learning at HH
3	Teaching and Learning and Curriculum: to develop further Talk for Writing Curriculum in EYFS and KS1	Pupils make accelerated progress through effective Oracy and T4W curriculum

Springfield 2026-27 Priorities

	Improvement Priority	Intended Impact
1	SEND and Behaviour Therapuetic Thinking	Praise and positive behavior statregies will be incorported to support our children's behaviour and our new behaviour policy September 2026. Adapting new strategies in all classes and ensuring consistency across staff to embed the behaviours we want children to develop. To adapt our assembly format in line with our parental feedback survey from May 2026. SEND continue to develop the space within the school, to cater for children with a high level of need to ensure every child is receiving the education they need as best as we can deliver it. Ongoing staff training as needed. Move behaviour recording to Arbor to free up CPOM's and record both detrimental and valued behaviours. GP to complete training in September 2026/KB completedSeptemebr 2025. Specific studies within school focusing on children's working memory as this seems to be an area that our children have difficulties with .
2	Writing to ensure presentation in wider curriculum matches that seen in English and Maths. To develop a systematic handwriting intervention to develop fine motor skills.	In line with Ofsted feedback ensure consistency in handwriting is seen in all subject throughout the day. To develop fine motor interventions that incorporate a wide range of skills, cutting, building, cooking, art etc.
3	Curriculum Knowledge and Retention	To review knowledge taught in the curriculum and how this is revisited. Children find it hard to retain learning from the previous term and are really only able to talk about current learning. We aim to further steamline learning so children are covering the absolute basic leearning which they will revisit again over the course of the year, (using flash back four strategies).

THE WILLOWS 2026-27 Priorities

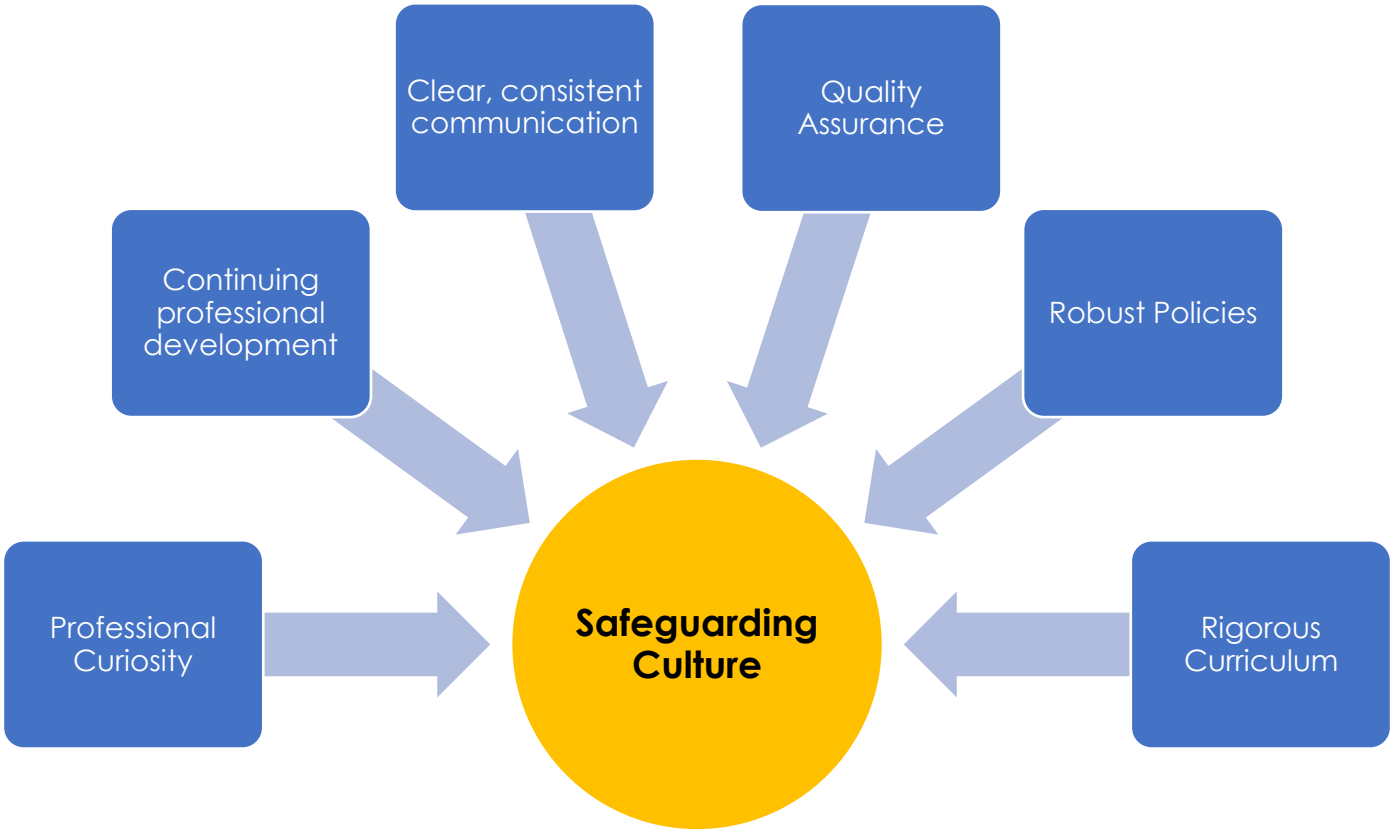
	Improvement priority	**Intended impact**
1	Maths: Introduce Power Maths Scheme.	* Raised attainment in Maths (=>65%) * Teacher subject knowledge improved * Range of pedagogies in evidence * Clear progression of skills and knowledge which all staff use to ensure gaps do not appear or are addressed in a timely
2	Distributed leadership: Staff resume subject leader responsibilities	* Subject leaders develop the skills and knowledge needed to take ownership of the progression and standards in their given subject, understanding it's place within the new curriculum structure * Subject leaders are able to use assessments, monitoring, pupil and staff feedbcak to adapt learning sequences *Subject leaders support staff to develop knowledge and pedagogies needed for excellemt teaching in their subject *Senior Leaders are able to be more strategic
3	Play: Children have access to a high quality play environment and opportunities to develop skills that will support their social and emotional development.	* Playground is zoned with activities that children want to use * Children say they feel safe in school and playtimes are improved * Children's feedback shapes the activities offered * Children are trained as play leaders (School Games Partnership) to support the play of others and support adults to improve * Reduced behaviour incidents when children are at play

WHERE LEARNING IS UNSTOPPABLE AND ASPIRATIONS HAVE NO LIMITS

APPENDIX B:

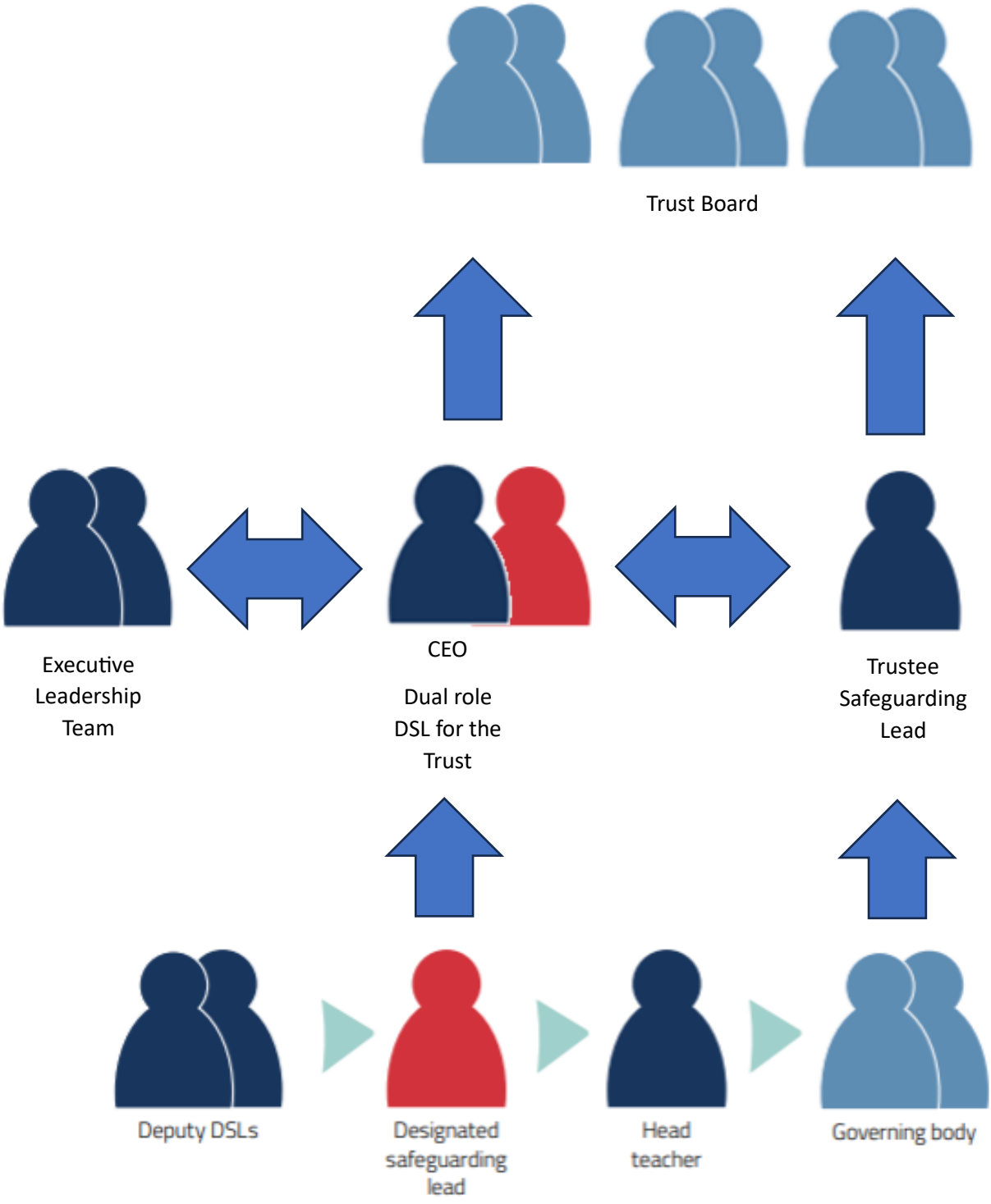
Trust Scale Safeguarding Strategy

2026-27



Pupil Voice

1. Structure


Trust Board
Executive Leadership Team
CEO
Dual role DSL for the Trust
Trustee Safeguarding Lead
Deputy DSLs
Designated safeguarding lead
Head teacher
Governing body

2. Trust Level Roles and Responsibilities

Trust Board

Ensure rigorous and consistent strategy is delivered across the trust to safeguard and promote the wellbeing of pupils in OMAT schools.
Implement leadership structures with clear roles and responsibilities and methods of communication.
Approve safeguarding policies, including Child protection, Prevent, e-safety, anti-bullying, behaviour, health & safety, first aid and attendance to be implemented across the trust.
Ensure consideration of safeguarding in all policies and strategies to enforce a strong culture of safeguarding.
Ensure resourcing is available to fulfil safeguarding duties fully at school level, including the quality assurance of the provision across the trust.

CEO

Support trustees to fulfil their safeguarding responsibilities.
Implement the strategic decisions made by the board regarding safeguarding.
Initiate regular external audit of the safeguarding provision within individual schools.
Summarise the quality assurance work to ensure the consistent implementation of the safeguarding strategy.
Liaise with LA Safeguarding Strategy Board on key issues arising from schools' experience

ELT

Work in collaboration with the CEO to implement the strategic decisions made by the board regarding safeguarding.
Oversee the leadership of safeguarding in their individual schools.
Support the quality assurance procedures taking place in their schools and to ensure the roles and responsibilities for safeguarding and ensuring pupils' welfare are clearly defined and implemented.

Trustee Safeguarding Lead *(See Appendix 1 for full role description)*

Oversee the role of the local governing committee in holding the headteachers to account for the effectiveness of safeguarding policies and procedures in schools by:

- Providing guidance and support on how to carry out effective monitoring visits.
- Holding regular, termly meetings with the governors responsible for safeguarding to provide updates on policies, procedures and expectations.
- Ensuring governors responsible for safeguarding are trained and receive regular updates.
- Setting deadlines and a clear focus for monitoring activities.
- Collating monitoring information for each school.
- Ensuring governors responsible for safeguarding monitor the impact of policies and review the culture of safeguarding in schools.
- Liaising with the DSL for the Trust to ensure consistent communication across all stakeholders.
- Report findings from monitoring and quality assurance to the Trust Board along with appropriate recommendations for continued improvement.

Dual role DSL for the Trust

Coordinating the role of the DSLs in each school by:

- Holding regular meetings to ensure consistency of communication regarding safeguarding updates.
- Facilitating the consultation and writing of policy updates.
- Communicating policy updates.
- Sharing best practice for the implementation of policy and procedures.
- Recommending monitoring focus for quality assurance.

Ensuring consistent, high-quality training is implemented across the trust for both staff and governors.

Monitoring and reporting on the trends from safeguarding referrals and incidents.

Overseeing the consistent reporting on safeguarding to the LGC by headteachers.

Collating information from CPOMs and headteachers' reporting to inform the CEO's report on safeguarding to the Trust Board.

Named Safeguarding LGC Governor *(See Appendix 2 for full role description)*

- Build a knowledge and understanding of the school's safeguarding policies and procedures and ensure these comply with best practice
- Liaise with the school's designated Safeguarding Lead (DSL), building an understanding of:
- The school's context and how this influences the approach to safeguarding
- How safeguarding policy and procedures are embedded throughout the school and curriculum

3. Professional Curiosity and Safeguarding Culture

Strategies for developing staff curiosity:

FOCUS	LEVEL	RESPONSIBILITY
Strategic development of safeguarding	Trust	ELT
Staff briefings	School	DSL
Learning from near misses	School	Headteacher
Live safeguarding briefings as required	School	DSL
Consultation line with MASH	School	DSL
Internal weekly review of cases in school	School	DSL & SLT
Universal access to CPOMs	School	All staff
Open culture of challenge	School	All staff
Commitment to delivering the safeguarding curriculum, e.g. e-safety, British Values, Stranger Danger, PSHE , SRHE, local danger	School	All staff

4. Continuing Professional Development

WHO	WHAT	WHEN
Trustees	Annual certificate in safeguarding for trustees (National College)	Upon appointment and annually - September
Governors	Annual Certificate in Safeguarding for Governors (National College)	Upon appointment and annually - September
Named safeguarding Governor and Trustee Safeguarding Lead	Certificate in the role of the safeguarding link governor or trustee for primary schools (National College)	Upon appointment
Named safeguarding Governor	Briefings and update with Trustee Safeguarding Lead and CEO	Termly
CEO	Advanced DSL Training (Andrew Hall)	Every 2 years
CEO	Safer Recruitment Training (National College)	Every 2 years
Trust DSL	Advanced DSL Training (Andrew Hall)	Every 2 years
Headteachers and DSL and ADSLs	DSL Training (Suffolk CPD)	Every 2 years
Headteacher and nominated staff	Safer Recruitment (National College)	Every 2 years
Office Managers	Safer Recruitment (National College)	Every 2 years
DSL	Train 4 Trainers Safeguarding (Schools' Choice)	As determined by HT
All staff	Introduction to Safeguarding (National College) followed by school specific annual updates in September	Upon appointment

All staff	E-safety (National College) FGM (National College) Annual certificate in understanding CSE CCE including County Lines (National College)	Within first term of appointment
All staff	Safe use of Generative AI	Annual
All staff	Annual updates linked to KCSIE (The Key Inset pack)	Every September
All staff	Prevent (gov.uk)	Upon appointment
All staff	Certificate in use of Reasonable force (National College - ***Appendix 5 can be used for support staff without access to National College)***	Upon appointment
Staff determined by the HT	Addressing extreme behaviour (De-escalation strategies) (National College)	When the local pupil need determines
Staff determined by the HT	Behaviour safe physical de-escalation training	When the local pupil need determines

Existing Staff Updates and Refreshers (minimum entitlement from National College)			
Cycle	**Autumn**	**Spring**	**Summer**
Year 1	KCSIE Update	Preventing Radicalisation	Child on child abuse
Year 2	KCSIE Update	Online Safety	Anti-bullying
When there is a change to statutory guidance	DSL attends behaviour and the law update and disseminates to staff.		
Continuous	Regular staff briefing notes across each year aligned to contextual issues and needs		
Bespoke	Each school identifies key risks and priorities for their school and implements additional professional development		

5. Clear Consistent Communication

5.1 Recording

All incidents of safeguarding concern are recorded on CPOMs.

5.2 Case Review and Data analysis

The DSL in each school will make appropriate referrals (Early Help, MARF, Police, etc) and work with the senior leadership team in each school to regularly review cases open on CPOMs and to prioritise actions to be taken.

Each term, the headteacher in each school analyses the data from CPOMs and provides a data analysis that is shared with the LGC to ensure any trends are identified.

The data from the headteachers' reports is then collated by the Trust DSL to identify trends across the trust and to inform the trust wide strategic plan. This is monitored by the Trust Safeguarding Lead and presented to the trust board each term.

5.3 Communication between teams

The Trust will use safeguarding intelligence to identify trends, emerging risks and opportunities for improvement. Information from CPOMS, attendance, exclusions, behaviour, pupil voice, staff surveys, filtering and monitoring systems, safeguarding audits and local/national safeguarding reviews will be triangulated to inform strategic priorities, resource allocation and professional development.

To ensure consistency of expectations and communication of issues and trends, including policy and strategy updates, the following meetings are held on a termly basis:

Named Safeguarding Local Governor Meeting, chaired by the Trust Safeguarding Lead and/or CEO (***further detail under 6. Quality Assurance***).

DSL Meeting, chaired by the Trust DSL and attended by all DSLs, Trust Safeguarding Lead and CEO. Clerked by the Trust's Governance Professional (***further detail under 6. Quality Assurance***)

5.4 Sharing of Policies

All safeguarding policies are reviewed in line with statutory requirements and following updates to Keeping Children Safe in Education. Consultation with DSLs and Headteachers takes place prior to policy approval by the Trust Board. These policies are then shared with all schools and school staff via Sharepoint as well as published on the Trust and schools' websites where required. (***Further detail on policies under 7. Robust Policies***).

6. Quality Assurance

Consistency of approaches to recording and reporting on safeguarding incidents across the trust ensures the effectiveness of monitoring at a governance level.

Emerging safeguarding themes identified through CPOMS analysis, local safeguarding partnerships, serious case reviews or national guidance will be shared promptly across the Trust to ensure consistent learning and practice.

External, in-depth audits are carried out every two years and these will include when an Ofsted inspection has taken place.

Rigorous auditing of the Single Central Record takes place internally at each school and is reviewed each term by the CEO during the Monitoring Review Visit to ensure compliance with KPIs.

6.1 Local Governing Committee and Trustee Safeguarding Lead

Term	LGC Monitoring report due	LGC and Trustee meeting	Trust Board
Autumn	18 December 2026	20 January 2027	27 January 2027
Spring	25 March 2027	28 April 2027	12 May 2027
Summer	30 June 2027	30 June 2027	14 July 2027

Named Safeguarding LGC Governors	
Brooklands	Hayley Aherne
Grace Cook	Jemma Bean
Grange	Emma Scott
Halifax	Lauren Hazelton
Handford Hall	Henrietta Wells
Springfield Infants	Christine Moseley
The Willows	Alastair Heath-Robinson

6.2 DSL

Term	DSL Meetings
Autumn	22 September 2026
Spring	23 February 2027
Summer	22 June 2027

6.3 Quality Assuring Alternative and third-party provision

Before commencing an alternative or third-party provision for a pupil, and throughout the allocation of the placement, a rigorous quality assurance procedure is followed to ensure all due diligence has been taken to keep pupils safe. Please refer to **Appendix 4: OMAT QA Procedure for AP/Third Party Providers (TPP)**

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6.4 CEO Compliance Visits – Safeguarding and H&S Action Plan

School	Autumn Term	Spring Term	Summer Term
Brooklands	10.11.26	16.3.27	11.6.27
Grace Cook	12.11.26	12.3.27	14.6.27
Grange	11.11.26	17.3.27	16.6.27
Halifax	16.11.26	16.3.27	15.6.27
Handford Hall	17.11.26	11.3.27	10.6.27
Springfield Infants	27.11.26	11.3.27	14.6.27
The Willows	10.11.26	16.3.27	21.6.27

6.5 Internal annual audit

CEO carries out an annual internal audit of all schools in the autumn term.

School	Annual Internal Audit
Brooklands	11.9.25
Grace Cook	25.9.25
Grange	9.10.25
Halifax	11.9.25
Handford Hall	2.10.25
Springfield Infants	25.9.25
The Willows	9.10.25

6.6 External Audit

School	Previous Audit	Next Audit Due
Brooklands	Booked 26.11.26	Autumn 2028
Grace Cook	5.2.25 (Ofsted)	Spring 2027

Grange	Booked 19.10.26	Autumn 2028
Halifax	12.3.25 (Ofsted)	Spring 2027
Handford Hall	30.1.25	Spring 2027
Springfield Infants	23.1.24	Spring 2026
The Willows	9.1.25 (Ofsted)	Spring 2027

Areas evaluated as part of the annual internal and external audit process:

- Policies
- Single Central Record and safer recruitment
- Safeguarding records and actions (CPOMS)
- Information sharing and referrals
- Procedures for identifying pupils who need early help
- Training and CPD records
- Attendance records and actions, including pupils attending alternative provision
- Digital filtering and monitoring
- Curriculum
- Reduced timetables
- Exclusions
- Mobility records
- Pupil voice relating to feelings of safety.
- Pupil understanding of trusted adults.
- Evaluation of safeguarding curriculum impact.

Strategies:

- Discussion with DSL and school leaders
- Discussions with staff
- Discussions with pupils
- Review of policies and procedures
- Review of record keeping
- Review of internal monitoring records including governor and trust monitoring
- Review of case studies
- Observation of behaviour and interactions amongst pupils

6.7 Monitoring and filtering

Monitoring	Responsible
Regular (at least weekly) monitoring of alerts from Coconnect and Netsupport. Incident monitoring and mitigating actions.	Headteachers DSLs
Annual review of filtering and monitoring arrangements to ensure they remain effective for emerging technologies, including generative AI. (last review 25.6.26). Ensure staff receive regular updates on safeguarding risks associated with AI and understand how these should be reported through normal safeguarding procedures. Efficiency and effectiveness of Filtering and monitoring software along with adult monitoring and reporting of concerns.	Trust Safeguarding Lead CEO LGC Named Safeguarding Governors Headteachers DSLs Sweethaven

7. Robust Policies

Policy	Latest Version	Review Date
Safeguarding and Child Protection Policy	Sept 2026	Sept 2027
Safer Recruitment and Selection Policy	Sept 2026	Sept 2027
Visiting Speaker Policy	Jan 2026	Jan 2028
Whistleblowing Policy	Dec 2025	Dec 2026
Staff Code of Conduct	Sept 2026	Sept 2027
ICT and Acceptable Use Policy	May 2026	May 2028
Health & Safety	May 2026	May 2027
Behaviour Policies	School specific	
Anti-bullying Policies	School specific	
Attendance Policies	School specific	

8. Rigorous Curriculum

Intent

At OMAT, safeguarding is at the heart of our curriculum. Our intent is to ensure that all pupils are equipped with the knowledge, skills, and confidence to keep themselves safe, both online and offline. Through a carefully sequenced PSHE and RE curriculum, alongside a broad and inclusive wider curriculum, pupils develop a deep understanding of how to respect and support one another. Fundamental British Values are embedded across all learning experiences to develop responsible, respectful, and active citizens.

Implementation

Safeguarding is woven throughout the curriculum, assemblies, and wider opportunities. The PSHE, RE and computing curriculum is carefully planned and sequenced to ensure that pupils build knowledge progressively, deepening their understanding of personal safety, healthy relationships, and wellbeing at an age-appropriate level. Key safeguarding themes are revisited throughout the curriculum to reinforce learning and provide opportunities for reflection and discussion.

Teachers regularly assess pupils' developing understanding through a range of formative and summative strategies. This enables staff to identify gaps in knowledge and adapt teaching to meet the specific or emerging needs of individuals, groups, or cohorts. The curriculum remains responsive and flexible, allowing schools to address local or national safeguarding issues as they arise.

A diverse and representative curriculum ensures that all pupils see themselves reflected in their learning, promoting an inclusive environment where every child feels valued and respected. Digital literacy education is embedded to equip pupils with the skills to navigate the online world safely. Pastoral support, themed weeks, and enrichment activities, such as guest speakers and cross-curricular projects, further reinforce key safeguarding messages.

Impact

As a result, OMAT pupils develop a secure understanding of how to protect themselves and others. They demonstrate confidence in managing their mental and physical wellbeing and recognise the importance of mutual respect and inclusivity. Pupils leave our schools as responsible, resilient, and respectful individuals, fully prepared for the challenges of the modern world.

9. Filtering and Monitoring Roles and Responsibilities

Headteacher	DSL	IT Service Provider (Sweethaven)	All Staff	Governors/ Trustees
Identify and assign roles and responsibilities to manage filtering and monitoring systems: • A member of the senior leadership team (SLT) and a governor to be responsible for making sure the standards are met. The roles and responsibilities of staff and third parties, such as any external service providers Ensure AI platforms used within school are subject to appropriate safeguarding, filtering and monitoring arrangements. Responsible for: • Buying-in the filtering and monitoring system your school uses • Documenting what is blocked or allowed, and why • Reviewing the effectiveness of your provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded • Overseeing reports • Making sure staff: o Understand their role o Are trained appropriately o Follow policies, processes and procedures • Act on reports and concerns..	Overseeing and acting on: • Filtering and monitoring reports • Safeguarding concerns • Checks to filtering and monitoring systems Monitor safeguarding incidents arising from AI technologies or emerging online platforms. ***Take lead responsibility for any safeguarding and child protection matters picked up through monitoring.***	responsible for the technical things such as: • Maintaining the filtering and monitoring system • Providing filtering and monitoring reports • Checking the system or completing actions following any concerns Ensure filtering solutions are reviewed regularly to address emerging AI services and technologies. ***Make sure monitoring systems are working as expected*** ***Provide reports on pupil device activity*** ***Receive safeguarding training, including online safety*** ***Record and report safeguarding concerns to the DSL*** ***Make sure you receive data in a format you can understand*** ***Make sure users are identifiable, so you can trace concerns to an individual, including guest accounts***	Everyone should be clear on: • The expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training. For example, part of their role may be to monitor what's on pupils' screens • How to report safeguarding and technical concerns. ***Provide effective supervision*** ***Physically monitor by watching pupils' screens*** ***Report all concerns to DSL***	Has overall strategic responsibility for filtering and monitoring. They will need assurance from you that your school is meeting the standards and they need to be aware of what's going on.

10. 2026-27 Priorities & Actions for review

Task	Owner	Target Date	Progress	RAG
1. **Develop a trust-wide approach to the safe and responsible use of generative AI.**	Trust DSL	Jan 2027		
2. **Review filtering and monitoring arrangements against emerging AI-related risks.**	Trust DSL	Mar 2027		
3. **Develop staff and pupil understanding of AI-enabled safeguarding concerns.**	School DSLs	Jan 2027		

Appendix 1: Safeguarding Trustee Role Description

Paragraph 80 of Keeping Children Safe in Education 2023 states:

'*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements'*

There is no established role description for a safeguarding LGB member/ trustee and the statutory guidance does not outline the responsibilities of this member of the board. OMAT has discretion over which functions they will delegate to an individual trustee and at local level a LGB member. However, it is important to remember the full Trust board will remain the accountable body.

Role and duties of the safeguarding trustee

1. Know and understand safeguarding requirements, policies and procedures

- Build a knowledge and understanding of the statutory guidance on safeguarding
- Keep up to date on safeguarding issues, sourcing information as appropriate
- Build a knowledge and understanding of the academy or trust's safeguarding policies and procedures and ensure these comply with best practice
- Liaise with the academy or Trust's Designated Safeguarding Lead (DSL), building an understanding of:
- The academy or trust's context and how this influences the approach to safeguarding
- How safeguarding policy and procedures are embedded throughout the academy and curriculum

2. Monitor specific requirements

- Ensure that a senior member of trust staff is appointed as the trust wide designated safeguarding lead and that this role is incorporated into their job description
- Check that appropriate arrangements are in place for the functions of the Trustwide DSL to be carried out in their absence
- Check that senior member of staff has been appointed as the designated teacher for looked after children (to be responsible for the educational achievement for children in care)
- Check inter-agency procedures are being followed where necessary
- Oversee the trust's Single Central Record, and ensure the proper procedures are in place for it to be administered correctly
- Check the Trust's recruitment policies and processes and make recommendations for approval by OMAT
- Talk to pupils and staff both formally via arranged visits or for example, in focus groups, and informally when in and out of academy about how safe they feel at academy and who they would go to report any concerns

3. Lead on the governance of safeguarding

- Liaise with chair, CEO and clerk to ensure the annual review of the safeguarding policy or policies
- Liaise with the chair, CEO and clerk to ensure that safeguarding is fully reported to OMAT each term
- Receive termly safeguarding monitoring reports from school named safeguarding LGC governors and report to OMAT Board progress and concerns.
- Report to OMAT on meetings, visits and interactions with pupils and staff
- Meet with nominated safeguarding local LGB member/Trustees and disseminate best practice

4. Monitor safeguarding training

- Check that the DSL receives formal safeguarding training at least every two years
- Check that the designated teacher for looked after children receives appropriate and regular training every two years
- Check that all Central Staff induction includes formal safeguarding and child protection training
- Check that all Central staff, including the DSL and the designated teacher, receive at least annual safeguarding and child protection updates
- Ensure the trustees and local LGB member are trained sufficiently, and regularly:
    - The safeguarding trustee should act as a co-ordinator for those governing at a local level
- Check that at least one member of an interview panel has undertaken safer recruitment training

5. Additional responsibilities in a MAT

- Ensure that a senior member of trust staff is appointed as the trust wide designated safeguarding lead and that this role is incorporated into their job description
- Ensure that the child protection policy is understood across the layers of governance and by all stakeholders:
    - The Child Protection Policy should be ratified at local governing body level, should the trust have them
- Meet with nominated safeguarding local LGB member/Trustees and disseminate best practice
- Oversee the trust's Single Central Record, and ensure the proper procedures are in place for it to be administered correctly

Appendix 2: Named Safeguarding LGC Governor Role Description

Paragraph 80 of Keeping Children Safe in Education 2021 states:

'*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements'*

There is no established role description for a safeguarding LGB member/ trustee and the statutory guidance does not outline the responsibilities of this member of the board. OMAT has discretion over which functions they will delegate to an individual trustee and at local level a LGB member. However, it is important to remember the full Trust board will remain the accountable body.

Role and duties of the safeguarding LGB member

Know and understand safeguarding requirements, policies and procedures

- Build a knowledge and understanding of the statutory guidance on safeguarding
- Keep up to date on safeguarding issues, sourcing information as appropriate
- Build a knowledge and understanding of the school's safeguarding policies and procedures and ensure these comply with best practice
- Liaise with the school's designated Safeguarding Lead (DSL), building an understanding of:
    - The school's context and how this influences the approach to safeguarding
    - How safeguarding policy and procedures are embedded throughout the school and curriculum

Monitor specific requirements

- Check that senior member of staff has been appointed as the designated safeguarding lead (DSL) and that this role is incorporated into their job description
- Check that appropriate arrangements are in place for the functions of the DSL to be carried out in their absence
- Check that senior member of staff has been appointed as the designated teacher for looked after children (to be responsible for the educational achievement for children in care)
- Check inter-agency procedures are being followed where necessary
- Check system is in place and working effectively to ensure that the school's Single Central Record is administered correctly, is up-to-date and compliant with the requirements of statutory guidance 'Keeping Children Safe in Education'
- Check the school's recruitment policies and processes and make recommendations for approval by OMAT
- Talk to pupils and staff both formally via arranged visits or for example, in focus groups, and informally when in and out of school and how safe they feel at school and who they would go to report any concerns

Lead on the governance of safeguarding

- Liaise with the chair, HT and clerk to ensure that safeguarding is fully reported to the LGC each term

- Ensure the OMAT Safeguarding monitoring report is completed termly and shared with the LGC and the OMAT Safeguarding Trustee. Ensure the report records progress made and addresses any concerns
- Report to the LGC on meetings, visits and interactions with pupils and staff

Monitor safeguarding training

- Check that the DSL receives formal safeguarding training at least every two years
- Check that the designated teacher for looked after children receives appropriate and regular training every two years
- Check that all school staff induction includes formal safeguarding and child protection training
- Check that all school staff, including the DSL and the designated teacher, receive at least annual safeguarding and child protection updates
- Check that all LGB members receive regular, up-to-date safeguarding training
- Check that at least one member of an interview panel has undertaken safer recruitment training

Appendix 3: Single Central Record Safeguarding Audits

SUPPORT STAFF

	Notes	Date received	Signed
Application Form			
Reference 1			
Reference 2			
Identification			
DBS			
Disqualification			
Health Check			
Right to Work in UK			
Checks is lived or worked outside UK			
Qualifications			
Signed e form			
Contract matches Arbor			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

TEACHERS

	Notes	Date received	Signed
Application Form			
Reference 1			
Reference 2			
Identification			
DBS			
Disqualification			
Health Check			
Right to Work in UK			
Checks is lived or worked outside UK			
Qualifications			
Signed e form			
Contract matches Arbor			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

VOLUNTEERS

	Notes	Date received	Signed
Application Form			
Reference 1			
Reference 2			
Identification			
DBS			
Disqualification			
Checks is lived or worked outside UK			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

CONTRACTORS

	Notes	Date received	Signed
Confirmation of third-party checks			
Identification			
Actions			

Checks carried out by:

DSL:

Safeguarding Governor/ Auditing HT:

Office:

Date:

Appendix 4: OMAT QA Procedure for AP/Third Party Providers (TPP)

Central Register to be kept by OMAT SST

DATE	

Name of Provider	
AP Status	
OFSTSED EIF 2024: 416. Inspectors will ask the school about the registration status of alternative providers that they use. Any provider of alternative provision must be registered as an independent school if it caters full time for 5 or more pupils of compulsory school age, or one pupil who is looked after or has an education, health and care (EHC) plan. If a school uses alternative provision that should be registered but is not, inspectors will carefully consider whether this affects the likelihood that pupils are safeguarded effectively.	
Contact Details	
Name	
Title	
Address	
Phone	
Email	
Age Range of Learners	
Capacity	
Days and times offered	
Target Groups	
Brief Description of Curriculum Offered	
Current Schools / LAs worked with	
Expected Outcomes for Learner/s	
Description of Pastoral Support on Offer	
Referral Process	

Action Required	Checklist
1. Letter on company headed paper to confirm that: • All staff and volunteers have an enhanced DBS check including the children's barred list checks have been completed. • All staff working with young people have obtained the appropriate certificates for safeguarding and PREVENT training. (link below) https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html# • All staff members have read Keeping children safe in education Part 1: Information for all school and college staff September 2024 (link below) https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf • All staff have read and will abide by the OMAT Safeguarding policy. • Please respond to the GDPR statement below as part of the letter: 1. Collection of personal data. <SCHOOL NAME> own student data and share with Third Parties but do not give permission for it to be shared further. 2. <SCHOOL NAME> is responsible for the collection of the data for all students ie. Photo permissions 3. Please confirm how you hold data regarding students securely under GDPR? Both electronically and hard copy if applicable. 4. Who is responsible for the data and the name of your Data Protection Officer. 5. Please confirm that at the end of the referral period / placement data is destroyed and confirmation data has been destroyed at end of placement.	

2. Electronic Copies of all of the following documents from the provider:	
Safeguarding and Child Protection Policy	
Risk Assessment Policy and a selection of risk assessments for the sessions intended.	
Health and Safety Policy	
Behaviour Management and Discipline Policy - students	
Supporting students with medical conditions policy	
Code of Conduct Policy	
Data Protection Policy	
Physical Intervention Policy	
Equality and Diversity Policy	
Grievance Policy	
Antibullying Policy	
Attendance and Absconding Policy	
Referral Form	
Employers and Public liability Insurance documents	
Copies Staff ID badges for any staff or volunteers working with our students which will be kept on our records. **OR** **If unregistered with OFSTED, copies of photographic ID and view enhanced DBS certificate**	
Complete TP Single Central Record	

Individual Schools to complete the following:

3. Visit any provision that is not registered with OFSTED before the pupil starts the placement	
4. Ensure you have signed parental agreement to the placement	
5. Ensure regular visits are carried out to the provider whilst the pupil is in attendance and records kept	
6. Ensure attendance is checked and recorded for every session	
7. Invoice checked against SLA and attendance, advise finance if okay to pay.	
8. Monthly review of TPP admin, insurance in date	

Appendix 5: Appropriate Use of Force in Schools (England) – Dos and Don'ts

✅ Dos

Understand Your Legal Powers

- Teachers and authorised school staff **may use reasonable force** to:
    - Prevent pupils committing a criminal offence.
    - Prevent injury to themselves or others.
    - Prevent damage to property.
    - Maintain good order and discipline in the classroom or elsewhere on school premises.

Keep Force Proportionate and Reasonable

- Force must always be **the minimum necessary** and **proportionate** to the circumstances and the pupil's behaviour.
- Consider **age, size, gender, physical strength, special educational needs, disabilities, or medical conditions** of the pupil.

Act to Protect Safety

- Use force if urgently necessary to **prevent harm**, e.g.:
    - Separating fighting pupils.
    - Stopping a pupil from running into a busy road.
    - Removing a pupil who refuses to leave the classroom when posing a safety risk.

Record and Report

- **Record any significant incident** involving the use of force, including:
    - The date and time.
    - Names of those involved.
    - Nature of the incident.
    - Measures taken to de-escalate before using force.
- Inform the Headteacher and, if appropriate, parents/carers as soon as possible.

Follow School Policy

- Familiarise yourself with your school's **behaviour and restraint policies**.

❌ Don'ts

Don't Use Force as a Punishment

- It is **illegal** to use force purely to punish a pupil.

Don't Use Excessive Force

- Never use more force than is necessary. E.g.:
    - Do not apply holds or techniques that restrict breathing.
    - Avoid holds that put pressure on joints, neck, or spine.

Don't Act Without Consideration

- Don't act impulsively in anger or frustration.
- Don't ignore a pupil's **health conditions or vulnerabilities**.

Don't Assume Force is the Only Option

- **Always try de-escalation first**:
    - Calm verbal instructions.
    - Non-threatening body language.
    - Distraction techniques.

Don't Neglect Training

- Don't attempt restraint techniques you are **not trained or authorised to use**.

I confirm that I have read and understood the information contained in this document:

Name:_____

Signature:_____

Date: _____

WHERE LEARNING IS UNSTOPPABLE AND ASPIRATIONS HAVE NO LIMITS

APPENDIX C: OMAT Writing Assessment & Moderation Grids

Writing Assessment & Moderation Grids

March 2024

EYFS | Writing Assessment

The pupil can, after discussion with the teacher	**Name:**						
R3 - Understands cause & effect of mark making							
R3 – Knows marks are of value							
R3 – Enjoys sensory experience of mark making							
R4 – Distinguishes between different marks they make							
R4 – Writes on different surfaces / textures							
R5 – Draws / writes in response to an experience							
R5 - Sometimes gives meaning to their drawings and paintings							
R5 – Ascribes meanings to signs, symbols and words they see in different places, including their own work							
R5 – Includes mark making and early writing in their play							
R5 - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right							
R5 - Attempts to write their own name / words, using combinations of lines, circles and curves, or letter-type shapes							
R5 - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words							
R6 – Writing for a wide range of audiences e.g greetings cards, tickets, lists, invitations, stories, books etc.							
R6 – Gives meaning to the marks they make as they draw, write, paint or type							
R6 – Writes recognisable letters in sequence such as in their own name							
R6 – Uses developing phonic knowledge to write simple things such as labels & captions							
ELG - Write recognisable letters, most of which are correctly formed							
ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters							
ELG - Write simple phrases and sentences that can be read by others							

Year 1 | Writing Assessment | Working at the expected standard

The pupil can, after discussion with the teacher	**Name:**							
compose a sentence orally before writing it								
sequence sentences in chronological order								
join two sentences using the conjunction *and*								
re-read what has been written to check that it makes sense (with guidance).								
Punctuation: (mostly correctly)	separate words using finger spaces.							
	capital letters to start a sentence.							
	a full stop to end a sentence.							
	use capital letters for names.							
	can use 'I'							
Spelling (some use of)	the common exception words – a, are, ask , be, he, by, come, do, friend, full, go, has, here, his, house, I, you, is, love, me, my, no, of, once, one, our, pull, put, push, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, your							
	suffixes to show plurals or tense *(-s, -es, -ing, -ed, -er)* where the root word doesn't need changing							
Handwriting	form lower case letters in the correct direction, starting and finishing in the right place.							
	can form capital letters and digits 0-9.							

Year 1 | Writing Assessment | Working at greater depth within the expected standard

The pupil can, after discussion with the teacher	**Name:**							
join two sentences using different conjunctions (*but, so, or, because, as*)								
re-read what has been written to check that it makes sense (without support).								
Punctuation: (use mostly correctly)	question mark							
	exclamation mark							
Spelling (use mostly correctly)	the common exception words – a, are, ask , be, he, by, come, do, friend, full, go, has, here, his, house, I, you, is, love, me, my, no, of, once, one, our, pull, put, push, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, your							
	suffixes to show plurals or tense *(-s, -es, -ing, -ed, -er)* where the root word doesn't need changing							
Handwriting (show some use of)	writing capital letters of the correct size, orientation and relationship to lower-case letters							
	writing digits of the correct size, orientation and relationship to lower-case letters							

Year 2 KS1 Writing moderation record: working at the expected standard

TAF Statement/Type of writing The pupil can, after discussion with the teacher:								Standard met
a) write simple, coherent narratives about personal experiences and those of others (real or fictional)								
b) write about real events, recording these simply and clearly								
c) Composition:	sentences are written coherently							
	structure is logical							
	using sentences with different forms in their writing (e.g. statements, questions, commands)							
	using present and past tense mostly correctly and consistently							
	using expanded noun phrases							
d) Punctuation correctly and when required	capital letters							
	full stops							
	question marks							
e) Conjunctions :	using co-ordination (e.g. and/or/but)							
	using some subordination (e.g.)when/if/that/because)							
f) Phonics and spelling: many correctly or phonically plausible	segmenting spoken words into phonemes and representing these by graphemes							
	spelling some words with contracted forms *							
	spelling many common exception words *							
g) Handwriting:	writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
	use spacing between words that reflects the size of the letters							

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Year 2 KS1 Writing moderation record: working at greater depth within the expected standard

TAF Statement/Type of writing **The pupil can, after discussion with the teacher:**								**Standard met**
d) Composition:	writing is coherent for different purposes							
	draw on reading to inform vocabulary of writing							
	draw on reading to inform grammar of writing							
	make simple additions, revisions and proof-reading corrections to their own writing							
e) Punctuation mostly correctly and when required	question marks							
	exclamation marks							
	capital letters for proper nouns and 'I'							
	Commas to separate items in a list							
	apostrophes to mark omission							
	apostrophes to mark possession							
f) Phonics and spelling:	spelling most common exception words *							
	add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*							
g) Handwriting:	use the diagonal and horizontal strokes needed to join some letters							

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell

Year 2 KS1 Writing moderation record: working at greater depth within the expected standard

TAF Statement/Type of writing The pupil can, after discussion with the teacher:								Standard met
h) Composition:	writing is coherent for different purposes							
	draw on reading to inform vocabulary of writing							
	draw on reading to inform grammar of writing							
	make simple additions, revisions and proof-reading corrections to their own writing							
i) Punctuation mostly correctly and when required	question marks							
	exclamation marks							
	capital letters for proper nouns and 'I'							
	Commas to separate items in a list							
	apostrophes to mark omission							
	apostrophes to mark possession							
j) Phonics and spelling:	spelling most common exception words *							
	add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*							
k) Handwriting:	use the diagonal and horizontal strokes needed to join some letters							

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell

Year 3 | Writing Assessment | Working at the expected standard

The pupil can:	Name:							
Composition	using paragraphs							
	in narrative, showing a plot describing settings and characters	**P S C**	**P S C**	**P S C**	**P S C**	**P S C**	**P S C**	**P S C**
	in non-narrative, use simple organisational devices (e.g. headings, sub-headings, technical language,captions)							
Grammar	use more than one clause and a range of conjunctions to extend sentences and/but/or/for/so (co-ordinating) because/as/although/before/since/while (subordinating)							
	use a variety of sentence openers (expressing time, manner or place using prepositions, adverbs or conjunctions)							
	simple cohesion within sentences using pronouns and proper nouns							
	use precise adjectives in expanded noun phrases							
	use the present perfect verb form (I have tried, I have walked)							
	use *a* or *an* correctly							
Punctuation (using mostly correctly)**:**	Use the basic punctuation taught at Key Stage 1 (CL . ? !)							
	using commas for items in a list							
	using apostrophes for omission and singular possession	**O P**	**O P**	**O P**	**O P**	**O P**	**O P**	**O P**
	using inverted commas to show dialogue only							
Spelling	most words correctly from the Y3/4 statutory spelling word list							
	many words with prefixes and suffixes correctly dis- re- in- mis- sub- –ful –less –ly –ment –ness							
	common homophones correctly (there/their/they're, your/you're, are/our)							
	some of the Y3/4 homophones correctly							
Handwriting	use the diagonal and horizontal strokes that are needed to join letters							

Year 3 | Writing Assessment | Working at greater depth within the expected standard

The pupil can:	Name:							
Composition	edit and improve writing following supportive feedback from an adult							
	make ambitious word choices to engage and affect the reader							
	begin to use a topic sentence to introduce a paragraph in non-fictional writing							
Grammar	consistently show a wide range of sentence types							
	use fronted adverbs or adverbials to introduce the beginning of sentences							
	show good cohesion between sentences and paragraphs							
Punctuation	use a comma after a fronted adverb or adverbial							
	use more speech punctuation mostly correctly (CL and end punctuation)							
Spelling	most words correctly from the Y3/4 statutory spelling word list							
	most words with prefixes and suffixes correctly *dis- re- in- mis- sub- –ful –less –ly –ment –ness*							
	many of the Y3/4 homophones correctly							
Handwriting	use neat, joined handwriting consistently							

Year 4 | Writing Assessment | Working at the expected standard

The pupil can	Name:							
Composition	narrative – character description or setting using prepositional phrases							
	narrative – write a story with a clear structure							
	non-narrative – use a topic sentence to introduce a paragraph							
	non-narrative – using technical language to suit the text							
	non-narrative – using informative organisational devices							
Grammar	using sentences with varying conjunctions that have more than one clause and/but/so/for/so/yet (co) because/although/before/since/while/as/after (subord)							
	vary sentence structure by using fronted adverbials or prepositionals							
	use precise adjectives for description regularly in expanded noun phrases							
	effectively use cohesion between sentences and paragraphs							
	using consistent and correct use of tense throughout a piece of writing							
Punctuation (using mostly correctly)	the basic punctuation taught at Key Stage 1 (CL . ? !)							
	commas to demarcate fronted adverbials							
	apostrophes to show omission or singular possession							
	bullet points in a list							
	all speech punctuation correctly							
Spelling	most words correctly from the Y3/4 statutory spelling word list							
	many words with prefixes and suffixes correctly *il- auto- super- inter- anti- -ation -ous*							
	all common homophones correctly (there/their/they're, your/you're, are/our)							
	many of the Y3/4 homophones correctly							
Handwriting	use neat, joined handwriting consistently							

Year 4 | Writing Assessment | Working at greater depth within the expected standard

The pupil can:	Name:							
Composition	edit and improve writing following supportive feedback from an adult							
	make ambitious word choices to engage and affect the reader							
	begin to use a topic sentence to introduce a paragraph in non-fictional writing							
Grammar	consistently show a wide range of sentence types							
	Show variation at the beginning of sentences to show cohesion between sentences and paragraphs							
	Use a relative clause to give more information to a main clause							
	Use relative pronouns to indicate a relative clause *(who, which, that)*							
Punctuation	show variation in speech punctuation (putting speaker first)							
	using commas to indicate a relative clause in a sentence							
Spelling	all words correctly from the Y3/4 statutory spelling word list							
	use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
	most words with prefixes and suffixes correctly *dis- re- in- mis- sub- –ful –less –ly –ment –ness*							
	many of the Y3/4 homophones correctly							
Handwriting	use neat, joined handwriting consistently							

Year 5 | Writing Assessment | Working at the expected standard

The pupil can:	Name:							
Composition:	awareness of the audience and purpose of the writing							
	develop characters through action and dialogue							
	establish a viewpoint as the writer through commenting on characters and events							
Grammar:	starting sentences in different ways	A AP PP	A AP PP	A AP PP	A AP PP	A AP PP	A AP PP	A AP PP
	build cohesion to link paragraphs (e.g. using adverbials)							
	using grammar and vocabulary to create an impact on the reader	ENP AP PP	ENP AP PP	ENP AP PP	ENP AP PP	ENP AP PP	ENP AP PP	ENP AP PP
	using adverbs (perhaps, surely) or modal verbs to indicate a degree of possibility							
	Using varying conjunctions to connect clauses							
	using relative clauses							
Punctuation (using mostly correctly)**:**	colon to introduce a simple list							
	commas in a simple list and following a fronted adverbial	L FA RC	L FA RC	L FA RC	L FA RC	L FA RC	L FA RC	L FA RC
	parenthesis ( ) or , ,	( ) , ,	( ) , ,	( ) , ,	( ) , ,	( ) , ,	( ) , ,	( ) , ,
	speech punctuation							
Spelling	spelling some words correctly* (Y5/6)							
Handwriting	maintaining legibility, fluency and speed in through choosing whether or not to join specific letters							

Year 5 | Writing Assessment | Working at greater depth within the expected standard

The pupil can:	Name:							
Composition:	can identify changes independently through verbal suggestions from an adult							
	manipulates the use of a varied range of cohesive devices and language to fully engage the reader							
	develop characters through unreported dialogue							
Grammar:	begin to use all forms of parentheses to show extra information							
	begin to show use of active and passive voice	AV PV	AV PV	AV PV	AV PV	AV PV	AV PV	AV PV
	using advanced vocabulary effectively							
Punctuation (using mostly correctly)**:**	advanced punctuation (dashes, colon for clause, semi-colon)	- - : ;	- - : ;	- - : ;	- - : ;	- - : ;	- - : ;	- - : ;
	punctuation for parenthesis () - - ,,	( ) - - , ,	( ) - - , ,	( ) - - , ,	( ) - - , ,	( ) - - , ,	( ) - - , ,	( ) - - , ,
	use hyphenated words							
Spelling:	spelling most words correctly* (Y5/6)							
Handwriting:	maintain legibility in joined handwriting when writing at speed							

Year 6 KS2 Writing moderation record: working towards the expected standard

TAF Statement/Type of writing The pupil can:	Name:							Standard met
l) Write for a range or purposes								
m) Use paragraphs to organise ideas								
n) In narratives:	• describes settings							
	• describe characters							
o) In non-narrative	• headings							
	• sub-headings							
	• bullet points							
e) Punctuation (mostly correctly)	a. capital letters							
	b. full stops							
	c. question marks							
	d. exclamation marks							
	e. commas for lists							
	f. apostrophes for omission							
f) Spell correctly most words from the year 3 / year 4 spelling list								
• and some words from the year 5/6 spelling list*								
g) Write legibly At this standard, there is no specific requirement for a pupil's handwriting to be joined								

Year 6 KS2 Writing moderation record: working at the expected standard

TAF Statement/Type of writing The pupil can:	Name:							Standard met
a) Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the 1st/2nd/3rd person; direct address in instructions or persuasion; standard English for statements								
b) In narratives:	• describes settings							
	• describes characters							
	• describes atmosphere							
c) Integrate dialogue in narratives to convey character and advance the action								
d) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately: e.g. using contracted forms in dialogues in narrative; use of passive verbs, use of modal verbs, expanded noun phrases		CF PV MV	CF PV MV	CF PV MV	CF PV MV	CF PV MV	CF PV MV	
e) Use a range of devices to build cohesion (within and across paragraphs: e.g. conjunctions, prepositional phrases, adverbials phrases, pronouns, synonyms		CONJ AD PP PRO	CONJ AD PP PRO	CONJ AD PP PRO	CONJ AD PP PRO	CONJ AD PP PRO	CONJ AD PP PRO	
f) Use verb tenses consistently and correctly throughout their writing								
g) Use the range of punctuation taught at key stage 2 mostly correctly[2]	• commas for clarity (ENP/FA)							
	• apostrophes for omission/possession	O P	O P	O P	O P	O P	O P	
	• speech punctuation							
	• parenthesis							
	• question mark							
	• exclamation mark							
	• Basic punctuation (. CL)							
h) Spell correctly most words from the year 5/6 spelling list[1], and use a dictionary to check the spelling of uncommon or ambitious vocabulary								
i) Maintain legibility in joined handwriting when writing at speed								

Year 6 KS2 Writing moderation record: working at greater depth within expected standard

TAF Statement/Type of writing The pupil can:	Name:							Standard met
a) Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing:								
b) Distinguish between the language of speech and writing[3] and choose the appropriate register								
c) Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
d) Use the range of punctuation taught at key stage correctly[2] and, when necessary, use sunch punctuation precisely to enhance meaning and avoid ambiguity	• hyphens							
	• dashes							
	• semi-colons							
	• colons							
e) Spell correctly many words from the year 5 / year 6 spelling list[1], and use a dictionary to check the spelling of uncommon or more ambitious vocabulary								

[1] These are detailed in the word lists with the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[2] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

[3] Pupils should recognise that certain features of spoken language (e.g. contracted forms of verbs, other grammatical informality, colloquial expressions, long co-ordinated expressions) are less likely in writing and be able to select alternative vocabulary and grammar.

APPENDIX D: OMAT Strategy for School Improvement

OMAT STRATEGY for SCHOOL IMPROVEMENT

Issue 2.2

History:		
First draft	March 2021	First draft produced by working party (KB, CD and AK in consultation with AHJ
Draft B	10/2/2022	Second draft after reviews with ELT (T&L) and OMAT board and ELT (T&L) meeting on 3/2/22.
Issue 1	29/3/2022	Issued after approval from Trustees on 22/3/2022. Approval paragraph added at the start
Issue 2 Draft	1/2/2024	Rewrite to include KPIs and more concise actions. Reviewed by ELT on 7.3.24
Issue 2	26.3.24	Approval by Trust Board
Issue 2.1	26.3.25	Presented to Trust Board for reapproval
Issue 2.2 Draft	20.11.25	Revision to KPIs to reflect renewed Ofsted Toolkit
Issue 202	3.12.25	Approved by the Trust Board

OMAT Strategy for School Improvement

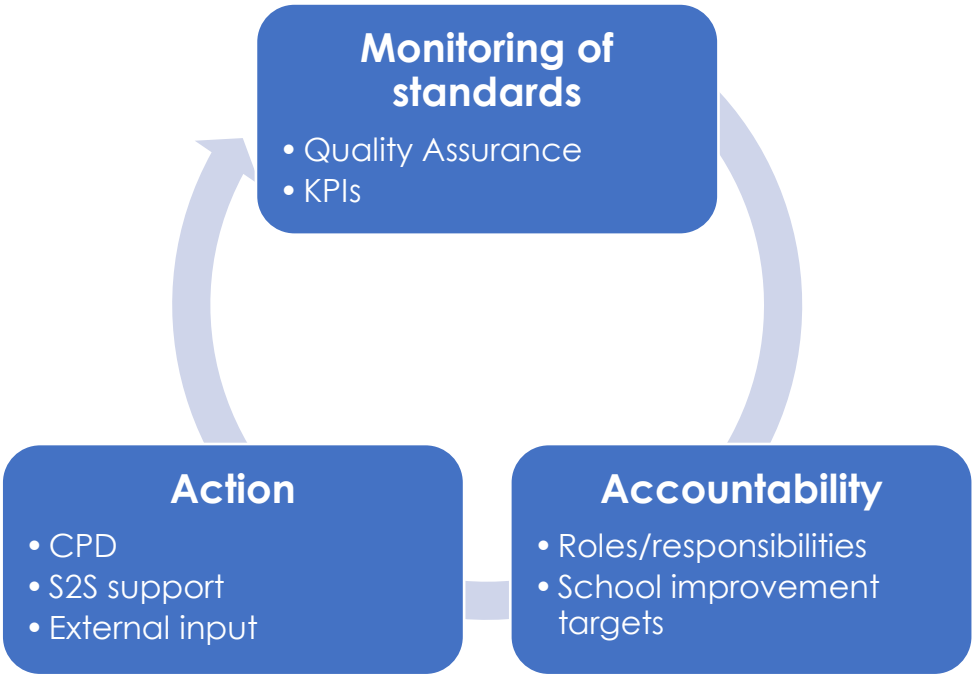
1. Introduction

In line with our vision, aims and objectives, Orwell Multi Academy Trust schools are committed to establishing and maintaining high standards, excellent practice and continual improvement.

Our School Improvement Strategy is rooted in developing and maintaining strong school leadership. Clearly set performance indicators and rigorous quality assurance ensures close monitoring of standards, and accountability for continual improvement is upheld.

Close collaboration amongst the Executive Leadership Team made up of Headteachers, the CEO and CFO, means that school to school support, continual professional development and external input, can be deployed to ensure impact on an individual school's improvement targets.

This strategy has the capacity and flexibility to develop and will grow with the addition of schools in different categories and with different needs. An External School Improvement Advisor will work with the existing leaders of schools to provide an external view of the school's performance.



1a. Principles for School Improvement

Overriding principle:

Challenge and support to improve our schools

2. Monitoring of Standards

2a. Quality Assurance

External Quality Assurance

Action	Frequency
Ofsted	Statutory
External reviews from previous HMIs	Bi-annual
Safeguarding audits	Bi-annual
H&S audits	Annual
Statutory pupil assessment outcomes	Annual
H&S advisor	Termly

Internal Quality Assurance

Action	Frequency
Assessment data tracking and reporting	Termly
CEO monitoring visits – Quality of Education, Safeguarding & H&S	Termly
LGC Monitoring – 3 school priorities and safeguarding	Termly
Review of attendance data and actions	Termly
Monitoring of KPIs	Termly
Review of risk register	Termly
Internal Safeguarding Audit – CEO	Annual
Peer reviews	As required for support

2b. OMAT KPIs

Category	KPI	Evidence/data	Contextualised school target
Pupil Outcomes	KS2 RWM >62% (national)	Statutory KS2 data Forecast data for Y5/6	
Pupil Outcomes	KS2 RWM for disadvantaged pupils >47% (national)	Statutory KS2 data Forecast data for Y5/6	
Pupil Outcomes	Year 4 MTC >21.0 (national)	Statutory data	
Pupil Outcomes	Y1 Phonics Screening >80% (national)	Statutory data Forecast data Spring Year 1	
Pupil Outcomes	EYFS GLD >69% (national)	Statutory data	
Pupil Attendance	>94.9% attendance (national primary)	Arbor attendance tracking	
Pupil Attendance	<14.3% persistent absence (national primary)	Arbor attendance tracking	
Pupil Attendance	> 92.6% Disadvantaged Attendance	Arbor attendance tracking	
Staffing	> 90% of staff enjoy working in their school	Staff surveys	
Financial	Balanced budget set annually	PSF data	
Financial	Strategic plan in place to mitigate changes in budget forecast	PSF data	
Safeguarding	Minimum staff training entitlement completed across the year	Staff CPD records	
Safeguarding	Actions from internal and external audits are addressed before next audit	External audit CEO monitoring reports LGC monitoring reports	
Health & Safety/Premises	Weekly, monthly and annual monitoring checks are carried out on time.	Worknest tracking	
Health & Safety/Premises	Actions from audits and checks being carried out within deadlines set in audit.	Worknest tracking	

3. Accountability

3a. Roles and responsibilities

This section defines roles and responsibilities so that all OMAT schools receive school improvement support in accordance with their category and capacity:

1. **School Headteacher is responsible for:**

- Ensuring the school has a clear vision and strategy for their school.
- The continued improvement of the quality of education in the school.
- Ensuring their school meets OMAT's KPIs by following the 'Preventative' process and self-evaluation.
- If their school is at risk, ensure their school follows the actions outlined in section 4a.
- Ensuring they work proactively with the Trust/LA to attain high standards and ensure that all pupils make good progress.
- Sharing data and information (primarily KPIs) with ELT, LGC and Trustees.
- Completing a template for the HT report and shared with Trustees outlining 3 key school priorities for LGC to monitor and for school improvement to be tracked.
- Providing feedback on the effectiveness of the Trust school improvement provision (Headteacher Report to Governors).

2. **OMAT ELT is responsible for:**
    - support schools to improve or maintain educational performance.
    - support vulnerable children including Children Looked After, others entitled to Pupil Premium, other disadvantaged pupils, those with special educational needs and those for whom alternative provision best meets their needs.
    - share good practice following agreed systems and protocols
    - recognise the role of head teachers as leaders of school improvement,
    - ensure the rigorous implementation of well-focused improvement plans that are based on robust self-evaluation.
    - ensuring that there is effective intervention, support and follow up in schools where concerns have been identified by ELT.
    - develop and enhance partnership working with the LA, schools and other organisations.
    - commissioning, deploying and contracting for school improvement provision.
    - regular monitoring by the CEO and ELT through a standard agenda item for schools causing concern.

3. **CEO is responsible for:**
    - Working alongside individual headteachers to monitor pupil progress and monitor impact of teaching and learning.
    - Overseeing the trust's strategy for school improvement.
    - Ensuring the implementation of quality assurance actions and reporting findings to the trust board.
    - Monitoring school performance against the OMAT KPIs.
    - Holding school leaders to account for meeting the OMAT KPIs.

4. **LGC is responsible for:**
    - Monitoring the quality of education and school's progress against the three key improvement targets set
    - Ensure the school is compliant and fulfils its statutory duties including safeguarding.

5. **Trust board is responsible for:**
    - Ensuring the trust has a clear strategy for school improvement and performance management and this is being implemented to improve outcomes for pupils.
    - To monitor the school's performance against the OMAT KPIs and to ensure action is taken to address any areas where schools are not meeting their KPIs.
    - Overseeing the role of the LGCs to ensure all schools are compliant and fulfilling their statutory duties, including safeguarding.

6. **The External School Improvement Adviser is responsible for:**
    - Contributing to school evaluation and improvement on behalf of OMAT
    - Providing professional challenge and support.
    - reporting to the head teacher, LGC and the Trust Board.
    - contribute to OMAT schools' self-evaluation.

4. Action

4a. Identifying school need and associated actions

Leadership Approach for School Improvement

Sir David Carter has documented a researched approach that highlights the different leadership qualities/styles necessary for the different stages a school travels through in its improvement journey – see table below.

Sir David Carter's Four-Stage Improvement Model

Stage of school improvement journey	Actions
Phase 1: Stabilise • School requires significant improvement • No clear underpinning for the future	➢ Rapid improvement board ➢ Rapid improvement plan/ Ofsted Action Plan ➢ Implementation of standardised assessment and curriculum supported by schools leading on each area: ➢ Assessment: NTS ➢ Early reading: Read, Write, Inc ➢ Reading: Accelerated Reader ➢ Maths: White Rose ➢ Curriculum: CUSP ➢ Adopt trust's behaviour policy ➢ Monthly monitoring of H&S; Safeguarding and attendance ➢ Half-termly external review to quality assure impact ➢ Annual external safeguarding review.
Phase 2: Repair • Establishing more control • Reactive decision-making • Make the school feel more like a regular school	➢ Continuation of rapid improvement plan ➢ Move to longer term strategic plan ➢ Adaptation of standardised curriculum and behaviour policy to meet the needs of the school's context. ➢ Coached peer to peer support ➢ School to school support with CPD ➢ Continued monthly internal monitoring ➢ Termly external review to quality assure impact. ➢ Annual external safeguarding review.
Phase 3: Improve • More proactive leadership • Embedding strategies • Improving outcomes	➢ Return of the LGC ➢ Long term plan with clear milestones for improvement ➢ Peer to peer review to identify specific school to school support required ➢ 2 external reviews across the academic year to quality assure impact
Phase 4: Sustain • Confidence in performance • Increase innovation in delivery	➢ Standard quality assurance actions sustained ➢ Continued development through sharing of expertise

4b. OMAT School Improvement cycle

Spring Term (OMAT Schools Budget Setting/ELT)
• Balanced budgets set by all schools
Summer Term
Part 1 • Draft school priorities for the next academic year • Draft SDPs of individual schools • Share 3 priorities with LGC, CEO and Trustees • Identification of shared/individual priorities Part 2 • Map out OMAT CPD offer/training for the next academic year • Trust Trends analysis and Key Lines of Enquiry (link to individual schools development plans feeding into Trust Development Plan (Teaching and Learning). Part 3 • School to School support (Requests for support/area identified) School to School support will include clear timescales, accountability measures, measures of impact, financial sustainability. • Analysis of end of year outcomes (analysis against OMAT KPIs)
Autumn term
• OMAT CPD in place • OMAT School to School support in place

4c. Sponsoring a school:

1. Perform Due Diligence on each school.
2. Analysis of Ofsted or other reports that placed the school in a category.
3. Accredited Externally led reviews:
    - T and L review
    - L and M review
    - QA visit
    - Peer Review
    - Bespoke
    - Pupil Premium Review
    - Planning for Improvement (SIB)
    - Monitoring and Evaluation
4. Follow 'Phase 1: Stabilise' of David Carter model.

4d. The role of the Rapid Improvement Board (RIB)

Schools at risk will receive additional intervention and support from a Rapid Improvement Board.

The Rapid Improvement Board will consist of:

- Chief Executive Officer
- Headteacher

Along with at least two other members approved by the Trust Board that could consist of member of LGC, ELT, External Advisors and/or Trustees

The RIB will meet once each half term at an agreed time.

The RIB agenda will be combined with Local Governing Committee agendas, in the half term that RIB and LGCs coincide, to avoid duplication. It is acknowledged that this may result in a longer agenda once a term.

The purpose of the RIB is to:

- Agree the strategy for rapid and sustainable school improvement, based on robust evaluation data, which will be expressed in Rapid Improvement Plan.
- Review the impact of rapid improvement actions, taken in the last half term, against clearly defined success criteria.
- Agree actions and expected outcomes for the next half term.
- Identify roles in ensuring the expected outcomes are achieved.
- Agree the support available to impact school improvement (i.e. external advisor time, school to school support from within the trust, other colleagues/schools)
- Agree LGC monitoring and Quality Assurance within the half term.
- Hold colleagues with named roles accountable for their actions.

The Headteacher will produce a Headteachers' report for each meeting of the RIB, reflecting the school improvement actions of the last half term.