Directors	Governing bodies	Head Teacher	Senior Leadership Team	Middle Leadership team	Teachers	Support Staff	Pupils	Stakeholders
		Head teacher boards – data analysis- school to school support- local national initiatives – trust growth						
					Lesson observations – formal and informal – undertaken by all appropriate members of staff – feed all suitable review panels			
					ECT and student mentoring – skilled practitioners able to deliver outcomes for NQT's where end of year			
		Governor/Director/HT boards – meet termly to review trust data and CEO review for Directors and cascade information						
					Work Analysis – Undertaken by various groups – always benchmarked with previous best practice – often moderate externally and often across more then trust schools and			
					Data analysis - Undertaken by various groups – always benchmarked with local national data best practice			
Parental engagement – parent questionnaires – workshop – linked to school council – parents voice on Governing bodies								
			Bursar termly meetings – benchmark – review best practice – review audits					
						Phase Leader meetings – Work analysis – data analysis linked to phase leader and subject action plans – take place ½ termly		
							Sen review meetings RI/SM ½ termly – Good/Out termly. Review progress of individual children with class teacher and other support – can include agencies – data driven	
						Teaching assistant PM – held by phase leaders – outcome driven – lined to SEN where applicable – termly reviews		
					Subject leader review work scrutiny – learning walks data analysis – ½ termly – termly report produced			
		Governance review – held termly RI/SM – yearly good/outstanding – external review of Governance minutes compared to data						
							Coaching Model – measured impact from best probationers and trained coaches to impact on practice	
							Peer Reviews – taken termly RI/SM schools – yearly good/outstanding per school.	
							School council – ensure pupil voice is heard at all levels – for RI SM schools focus on standards	
							Marking Analysis – ensure that all marking has impact and produces improving outcomes	
				SLT meet weekly review feedback from subject leaders and phase leaders – quality assure judgements –				
				Time table review – ensure adequate time is given to secure appropriate outcomes for any school in RI or SM				
						Pupil progress meetings ½ termly ri/sm termly good/out meet with SLT member to discuss on a child by child basis children not making expected progress and how barriers can be overcome		
					Assessment systems – ensure assessment systems are robust and produce data that is easily digested by all relevant stakeholders – moderate by other schools and external testing			
							External Reviews – RI/SM termly Good/out yearly – a day visit from an external review body to look at aspects of the school that are data driven	