

School Development Plan 2026–27

Quality of Education

All pupils experience a broad, ambitious and coherently sequenced curriculum, implemented through high-quality, inclusive classroom practice.

Leaders ensure, through robust quality assurance, that teaching enables pupils — particularly those with SEND and those who are disadvantaged — to:

- Know more and remember more over time
- Apply knowledge with increasing fluency and independence
- Think critically and deepen understanding across subjects
- Develop disciplinary literacy (speaking, reading and writing with precision)
- Access the full curriculum through effective scaffolding, without lowering expectations



BRAMHALL
HIGH SCHOOL

Focus	Implementation	Intent	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
Curriculum Sequencing	Curriculum maps identify essential knowledge, vocabulary and concepts Regular subject-level curriculum reviews ensure coherence and progression Quality assurance focuses on curriculum fidelity (what is taught vs intended) CPD prioritises curriculum thinking and instructional clarity All curriculum maps demonstrate clear sequencing and ambitious end points.	A well-constructed, knowledge-rich curriculum that is carefully sequenced to enable pupils to build cumulatively on prior learning.	All curriculum maps demonstrate clear sequencing and ambitious end points.	AHT Teaching & Learning / Curriculum Leaders Curriculum reviews, regular walks.	Is the curriculum carefully sequenced? Ambitious for all? Effective delivery of knowledge? Adaptive teaching employed?	All curriculum maps demonstrate clear sequencing and ambitious end points.	NAJ T and L Group HODs	CPD (mainly in-house)
Options	Examine a different way to offer History and Geography tailored to effective ability grouping.	Option open for all	Improved results	Progress tracking, timetable	Ambitious for all? Effective delivery of knowledge? Adaptive teaching employed?	Timetable	NAJ	£500

Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
Adaptive Teaching	Use of scaffolding, modelling and guided practice Precise checking for understanding to inform responsive teaching Strategic deployment of TAs to support independence, not dependency SEND provision aligned with classroom practice	All pupils access the same ambitious curriculum, with appropriate support to succeed.	Pupils with SEND and disadvantaged pupils participate fully, achieve well and develop independence.	SEND data QA data Intervention	How do you adapt to teaching effectively without lowering expectations? Do you know if the adaptation has made an impact to the student s progress?	Teachers adapt the way content is taught, not the ambition of the curriculum. Teachers should follow the five high-quality, impactful teaching strategies that are identified in the EEFs guidance on ‘adaptive teaching’ Five-a-day Teachers should routinely evaluate their impact on SEND and PP students and make adjustments accordingly.	CLL PWW NAJ KAT CMR	Staffing / SEND specialist. CPD in house.

						Teachers should follow EEF TA SEND 5 a day. Scaffolding, Explicit instruction, Cognitive approaches, flexible groupings and using ICT. GM OAIP		
Reading	Whole-school reading strategy Targeted reading interventions: Little Wandle Code Lexonik Explicit teaching of tier 2 and tier 3 vocabulary Structured reading routines embedded across subjects (non-negotiables)	Reading is prioritised so that all pupils can access the full curriculum and wider life opportunities	Pupils read with greater fluency, accuracy and confidence, enabling stronger curriculum access.	Little Wandle Code; QA evidence; reading intervention logs.	How do you ensure weaker readers catch up quickly?	Reading is everyone's responsibility and is systematically developed across all subjects. Reading is prioritised through targeted intervention.	PWW EMD Lit Team	£16,756 approx.
Reading	CPD regarding expectations in the classroom: Frayer Models Reading non-negotiables:	Strategies employed in lessons	Improved reading ages and comprehension across all groups.	Q/A of struggling readers	How are you developing reading throughout the whole school?	Reading is consistently delivered through classroom practice in all	PWW EMD	Additional time apportioned to EMD

	Expert reader Choral Reading Echo Reading Track the reader					subjects.		
Reading	Focus on the encouragement of reading for pleasure. Book resources e.g. book buzz. Student Voice – MSF Parent Voice – MSF Author Visits Competitions. Linked to rewards Accelerated Reader	Promotion of reading for pleasure.	More students regularly reading age-appropriate texts across genres	Accelerated Reader data. Reading cloud data.	How are you encouraging reading for pleasure across all key stages? How do you know what books the students are reading?		PWW EMD Lit Team	Author visits. Accelerated Reader £3339.50 Book Buzz £2900
Handwriting	Protocols set out with clear expectations. Analysis of KS2 data. Handwriting interventions where necessary.	Clear, neat work that follows the protocols expected with presentation of work.	Improved presentation. Pride in books. Timely intervention for those students who require it.	Q/A	How are you developing writing throughout the whole school? How is KS2 writing data used?	Prioritised through targeted intervention. A whole school approach.	PWW All staff	£1000

Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
Inclusion	Confirmation of the BHS Universal Offer and Inclusion Strategy (Dec 26)	BHS as a whole school identifies and removes barriers so every student belongs, can participate fully and achieve highly	Narrowing achievement gaps Improved attendance data for vulnerable groups Reduced exclusions and behaviour incidents Positive student and parent voice	Inclusion QA Case Studies Behaviour Data Improved learning and attainment	What does inclusion mean in your school? How do leaders ensure all students can access the curriculum? How is inclusion reflected in school improvement planning? How do governors monitor inclusion?	The Universal Offer is the baseline of high-quality, adaptive teaching and support that a school provides to all students, without the need for specialist intervention. The Inclusion Statement is a strategic document assessed by Ofsted that demonstrates how the school identifies and supports vulnerable learners.	IBR	£1000
Diminish differences in outcomes for disadvantaged pupils and pupils with	All students demonstrate strong progress from their individual starting points, with outcomes that are consistently	Reduction in the progress gap.	Differences in outcomes diminish over time, particularly in key performance	The attainment and progress gap closing for SEND and PP learners. 2026	What strategies are you employing to narrow the gap?	Through targeted intervention: Learning Hub, outside agencies, Tutors,	KAT CLL JOL IBR CMR	£10,000

SEND	above those expected given their prior attainment. High-quality teaching as the primary lever for improvement. Targeted academic support that is time-limited and evidence-informed. Wider strategies addressing attendance, behaviour and wellbeing.		measures.	compared to 2025.		Alternative provisions. High-quality teaching		
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Behaviour & Attitudes

Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
Behaviour systems	Establish a calm, safe and purposeful learning environment.	Clear and consistently applied behaviour systems Explicit teaching of routines and expectations Early intervention and graduated responses	Low-level disruption is rare Pupils demonstrate positive attitudes to learning	Behaviour logs; exclusion data; student voice.	How do you ensure consistency in behaviour management?	Consistency across staff ensures pupils experience predictable, supportive classrooms.	IBR / JKE HOYs HODs Classroom teachers	£1000 repro
Attendance	Attendance is prioritised as a key driver of safeguarding, inclusion and achievement.	First-day response and early intervention systems Targeted support for persistent absence Multi-agency working	Attendance improves and persistent absence reduces, particularly for vulnerable groups.	Attendance data; case studies.	How do you support persistently absent pupils? How are you closing the gap between vulnerable pupils and their peers.	Leaders take a relentless, personalised approach to improving attendance with a targeted early help offer. Staff have undergone training in attendance, pupils understand their targets. Vulnerable pupils attendance is	JKE	£8,000 counselling

						subject to closer scrutiny and increased home visits. Summer 'bridging' activities for Y6 poor attendees.		
Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
Behaviour Working Group	Refinement of behavior systems reflective of staff voice	Staff from all areas of the school meet and work collaboratively on the process of implementation of behavior routines	Staff Behaviour Working Group are calendared to meet and systematically address focus areas.	Improved behaviour Data Improved learning and attainment Staff Voice Student Voice	How were staff involved in revising your behaviour policy and routines? What evidence led you to revise your routines? How do you gather staff feedback on behaviour systems?	The Behaviour Working Group exists to ensure that our approach to behaviour is consistent, inclusive, and effective across the school.	IBR Behaviour Working Party.	Cover for tutor time
Mobile Phones	To introduce phone lockers	To create a better learning environment by reducing	All students follow the new policy regarding	Improved concentration and learning.	Improved behaviour data Improved	What is your mobile phone policy? What evidence	PWS / GBU	£40.000

		distractions and improving pupils' wellbeing, behaviour, and safety.	mobile phone storage during the school day.	Reduced disruption in classrooms. Prevent bullying and cyberbullying.	learning and attainment Staff voice Student Voice	do you have that the policy is working? How do you monitor compliance?		
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Personal Development

Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
P D	Deliver a well-planned personal development curriculum that prepares pupils for life in modern Britain.	Sequenced PSHE curriculum Responsive adaptation based on contextual needs and pupil voice	Pupils are knowledgeable, respectful and prepared for next steps.	Pupils are informed, confident, and prepared.	Pupil voice; curriculum plans.	Safeguarding data, PD 'Pioneers' and pupil voice help shape content and help staff understand present/emerging risks.	The curriculum evolves based on pupil needs and current issues.	Within staffing
Wellbeing	Promote positive mental health and resilience.	Access to counselling and support services Preventative and proactive wellbeing	Pupils feel safe, supported and ready to learn.	Surveys; uptake of services.	How do pupils access wellbeing support? How do you know your pupils have good mental health	A strong culture of support ensures pupils feel safe and cared for. Drop in,	JKE	£8,000

		strategies			and resilience and know how to care for themselves?	specific support for YC and new Y7. Wellbeing is heavily featured within PD and assemblies. Signposting from other subjects. Screening tool for those accessing support and wellbeing survey across whole school or targeted year groups.		
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Leadership & Management

Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
Improved outcomes	Strengthen attainment and progress for all pupils, particularly SEND and disadvantaged, through	Adaptive teaching; targeted intervention; rigorous QA; language and reading development;	Improved progress; reduced disadvantaged gaps; stronger reading and vocabulary; pupils well	Achievement data; curriculum QA; SEND impact reports; PP strategy monitoring.	<i>How do leaders ensure pupils learn more?</i> <i>How is SEND provision improving?</i> <i>How are disadvantaged</i>	Teaching and curriculum are increasingly strong. Leaders use precise QA and targeted intervention to ensure pupils know more, remember more, and achieve	SLT/HODs	Intervention staffing; reading strategy; CPD est £40–60k.

	curriculum ambition and high-quality teaching.	curriculum sequencing; SEND partnership; direct PP interventions.	prepared for next steps.		<i>gaps closing?</i>	more, with a sharp focus on SEND and disadvantaged learners.		
QA & CPD	Ensure consistently strong teaching through focused professional development. Clear and robust data which accurately identifies the quality of teaching and learning.	Quality assurance aligned to curriculum priorities. CPD focused on evidence-informed pedagogy. Use of NPQs and instructional coaching. HOD drop down QA days. QA of the curriculum SLT work scrutiny.	Teaching improves and is consistent across subjects.	QA records. QA cycle met.	Does the QA and CPD drive improvement? How does CPD translate into practice?	Robust improvement systems. Evidence to support the quality of teaching and learning.	PWW SLT GHO HOD	CPD budget
Governance	Provide effective challenge and strategic oversight.	Focused training. Monitoring aligned to school priorities	Leaders are held to account and improvement is sustained.	Minutes.	Governor role?	Active challenge.	PWS	£500–£1000

Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
New Build	Social value - development and delivery of social value plan ensuring measurable benefits for local communities through stakeholder engagement.	Collaborate with suppliers and community. Stakeholders support events, voluntary, or charitable donations. Stakeholders provide advice for students on various career paths.	Strengthened community partnerships. Increased opportunity for the local community.	Outreach database. Attendance to events.	How do stakeholder partnerships benefit learners? How do employers contribute to students' career development?	Through partnerships with suppliers, employers and local organisations, to provide careers education, volunteering opportunities and community projects that enrich learner experiences and benefit the wider community.	KAT	£500
New Build	Deliver a transformative rebuild that strengthens curriculum ambition, SEND provision and long-term operational excellence.	Phased planning with LA/TLP Wilmot Dixon and DFE; stakeholder briefings; curriculum-led design with safeguarding and SEND access	Modern facilities improve teaching quality, inclusion, attendance and behaviour; long-term financial	Planning timeline (Dec 2025–Spring 2028); governance oversight through briefings and meetings.	<i>How does the new building improve curriculum delivery? How are risks managed? How are pupils kept safe during construction?</i>	The rebuild is a once-in-a-generation opportunity to align physical space with our curriculum ambition and SEND strategy. Governance provides oversight, ensuring the project enhances learning, safety and	HT/COG	Circa £50 million.

		embedded alongside other unique Bramhall High attributes	efficiency.			inclusion.		
Management of current site	Maintain a safe, compliant, and high-quality learning environment throughout the rebuilding programme.	Strengthened site supervision; safeguarding routes reviewed; temporary zoning if required; enhanced communication with contractors; daily operational checks.	Pupils remain safe; learning continues uninterrupted; behaviour and movement remain calm; safeguarding culture sustained.	Site risk assessments, H&S logs; governor visits; attendance and behaviour data.	<i>How do leaders ensure safety during disruption? How is learning protected?</i>	Despite significant disruption, the school will maintain exceptional safeguarding and operational stability. Leaders will ensure continuity of learning and calm routines through proactive planning and daily oversight.	HT&SLT /DWS	Additional supervision, signage, temporary structures (£10–25k).
Academisation	Join True Learning Partnership to strengthen governance, financial resilience, and curriculum ambition.	Restarted conversion process; stakeholder engagement; due diligence completed; alignment of policies; transition planning; governance development; Application to be completed at the	Stronger MAT-level challenge; improved SEND, PP and Inclusion strategy; enhanced financial oversight.	Previous consultation outcomes; DfE application; governance challenge records.	<i>How will joining TLP improve outcomes? How will governance strengthen?</i>	Academisation provides structural stability and access to wider expertise. It aligns with our ambition for SEND, PP and curriculum excellence, supported by strong governance challenge.	HT/SLT/COG	Legal conversion costs TLP to cover costs.

		end of September.						
Focus	Intent	Implementation	Impact	Evidence	Ofsted Questions	Narrative	Lead	Cost
Finance	Ensure financial decisions directly support curriculum ambition, SEND strategy, Inclusion and pupil premium impact.	Monthly monitoring; 3–5-year forecasting; PP strategy oversight; strong procedures; risk register review.	Financial stability; improved resource deployment; strengthened PP and SEND impact; reduced deficit (F16).	Exceptional banking and procedures – Finance Handbook; Cost Centre Monitoring; Impact on staffing; Regular governor scrutiny.	<i>How do leaders ensure best value? How is PP/SEND funding monitored?</i>	Finance is a strategic lever for improvement. Leaders and governors use exceptional monitoring systems to ensure resources drive curriculum ambition and inclusion.	HT/SF/ANO / Budget Monitoring Group	Within existing budget; If required, a deficit recovery plan is in place.

Append

Curriculum, Teaching and Achievement

CTA1 Objective-Ensure Curriculum Ambition for All Learners

Curriculum ambition will be strengthened to secure foundational knowledge, language development, and high attainment for all pupils. Disadvantaged gaps will be closed through targeted intervention.

CTA2 Objective-Deliver Exceptional Adaptive Teaching Across All Subjects

All lessons will implement high-quality adaptive teaching, evidenced through rigorous QA, ensuring all learners — particularly SEND, disadvantaged pupils known to social care, and pupils identified as struggling readers. — make incremental, sustained progress. This includes strengthening pupils' ability to:

- Extend and retain knowledge
- Develop subject-specific skills
- Deepen conceptual understanding
- Improve reading, writing, speaking and listening

CTA3 Objective-Strengthen Study Programmes for Key Groups

Study programmes will be reviewed and adapted to better meet the needs of SEND, disadvantaged pupils, those known to social care and pupils identified as struggling readers. Support staff will play a more active role, ensuring targeted intervention closes progress gaps.

CTA4 Objective – Raise Achievement and progress across all groups

Implement a precise, data-driven strategy that strengthens curriculum delivery, accelerates progress for all pupils including key groups such as SEND, disadvantaged pupils, those known to social care and pupils identified as struggling readers.

Inclusion

I1 Objective – Embed a Rigorous, Inclusive Reading Curriculum

A whole-school reading strategy will be embedded, ensuring pupils who are below expected standards receive targeted, diagnostic intervention. Reading competency and handwriting will be strengthened across subjects.

I2 Objective – Writing across the curriculum

Utilise KS2 writing data to inform planning across subjects. Ensure staff are aware of the benchmark of ‘expected standards’ of writing at KS2 through CPD time. Ensure staff monitor and challenge the quality of written content and handwriting in their subject areas. For those students who are not writing with high quality, legible handwriting timely interventions exist.

I3 Objective – Strengthen the Inclusion Strategy for Key Groups

Our Inclusion strategy will be strengthened to enhance opportunities and experiences for disadvantaged pupils, SEND, pupils known to social care and other identified vulnerable groups. Graduated approaches will be refined and monitored for impact.

Behaviour & Attendance

BA1 Objective – Embed Consistent Behaviour Management Culture

The Behaviour Policy will be implemented with absolute consistency across all staff, reducing variability and strengthening routines. This will secure a calm, safe learning environment.

BA2 Objective – Reduce Suspensions and Exclusions Through Targeted Support

Clear support programmes will be developed to reduce repeat suspensions and exclusions, particularly for disadvantaged students.

BA3 Objective – Improve Attendance Across All Groups

Our whole-school attendance strategy will be strengthened to improve overall attendance, persistent absence and SEND/disadvantaged attendance. High-quality conversations with families will be strengthened through training.

Personal Development and Wellbeing

PDW1 Objective – the Personal Development Curriculum

The PD curriculum will be continuously refined to respond to emerging local and national themes to ensure pupils receive age-appropriate education that empowers them to lead healthy, safe, independent lives — including in the digital world.

PDW2 Objective – Embed a sense of belonging for all

A whole school culture will continue to be embedded that promotes anti racist, positive relationships and challenges prejudice, misogyny, discrimination.

PDW3 Objective – Strengthen Wellbeing Support for Pupils and Families

Sense of psychological safety for all will be strengthened through curriculum, assemblies, whole-school events, targeted provision and values driven pastoral care. Staff will continue to undergo training to provide them with the understanding and confidence needed to sensitively support pupils.

PDW4 Objective – Sustain an Exceptional Safeguarding Culture

Safeguarding will remain our collective responsibility. We continue to operate under the strict belief that "it could happen here", both on and offline. Every staff member uses active, professional curiosity and inclusive practices to ensure all children feel safe and have immediate access to a trusted adult.

Leadership & Management**LM1 Objective – Enhance Strategic Oversight and Challenge**

Governors will provide exceptional challenges, oversight and strategic direction, particularly around SEND, PP, attendance and safeguarding.

LM2 Objective – Successfully Navigate Rebuild and Academisation

The school will be led through a transformative rebuild and academisation process, ensuring structural, cultural and educational priorities align. Stakeholder communication will be transparent and strategic.

LM3 Objective – Strengthen Financial Oversight and Resource Deployment

Financial decisions will directly support curriculum ambition, SEND strategy and pupil premium impact. Governors will scrutinise financial reporting with precision.

Questions- for SLT review each term?

- What are the three strongest areas of improvement this term?
- Which priorities are Red or Amber and what actions are planned?
- Are SEND and disadvantaged gaps narrowing?
- What evidence demonstrates the impact on pupils?
- What would inspectors likely identify as key strengths and next steps?

Ofsted Judgement Area	School Priority	Key Actions	Evidence Inspectors Will See	Success Criteria	RAG Review Prompts
Quality of Education	Curriculum Sequencing	Review curriculum maps, identify essential knowledge, ensure progression and curriculum fidelity through QA.	Curriculum maps, subject reviews, learning walks, work scrutiny, pupil voice.	Curriculum is ambitious, coherently sequenced, and consistently delivered across subjects.	Red: Are gaps in sequencing evident? Amber: Is implementation inconsistent between subjects? Green: Can pupils articulate and recall learning over time?
Quality of Education	Adaptive Teaching	Embed scaffolding, modelling, guided practice and responsive teaching.	Lesson visits, SEND reviews, QA evidence, intervention records.	All pupils access the same ambitious curriculum and achieve well.	Red: Are vulnerable groups underperforming? Amber: Is adaptation variable across departments? Green: Is adaptive teaching embedded and evidenced?
Quality of Education	Reading Strategy	Deliver reading interventions, disciplinary literacy, and reading non-negotiables across subjects.	Reading-age data, Little Wandle, Lexonik, QA findings, literacy audits.	Improved reading fluency, comprehension, and curriculum access.	Red: Are reading ages declining? Amber: Is implementation inconsistent? Green: Are reading ages and literacy outcomes improving?
Quality of Education	Outcomes for SEND & Disadvantaged Pupils	Deliver targeted interventions alongside high-quality teaching.	Progress data, gap analysis, case studies, attendance, and behaviour data.	Achievement gaps diminish over time.	Red: Are gaps widening? Amber: Is progress improving but inconsistent? Green: Are outcomes converging with peers?
Behaviour & Attitudes	Behaviour Systems	Embed consistent routines, expectations and graduated behaviour responses.	Behaviour logs, lesson visits, exclusions data, pupil voice.	Calm, orderly learning environment with minimal disruption.	Red: Are incidents increasing? Amber: Is consistency variable? Green: Do pupils consistently demonstrate positive attitudes to learning?
Behaviour & Attitudes	Attendance	Early intervention, first-day response, and multi-agency support.	Attendance data, PA figures, case studies.	Attendance improves, and persistent absence reduces.	Red: Are attendance figures declining? Amber: Are improvements limited to groups? Green: Are attendance targets being met across all cohorts?
Behaviour &	Mobile Phone	Implement locker system	Student voice,	Reduced distractions and	Red: Is compliance low? Amber: Are

Attitudes	Strategy	and monitor compliance.	behaviour records, learning walk evidence.	improved focus in lessons.	issues reducing but still evident? Green: Has classroom disruption been reduced significantly?
Personal Development	Personal Development Curriculum	Deliver sequenced PSHE and respond to emerging local and national issues.	Curriculum plans, pupil voice, safeguarding records.	Pupils are prepared, informed, and respectful citizens.	Red: Are pupils unable to recall key learning? Amber: Is delivery inconsistent? Can pupils demonstrate strong understanding and application?
Personal Development	Wellbeing & Mental Health	Provide counselling, targeted support, and preventative wellbeing strategies.	Surveys, safeguarding data, and service uptake records.	Pupils feel safe, supported, and ready to learn.	Red: Are wellbeing concerns increasing? Amber: Is support available but underused? Green: Do pupils report feeling safe and supported?
Leadership & Management	QA & CPD	Deliver evidence-informed CPD linked to curriculum priorities and QA findings.	QA cycle reports, CPD evaluations, coaching records.	Teaching quality is strong and increasingly consistent.	Red: Is QA identifying recurring weaknesses? Amber: Is CPD not translating into classroom practice? Green: Is there a measurable improvement in teaching quality?
Leadership & Management	Governance	Strengthen monitoring, challenge and accountability.	Governor minutes, monitoring reports, review meetings.	Governors provide effective strategic challenge.	Red: Are priorities insufficiently scrutinized? Amber: Is challenge inconsistent? Green: Can governors clearly evidence of impact and accountability?
Leadership & Management	Rebuild Programme	Maintain safeguarding, continuity, and communication throughout construction.	Risk assessments, stakeholder updates, and governor reports.	Learning remains uninterrupted and pupils remain safe.	Red: Is disruption impacting learning or safety? Amber: Are mitigation plans partially effective? Green: Are project milestones achieved without educational impact?
Leadership & Management	Academisation	Complete due diligence, stakeholder engagement and transition planning.	Project plans, consultation records, and governance documents.	Successful transition with strengthened governance and school improvement capacity.	Red: Are key milestones delayed? Amber: Is stakeholder confidence variable? Green: Is the project on track with clear strategic benefits?
Leadership & Management	Finance & Resource	Align spending to curriculum, SEND,	Budget monitoring, impact reports,	Resources demonstrated demonstrably improve	Red: Is spending not linked to impact? Amber: Is impact evidence

	Deployment	inclusion and pupil premium priorities.	governor scrutiny.	pupil outcomes.	limited? Green: Can leaders clearly demonstrate value for money and improved outcomes?
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RAG Definitions

Red: Limited progress, significant concerns, immediate leadership intervention required.

Amber: Some progress evident; implementation inconsistent; additional monitoring and support required.

Green: Actions completed or securely on track, impact evident through measurable outcomes and triangulated evidence.

Governor Review Questions

1. What evidence demonstrates impact rather than activity?
2. How do leaders know disadvantaged and SEND pupils are benefiting?
3. What has improved since the previous review point?
4. Which priorities are currently Amber or Red, and why?
5. What additional support or challenges are required?
6. What are the next milestones before the next review cycle?
7. What evidence would an Ofsted inspector see if they visited tomorrow?