Monitoring and Evaluation Policy - Secondary

Version 2.0

Name of Responsible Committee/Individual:	Board of Directors
Implementation Date:	July 2017
Review Date:	July 2019
Target Audience:	All Staff, Students and Parents/Carers
Related Documents/References	

Aim:

To ensure a coherent, comprehensive and efficient monitoring and evaluation cycle that underpins all school planning and supports classroom teachers, middle leaders, senior leaders, Local Governors and Trustees in achieving consistently outstanding performance in all areas of school life across all trust schools.

Key principles:

We have developed our monitoring and evaluation cycle so that it is:

- comprehensive and accurate;
- efficient, transparent and understood by range of audiences;
- up to date;
- consistent;

and which:

- evaluates performance of achievement, teaching, behaviour and leadership;
- shares responsibility among all teaching staff;

and above all:

- leads to actions that improve outcomes for all students.

Outcomes:

Self-evaluation is an ongoing cycle that is inseparable from school planning and performance management; it is summarised in a Self-Evaluation Form document, in the CEO's reports to Trustees and Heads of Schools' reports to Local Governors.

Middle and senior leaders are secure in their judgements of all aspects of school performance as defined in the Ofsted Framework for Inspection.

Judgements of performance draw on a wide range of evidence; they are robust, well-documented and consistent across all subjects and areas of school; they provide evidence for tackling underperformance and underachievement.

Monitoring and evaluation identifies and celebrates a wide range of achievements of both students and staff.

Introduction:

This document describes the monitoring and evaluation processes, outcomes and actions that are used in the trust and its schools' annual cycles of review, the summary of which underpins the judgements in each school's Self Evaluation Form (SEF). There is a trust-wide monitoring and reporting cycle and each school has a school improvement entitlement which is dependent on a school's capacity for self-improvement and for contributing to the improvement of other schools.

Each school's SEF will be updated four times per year and the judgements made in it will inform whole school and subject planning, individual performance management and whole school and individual training priorities.

Trustees have oversight of the performance of each school and Local Governing Bodies have more detailed understanding of the strengths and areas for development for individual school.

Processes and methods:

The following practices specify how monitoring will take place and each has a recording and checking procedure that will build into a body of evidence to support the school's judgements in the SEF. The list is followed by individual descriptions that detail the process, the expectations of the staff involved and the responsibility for ensuring the rigour and effectiveness of the process.

Trust Processes

- Trust Key Performance Indicators (KPIs)
- Chief Executive Officer's Report to Trustees
- CEO Visits
- Core School Information (CSI)
- Trust Development Plan
- Improvement Partner Visits
- Trust Reviews (annual, pupil premium, safeguarding, governance)

School Processes

- School performance data
- Head of School Report to Governors
- Governors' monitoring and evaluation
- Self-Evaluation Form (SEF)
- SLT performance analysis meetings
- Autumn Achievement Report (AAR)
- Achievement, Teaching and Behaviour Reviews (ATBR)
- School Improvement Plan reviews
- Departmental Improvement Plan reviews (DIP)
- Subject reviews
- Line management meetings
- Zoning
- Learning walks
- Book scrutiny
- Classroom observations (NQTs, PM, subject or staff monitoring)
- Performance management (PM)
- Parent and carer voice
- Student voice

The CEO, with the Executive Principal and Heads of School, will produce an annual monitoring & evaluation plan and calendar with key responsibilities and dates.

TRUST PROCESSES

Trust KPIs

Sets of key data about each school's performance are collated 6 times each year. The purpose of the KPI document is to enable the Trustees to monitor the comparative performance of each school across a range of measures. This provides early warning of any interventions that may be required across the trust that have not been identified through other processes of monitoring and evaluation. Trust KPIs are reported to Trustees as part of the Chief Executive Officer's Report to Trustees. The CEO, Executive Principal, Heads of School and Central Trust Team can monitor KPIs daily, weekly or at any given interval through SIMS School View.

Chief Executive Officer's Report to Trustees
Following the collection of Trust KPIs, The CEO meets with the Head of School to scrutinise the data. The CEO RAG rates each area and reports to Trustees six times per year.

CEO Visits
The CEO undertakes seven QA visits per year to each school. The first visit lasts up to a full day and subsequent visits are half a day. The purposes of the visits are to scrutinise data, review the school improvement plan, review and agree Trust Director deployment and undertake any other QA activity the CEO deems relevant.

Core School Information
Every week, each school produces a CSI sheet with key information from that week. The Head of School analyses the data and highlights key issues and immediate actions required. The CSI sheet is submitted to the CEO and is scrutinised at the weekly trust team meeting. The CSI is used to identify any emerging issues and to ensure trust capacity is focused in the right areas.

Trust Development Plan
This is a plan that indicates the long-term priorities for the trust identified as a result of internal and external monitoring and national and regional developments. Broad development themes are decided at trust team and executive board levels and objectives are produced by members of those teams reflecting their individual responsibilities. The CEO has responsibility for the implementation and review of the plan.

The Trust Development Plan will be reviewed at Trustees' meetings, with updates on actions and impacts. At the end of each year new objectives may be set and any still on going from the previous plan will be carried forward or subsumed in the new objectives.

Improvement Partner
The trust has an Improvement Partner for each phase – primary and secondary. The Improvement Partner is external to the trust and is an NLE or LLE. The Improvement Partner undertakes a minimum of one visit each year to each school in the autumn term. The purpose of the visit is to scrutinise performance data from end of key stage exams, to review draft School Improvement Plans and to provide support and challenge to the Head of School.

Trust Reviews (annual, pupil premium, safeguarding, governance)
Each school has an entitlement to a number of Trust reviews. These typically take a day or half a day. The annually review takes place in the summer term and is conducted by the full central trust team. The safeguarding review takes place annually and is a peer review conducted by another Head of School in the trust. The Pupil Premium Review is led by an Assistant Headteacher with support from the CEO or EP. Bi-annually there is a review of governance led by an external NLG commissioned through the Teaching School.

SCHOOL PROCESSES

School Performance Data
Sets of key data about each school's performance are collated following each data collection and a data pack is produced. The purpose of the data pack is to enable the SLT to identify trends in achievement, teaching, behaviour, attendance and punctuality by comparing data to similar periods in previous years. This provides early warning of any interventions that may be required that have not been identified through other processes of monitoring and evaluation.

Head of School Report and Governors' Monitoring and Evaluation
Regular monitoring of all aspects of the school is carried out by local governors and is ratified in full governors' meetings four times per year. Governors also receive a Head of School Report four times each year. The report analyses all areas of school performance and summarises evidence from all monitoring and evaluation processes. The report is produced following each SLT Performance Analysis Meeting and SEF update and therefore governors have access to the evidence that underpins the key judgements in the SEF. Governors also monitor performance through Subject Reviews and through the work of designated governors for Child Protection, Looked After Children, Pupil Premium, SEN and Inclusion and monitoring and evaluation (and sixth form where relevant).

Self-Evaluation Form
The SEF is the single central document that summarises evidence from all monitoring and evaluation processes and provides a judgement on the school's performance in terms of achievement, teaching, behaviour and leadership and management. It is updated four times per year by the Head of School following SLT Performance Analysis Meetings and may be scrutinised by the CEO. The judgements made in it inform whole school and subject planning, individual performance management and whole school and individual training priorities.

SLT Performance Analysis Meetings
Performance Analysis Meetings take place four times each year, once following the summer results and three times following each data collection. The relevant Assistant Headteacher and the Data Manager compile a package of documentation that consists of Key Stage 4 and Key Stage 5 performance dashboards, a data spread sheet and detailed analysis of attainment and progress in subjects in each year group, the performance of sub groups of students within each year group, evidence of the quality of teaching and behaviour and attendance data.

The Performance Analysis Meeting is a single item extended meeting focussed on raising achievement, developing teaching and improving behaviour. A range of actions and responsibilities for those actions is agreed at the meeting and the outcomes and actions are shared with the subject leaders' forum. Immediately following the Performance Analysis Meeting, the SEF is updated and the Head of School writes their report for Governors.

School Improvement Plan and Department Improvement Plans
This is a 3-year plan that indicates the long-term priorities for the school identified as a result of internal and external monitoring and national and regional developments. Broad development themes are decided at SLT levels and objectives are produced by members of SLT reflecting their individual responsibilities. The same broad development themes guide departmental planning and performance management objectives. Development themes are consistent across all Trust schools and are agreed by the CEO, Executive Principal and Heads of School.

Progress against the SIP is reviewed 4 times per year by a school's SLT in the first instance and review dates for each development theme are planned at the start of each academic year and is common in each Trust school. Following each review, the Head of School (or Executive Principal) meets with the CEO to review progress and significant updates are shared at the next trust team meeting. At each Local Governing Body meeting, review of the SIP is a standard agenda item. At the end of each year new objectives may be set and any still on going from the previous plan will be carried forward or subsumed in the new objectives.

Each subject area has its own Department Improvement Plan that has the same development themes as the SIP. The DIP is reviewed by the subject leader and SLT link using the same timescales as review of the SIP.

Autumn Achievement Report
Immediately following the summer exam results, subject teachers analyse the results of all the Year 11, 12 and 13 classes they taught and produce a concise report that is submitted to the subject leader.

Subject leaders use these and their own analysis to write a detailed report on achievement (attainment and progress) in their subjects. This is completed by the end of week 2 of autumn term and is discussed in a formal meeting with the Head of School (and the SLT link for that subject). The outcomes of the AAR and formal meeting form basis of the Department Improvement Plan (DIP). The DIP will indicate the priorities for the subject under the same broad development themes as the School Improvement Plan. The DIP is submitted to the SLT link and the Head of School and is shared with teachers within the department. This work is completed by the final day of the first half term.

Achievement, Teaching and Behaviour Reviews
Three times per year following data collections, subject leaders analyse performance data in Years 11, 12, 13 and one other year group. They produce a sharply focussed, concise report on the quality of achievement and teaching and a qualitative analysis of behaviour in the subject. The ATBR is submitted to the SLT link and the Head of School no later than 2 weeks following the data collection. The ATBR is the main agenda item of the following line management meeting and is used to update the DIP. For subjects with post 16 courses there is an additional meeting between the subject leader and the sixth Form leadership team to analyse post 16 performance specifically.

Subject Reviews
Subject leaders periodically present their monitoring and evaluation analysis to SLT or governors in the form of a Subject Review. The Subject Review will be made up of AAR, ATBRs, DIP and an executive summary. Subject leaders are not required to complete lengthy additional documentation or presentations. Following autumn results analysis, governors may select one subject per term to present a subject review to the LGB throughout the year. Following each SLT Performance Analysis Meeting, the SLT may select up to 2 subjects to present a subject review to SLT. Where serious concerns about performance arise the SLT may direct an Extended Subject Review consisting of lesson observations, learning walks, interviews and book scrutinies.

Line Management Meetings
All middle and senior leaders meet staff who they line manage on a regular basis to support them in their duties and responsibilities and to ascertain that those sections of the SIP and DIPs for which they are responsible are proceeding as expected and on target. The outcomes of these meetings are communicated through the meeting cycle to the Head of School. The frequency of these meetings may vary but are likely to be weekly for members of SLT and fortnightly for middle leaders. Other line management meetings, such as links with associate staff, may occur on a half-termly basis. The forms for recording discussion at LM meetings should be brought partially completed to the meeting by the attendee giving an indication of the topics for discussion, completed at the meeting and copied and filed by both parties as a record of discussions throughout the year.

Zoning
SLT and middle leaders carry out zoning throughout the week on a rota basis to support teaching staff and student services, particularly where there has been an identified cause for concern. The focus of zoning is agreed by SLT and may be communicated to staff. It varies according to circumstances and need, but may include a review of behaviour, uniform,

individual year groups or classes, subject areas and student movement thus giving a *snapshot* at particular points in the term and in the school week. Zoning also plays a crucial role in guaranteeing a high profile of SLT around school and supporting student progress and learning. The findings of zonings are recorded centrally and are reviewed weekly by the SLT. Statistics and patterns of causes for concern are shared with Local Governing Bodies as part of the Head of School Report.

Learning Walks
SLT undertake learning walks regularly and focus on a specific area of teaching and learning. The findings are shared with subject leaders and teaching colleagues. In addition, subject leaders carry out learning walks in their subject areas and the evidence from these learning walks are shared with colleagues in departments and summarised in the ATBRs. Statistics and patterns of causes for concern are shared with Local Governing Bodies as part of the Head of School Report.

Book Scrutiny
Students' books and folders are scrutinised to collect evidence on the achievement of students, quality of teaching and learning, behaviour of students and the quality of leadership and management. Books are scrutinised at SLT level with two different purposes. Marking checks focus on consistency of marking and feedback; work scrutiny looks at progress, challenge, inclusion and impact of feedback. Additional learning conversations are conducted at subject leader level with groups of students and focus on progress, attitudes to learning, challenge, sufficiency and assessment.

Classroom observations
Observations are crucial in forming accurate judgements about teaching and learning and senior leaders regularly undergo training and review their practice to ensure that they are consistent in their judgements.

Every teacher in each school is observed as part of their performance management cycle at least once a year but more regular observation can be expected when the colleague is an NQT, as part of a thematic or subject review, where support has been put in place as a result of concern about standards identified through other forms of monitoring or at the request of the teacher.

To ensure consistency in observations, a lesson observation form has been agreed across the trust to reflect the trust's expectations for teaching and learning and is used in all formal observations. The outcomes of all observations are recorded so that the school holds statistical evidence for the quality of teaching and learning and this is shared with Local Governing Bodies through the Head of School Report. Lesson observation outcomes are used by the SLT, alongside results and a range of other evidence to arrive at a moderated judgement on the quality of teaching and learning across the school. Following the observation, the form is sent to the Deputy Head for Teaching and Learning.

Performance Management
All teaching staff undergo a process of performance management annually in line with the trust appraisal policy. This consists of an observed lesson, a self-evaluation process, a review of the previous year's targets and the setting of new targets against the school and departmental priorities. Each teacher has a reviewer who will observe an agreed lesson, review and set new targets. Training needs will also be agreed. A mid-year review will take place and this will form the focus for a line management meeting in the spring term.

Parent & Carer voice
A wide range of formal and informal methods is used to evaluate parental views including formal surveys, Ofsted's Parent View site, email contact and Head of School surgeries. Each school undertakes a Parent View style questionnaire at each parents' evening. The results of these questionnaires are shared with SLTs, Local Governing Bodies and the trust team.

Student Voice
The views of students are collated from a range of activities involving students both directly and indirectly. Each school's students' council has a system to record and report back to SLT and governors and student leaders attend governors' meetings where appropriate.

In addition, ATBRs carried out by subject leaders should reflect the views of students through lesson observations and learning walks. The Head of School carries out weekly booksees and issues arising from these are addressed.

Appendix 1: Trust and School KPI Collection Schedule

Date	Trust KPIs	Achievement Data	School Data
13 October	√	Y11 Assessment Y7 & Y12 RAG, Y13 UCAS	
1 December	√	All Year Groups	√
26 January	√		
16 March	√	All Year Groups	√
11 May	√		
22 June	√	All Year Groups	√
20 July	*√ **		*√ **

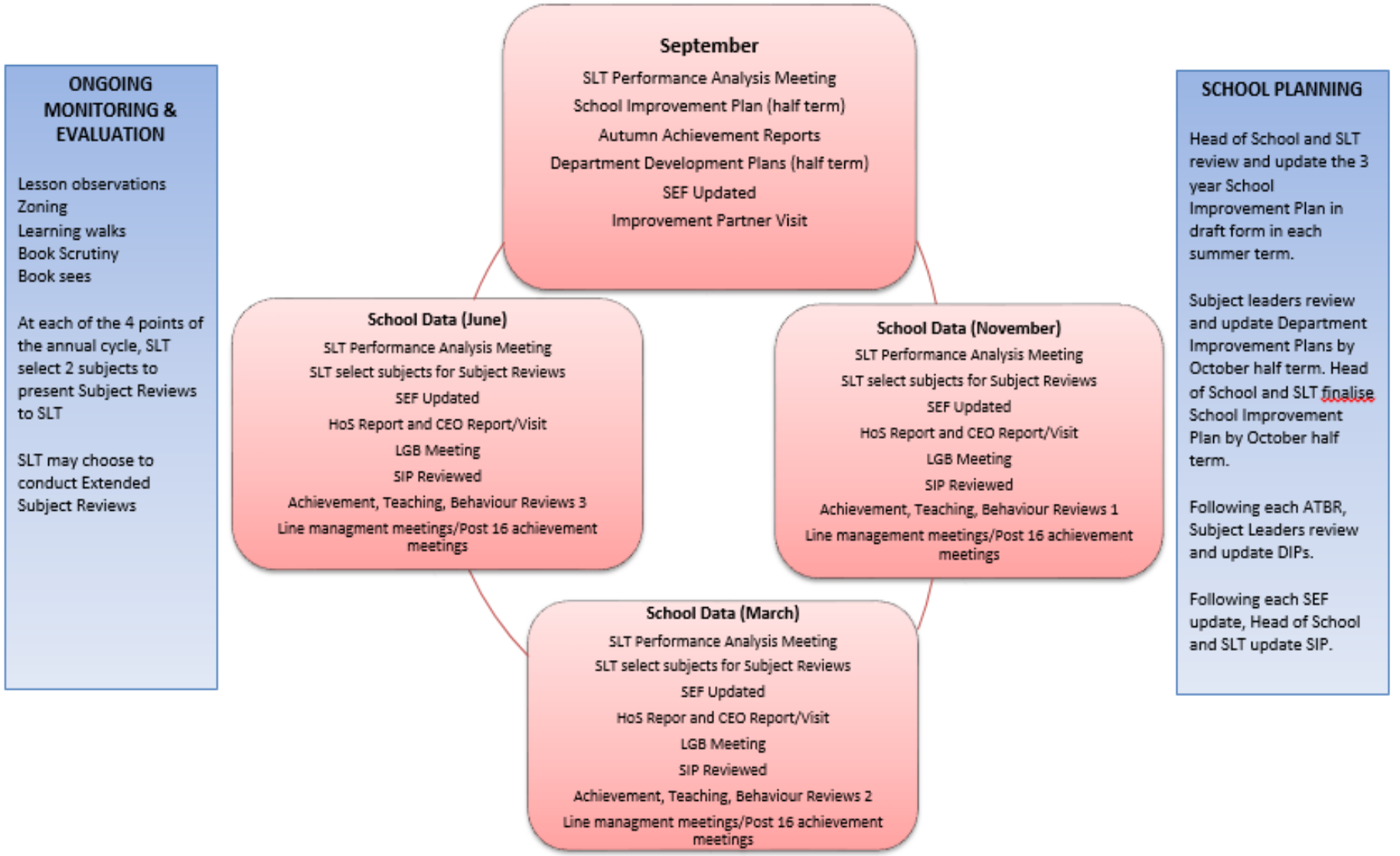
Year 11 Mock grades: 8 January

Year 13 Mock grades: 5 February

***** End of year cumulative data – no teacher input

Appendix 2: Trust Monitoring and Evaluation Cycle

Appendix 3: School Monitoring and Evaluation Cycle



Appendix 4:

Core Offer to Trust Schools

	QUALITY ASSURANCE		SCHOOL IMPROVEMENT & RAISING ACHIEVEMENT	
	CEO QA Visits	IP QA Visit	Trust Director Support	Total Days
Category A	1 Full Day and 6 Half Days (Half Termly)	1 Full Day	12 Days English, maths, science, school improvement, SEN/PP	65 days *
Category B	1 Full Day and 6 Half Days (Half Termly)	1 Full Day	12 Days English, maths, science, school improvement, SEN/PP	65 days*
Category C	1 Full Day and 6 Half Days (Half Termly)	1 Full Day	18 Days English, maths, science, school improvement, SEN/PP	95 days*
Category D	11 Full Days (monthly)	1 Full Day	24 Days English, maths, science, school improvement SEN/PP	132 days*

All schools will also receive

Annual Trust Review (Trust Team)
Performance Management Support
Annual Safeguarding Review (Peer Review)
Annual Pupil Premium Review (Assistant Headteacher)
Bi- Annual Review of Governance (NLG commissioned through TSA)

School Improvement Support Capacity

CEO/Executive Principal
Trust Directors (468 days **)
Improvement Leaders
SLEs
Trust Schools
Teaching School Alliance

* Additional support may be deployed by the CEO and may be re-charged to the school

** Maths/curriculum 117 days, English 78 days, science 78 days, SEN/PP 117 days, school improvement 78 days

Appendix 5:

School Improvement Processes

September
CEO Visit to analyse summer results (Full Day) Agree action for School Improvement Plan CEO and Head of School Plan deployment of Trust Director Support for Autumn Term Meeting of Local Governing Body
October
IP Visit (Full Day) Agree final School Improvement Plan

CEO QA Visit 1	CEO QA Visit 2	CEO QA Visit 3
Scrutinise Trust KPI 1 Scrutinise Year 11 Data Review School Improvement Plan Review Trust Director Support	Scrutinise Trust KPI 2 Scrutinise Data All Year Groups Review School Improvement Plan Review Trust Director Support Prepare for LGB	Scrutinise Trust KPI 3 Scrutinise Year 11 Data Review School Improvement Plan Review Trust Director Support
CEO QA Visit 4	**CEO QA Visit 5**	**CEO QA Visit 6**
Scrutinise Trust KPI 4 Scrutinise Data All Year Groups Review School Improvement Plan Review Trust Director Support Prepare for LGB	Scrutinise Trust KPI 5 Scrutinise Year 11 Data Review School Improvement Plan Review Trust Director Support	Scrutinise Trust KPI 6 Scrutinise Data All Year Groups Review School Improvement Plan Review Trust Director Support Prepare for LGB

School Categories

A	School is at least Good in all areas. Sufficient capacity to improve own and other schools
B	School is at least Good in all areas. Sufficient capacity to improve own school. Limited capacity to improve others
C	School is Good but may not be secure in all areas. Sufficient capacity to improve own school with support.
D	School has significant weakness. Insufficient capacity to improve without focussed support.

Appendix 6:

The Education Alliance

CEO QA Visit

School		
Date	Visit Number	Category

Achievement

Evidence	Actions

KPI Review

Evidence	Actions

QA Activities

Learning walks/zoning/book scrutiny/student voice/staff voice/SL meeting/other

Evidence	Actions

School Improvement Plan

Progress since last visit, next steps

Evidence	Actions

Trust Team Deployment

Priorities	Actions

Review of school category

Date of next QA visit:

Appendix 7: EXAMPLE KEY PERFORMANCE INDICATORS

Area	Indicator	Academy 1		Academy 2		Academy 3	
Context	Number on roll	1700/454		1490		1301/205	1
	% Pupil premium	7.8		28.5		19.85	
	% English as additional language	3.5		4.5		0.53	
	% SEN support	5.9		9.7		6.18	
	% SEN statement	0.2		0.8		2.19	
	% SEN EHCP	0.8		1.7		0.40	
	% Looked after	0.1		0.9		0.86	
Attendance	% Overall absence	5.8		7.2	2	6.92	2
	% Persistent absence *(<90)*	14.9		27.7		25	
	Punctuality *(% Lates)*	1.0		1.8		1.51	
Behaviour	No. Permanent exclusions	0		0		0	
	% Fixed Term exclusions (as % NOR)	0.1		0.47		1.46	3
	FT Exclusions: Days	9		15.5		68	
	FT Exclusions: Number	2		5		22	
Teaching & Learning	% Lesson observations good+	64		72		63	4
	No. Zonings	561		480		1273	
	% Cause for concern	6.6		10.4		15.3	
	No. Learning walks	54		126		121	
	% Cause for concern	14.8		12		9.9	
	No. Work scrutiny	45		61		103	
	% Cause for concern	15.5		10		19.4	
Workforce	Staff sickness absence: No. working days	447	5	93		246	5
	Staff sickness absence: % Tch/Assoc	3.9/10.4		2.0/2.1		5.9/4.8	
	No. of vacancies *(Tch/Assoc)*	1/4		0/2		9/5	
	Total staff headcount *(Tch/Assoc)*	129/140		91/99		100/99	
	Total staff FTE *(Tch/Assoc)*	121/102		85/72		90/67	
Curriculum	Contact ratio	0.77		0.79		0.77	
	Pupil/teacher ratio	18.86		18.10		17.02	
	Staffing costs as % of total income	68.6		73.0		77.8	6
Health & Safety	No. of accidents (RIDDOR)	0		0		0	
	No. of injuries (Non-RIDDOR)	106		122		50	
Customer Feedback	No. of complaints	1		3		27	7
Welfare	Child in Need Plan or Child	8		21		9	8
	Child accessing Multi-agency	54		91		25	

Appendix 8:

THE EDUCATION ALLIANCE

School	
W/C	

Attendance	Y7	Y8	Y9	Y10	Y11	All
All						
Boys						
Girls						
PP						
Non PP						
SEN						

Student Mobility	This week	This year
Starters		
Leavers		

Behaviour (students)	Y7	Y8	Y9	Y10	Y11	All
After School Detention						
Isolation						
FT Exclusion						

Teaching Staff Absence	This week	Last week
% Periods Covered (all)		

Governor Visits	Focus	This week	This year

RAG

Safeguarding Incidents			
Accidents		Bullying	
RIDDOR		Racial / Homophobic	
CPOMS referrals and incidents			

Weekly Update
HR – Starters / Leavers / Resignations / Employee Relations
Learning Walk / Zoning Summery – Significant Strengths / Concerns

Premises	Complaints – Stage 1 / Stage 2

Other Comments
Concerns / Significant Parental Communications / Successes

Head of School Comments	
Issues	Immediate Actions

Appendix 9:

Monitoring Calendar 2017-18

Subjects to present Subject Reviews to Boards or SLT will be selected by Boards or SLT following summer results and reviewed after each data collection.

Monitoring Outcome	Deadline
SLT Performance Analysis Meetings	Wed 16 Aug / Wed 23 Aug
Subject Teacher Exams Analysis	Monday 4 September
Autumn Achievement Reports	Friday 15 September
Local Governing Body Exams Analysis and KPI and ATBR4 review from 2016-17	
CEO Visit	
Head of School Performance meetings	
Trustees' Exam Overview	
Draft School Improvement Plan finalised	Friday 29 September
Improvement Partner Visit	Friday 13 October
Trust Key Performance Indicators 1 **06.09.17 – 13.10.17**	**Closes Friday 13 October**
School Data Collection 1a: **Year 11 Assessment/A2L (not published to students/parents)** **Settling In Grades – Years 7, 12**	**Monday 16 October**
Department Improvement Plans finalised	Friday 20 October
CEO Visit	
School Data Collection 1b: **Years 7 – 11 Assessment/A2L** **Year 12/13 Assessment/A2L**	**Monday 27 November**
Trust Key Performance Indicators 2 **16.10.17 – 01.12.17**	**Friday 1 December**
SLT Performance Analysis Meeting	Tuesday 5 December
CEO Visit	
Achievement, Teaching, Behaviour Review 1	Monday 11 December

Subject Action Plan Updates to SLT	Tuesday 19 December
Self – Evaluation Form updated	
Local Governing Body	
Department Improvement Plans updated	Friday 12 January
School Data Collection 2a: **Year 11 Interim Assessment (mock results and estimates)**	**Monday 8 January**
Trust Key Performance Indicators 3 **04.12.17 – 26.01.18**	**Friday 26 January**
CEO Visit	
School Data Collection 2b: **Year 13 Interim Assessment (mock results and estimates)**	**Monday 5 February**
School Data Collection 2c: **Years 7 – 11 Assessment/A2L** **Year 12/13 Assessment/A2L**	**Monday 12 March**
Trust Key Performance Indicators 4 **29.01.18 – 16.03.18**	**Friday 16 March**
SLT Performance Analysis Meeting	Tuesday 20 March
CEO Visit	
Achievement, Teaching, Behaviour Review 2	Monday 9 April
Subject Action Plan Updates to SLT	Tuesday 10 April
Self – Evaluation Form Updated	
Local Governing Body	
Department Improvement Plans updated	Friday 13 April
Trust Key Performance Indicators 5 **19.03.18 – 11.05.18**	**Friday 11 May**
CEO Visit	
School Data Collection 3: **Years 7 – 10 Assessment/A2L**	**Monday 18 June**
Trust Key Performance Indicators 6 **14.05.18 – 22.06.18**	**Friday 22 June**

SLT Performance Analysis Meeting	Tuesday 26 June
CEO Visit	
Achievement, Teaching, Behaviour Review 3	Friday 6 July
Subject Action Plan Updates to SLT	Tuesday 10 July
Self – Evaluation Form updated	
Department Improvement Plans updated	Friday 13 July
Local Governing Body	
Trust Key Performance Indicators Annual **06.09.17 – 20.07.18**	**Friday 20 July**
Department Improvement Plans updated (draft priorities for 2016-17)	Tuesday 17 July
School Improvement Plan reviewed and updated	Tuesday 17 July