

# School Improvement Strategy

## 2026/2027



## Mission

**Welcome to Emmaus CAT a family of great schools strong in faith, serving society.**

**Our vision is simple: to provide great Catholic education across Greater Manchester. At Emmaus Catholic Academy Trust (CAT), we walk alongside each of our schools, recognising that every school exists within its own distinctive and valued context, which must be fully understood and embraced. We recognise and value the unique character, strengths and distinct context of each school, knowing that each one has a vital role to play in shaping the shared future strategy of Emmaus CAT.**



## The Emmaus Story

**The structure of the Emmaus story, at the heart of which is the breaking of the bread; gives the Catholic community a perfect reminder of coming to know Jesus as Lord in the Eucharist:**

- The coming together
- The hearing of the story
- The gathering around the table
- The breaking of the bread
- The recognition of Jesus as Lord
- The renewal of personal discipleship
- The departure to share new experience and good news

St Luke's story of the two disciples on the road to Emmaus is heard by many as a contemporary reflection of their experience. Two disciples openly share their disappointment and loss on the road; they do not disguise how they see things; they tell the story of how they lost their dreams and hopes. **(Humility)**

They are joined by Jesus, who listens to them and opens their minds to a larger perspective than their limited experience. In going to the table, the disciples meet the one they thought had gone forever, in the breaking of the bread. **(Faithfulness)**

That experience enlivens them to take the road back to Jerusalem and share their new experiences with their companions. **(Service)**

# CULTURE

## EMMAUS CAT – 6 CRITICAL

At the outset of our strategic planning, we ask ourselves these questions.

### 1) Why do we exist?

#### Our Mission and Vision.

To provide great Catholic Education across Greater Manchester.

### 2) How do we behave?

Our habitual values are based on Luke 24: 'Stay with us Lord, on our Journey...'

**Humility – Faithfulness – Service**

### 3) What do we do?

We enable our schools to provide great Catholic education across Greater Manchester as one Catholic Academy Trust serving local parishes and communities to ensure that children get the very best Catholic education and faith formation.

### 4) How will we succeed?

By working collegially as a family of great schools, strong in faith, serving society.

- Aligned agency
- Ambitious curriculums and character education
- Talent, and supporting our people to flourish



### 5) What is most important, right now?

#### Strategic Focus Area 1: Mission

1. To promote a distinctive Catholic Mission and culture to ensure Emmaus Catholic Academy Trust (CAT) continues to be **strong in faith.**

#### Strategic Focus Area 2: Quality of Education

2. To ensure Emmaus CAT provides great schools to provide an ambitious curriculum for all pupils to flourish and **serve society.**

#### Strategic Focus Area 3: School Improvement

3. To build a strong and sustainable infrastructure, making effective use of resources, enabling Emmaus CAT schools to **serve society.**

### 6) Who must do what?

#### Our roles and responsibilities.

We work collegially with clearly defined roles and responsibilities.



## Creating a Healthy Catholic Community

**We are creating a healthy Catholic community through living out our Mission we aim to be Strong in faith, Christ-centred, and child-centred.**

- Minimal politics
- Minimal confusion
- High morale
- High productivity
- Low turn-over of the best people

At Emmaus CAT, we keep what matters most, our pupils, at the centre of everything that we do. Our shared vision is simple, every child deserves the very best Catholic education and formation, shaped through a rich and ambitious curriculum that helps them to grow, flourish and fulfil their potential.

To ensure that this vision is a reality we move forward together as one Catholic community, united in a common vision. When we share the same vision, our pupils and colleagues benefit from the very best of what we can offer. It is fundamentally important to us that we share the same mission. Everyone across Emmaus CAT, both pupils and colleagues, should feel the benefit of what we can achieve together. By sharing our strengths, resources and experience, we can offer more to each other than any of us could alone; while also growing the positive reputation we hold as a community. At the same time, we want to create a culture that encourages creativity.

At Emmaus CAT we believe it is the concept of **professional agency**, trust, responsibility and a shared commitment that empowers us to do our best every day. We are aligned in our mission, vision and values; these are our non-negotiables and able us to thrive as a community.

At Emmaus schools, belonging is about walking alongside each child as they grow, taking the time to listen to their story, celebrate their gifts, and nurture their confidence and sense of purpose. Together, we create a shared journey where every child feels known, welcomed and supported, so they can step into adult life with hope, confidence and a strong sense of who they are.

Inspired by the Road to Emmaus, our schools are places where children are met as they are accompanied with care, and encouraged to recognise their worth, rediscover hope, and grow towards lives of service, independence and belonging. Like the Emmaus disciples, our pupils are not rushed or left behind: they are listened to, understood, and gently prepared for what comes next.



***“Where schools have greater autonomy over what is taught and how pupils are assessed, pupils tend to perform better”  
(OCED 2011)***

## Themes of Catholic Social Teaching

At Emmaus CAT, our shared foundations are rooted in the seven key principles of Catholic Social Teaching. Together, we draw on Scripture, tradition, reason and lived experience to guide how we reflect, grow and act as a community. These principles help shape the way we care for one another and the world around us. The seven themes of Catholic Social Teaching include:

- The dignity of work and the rights of the worker;
- Solidarity with all people;
- A preferential option for the poor;
- Stewardship and care for creation;
- The call to community and participation;
- The sacredness of life and the dignity of the human person;
- Human rights and the responsibility to protect them;

Catholic Social Teaching has grown from the life and wisdom of the Church community, with a shared desire to uplift and support the wellbeing of all. At its heart is a deep commitment to the dignity of every person. By living out these principles together, we keep the values of Emmaus CAT close to everything we do, guiding us as we work side by side to create great schools, strong in faith, and dedicated to serving others.

All our strategies will clearly define and communicate our core principles which underpin our Catholic mission, culture and context.



## Safeguarding

At Emmaus Catholic Academy Trust safeguarding sits at the heart of everything that we do. It shapes not only how we care for and protect the pupils in our schools, but also how we support and develop the staff in our schools who work with them every day. Creating a safe, supportive environment is everyone's responsibility, and it is key to helping every child feel secure, valued and ready to learn. Each of our schools are unique, and so are the challenges we face as we navigate an ever-changing landscape. Together, we remain committed to meeting these challenges with care and understanding, always keeping safeguarding at the heart of what we do, guided by the principles of Catholic Social Teaching.



Our schools each serve their own unique communities, with different strengths, experiences and safeguarding needs. By working closely together, we can respond thoughtfully to these differences, providing support and training that reflects each context. In everything we do, we keep children at the centre, making sure their safety, wellbeing and best interests guide every decision.

Keeping children safe is something we all share responsibility for, so it's important that our safeguarding approaches are consistent across every Emmaus school. We work together to build aligned practices and processes, while still respecting and responding to the individual needs of each school community.

By offering regular, high-quality safeguarding training for all staff through the National College, we support one another to stay informed, confident and ready to act. We ensure everyone understands their role in keeping children safe.

We also work closely as leaders across Emmaus CAT to make sure concerns are reported, monitored and responded to effectively. By sharing information and tracking patterns in real time, we can act quickly, provide the right support, and ensure we meet all statutory responsibilities together.

Through a contextual safeguarding approach, we seek to understand the wider experiences of vulnerable children and put in place early, preventative support. In doing so, we are guided by four key principles of harm reduction. These are:

- understanding the context and identifying the risks. We exercise a high level of professional curiosity.
- taking action to prevent harm.
- developing in children the skills and resilience to avoid and recover from harm.
- engaging with parents, staff, partner agencies and the wider community to reduce the risk of harm, with a 360-degree approach. This enables a well-rounded, personalised strategy for diligent safeguarding.

At Emmaus CAT, we work closely with a wide range of safeguarding partners across our local communities, including the local authorities in Manchester, Trafford, Tameside, Stockport and Oldham. By building strong, open relationships with parents, carers and external agencies, we strengthen our shared ability to keep children safe and well. Together, this wider community brings valuable support, insight and resources that help us respond to local needs with care and understanding.

We recognise that safeguarding is both complex and ever evolving, but by working side by side we create safe, supportive environments where every child can thrive. Through shared policies, high-quality training, clear and responsive systems, and a strong culture of collaboration, we support one another in meeting this responsibility. Guided by the values of Catholic Social Teaching, we remain deeply committed to ensuring that every child in our care feels protected, valued and able to reach their full potential.

We also believe that parents and carers are a child's primary educators, and we are proud to work in partnership with them. By nurturing positive, respectful relationships together, we help every child to grow with high expectations, strong aspirations and a deep sense of belonging in a safe and supportive environment.

As Emmaus Catholic Academy Trust, we are one Catholic voice across Greater Manchester, working together with our parishes, families and communities to serve the children and young people in our schools with care, faith and purpose.

***Emmaus CAT, greater  
than the sum of  
its parts.***

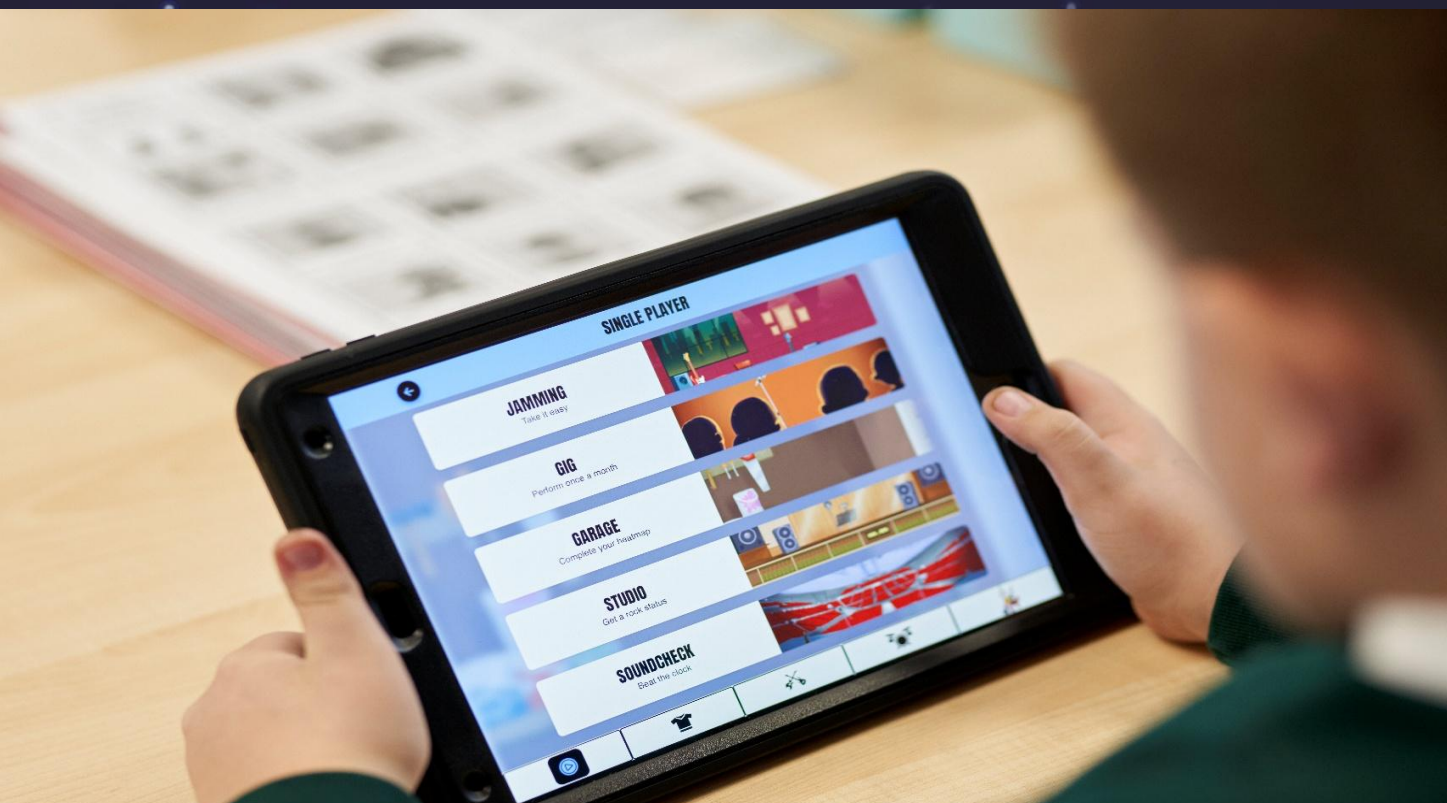
## CONTEXT

**Emmaus Catholic Academy Trust is one of three CATs covering the length and breadth of the Diocese of Salford with a community which serves the Roman Catholic schools within the areas of Manchester, Oldham, Stockport, Tameside and Trafford. Emmaus CAT is the only Catholic Academy Trust in Greater Manchester.**



Across Emmaus CAT, our schools are united in a shared mission, walking together in a spirit of partnership and mutual support. We value working together, taking time to build meaningful relationships between our schools, parishes, families, communities and the Diocese of Salford. By journeying alongside one another, we continue to nurture school improvement, deepen faith formation, and serve the wider community with care and purpose.

The Emmaus CAT footprint consists of 57 primary schools, 10 secondary schools, 2 sixth form colleges and a special school, creating the potential to education over 26,500 children across our schools, and employing approximately 4,500 staff by 2030, creating one Catholic voice across Greater Manchester.



## Why? Our Rationale

**We know that school improvement grows best when we work together. At Emmaus CAT, we walk alongside one another, supporting, encouraging and challenging each other in a spirit of trust, whilst sharing the practices that help our schools and communities flourish. Together, we strive to offer every child an ambitious, high-quality Catholic education and formation.**

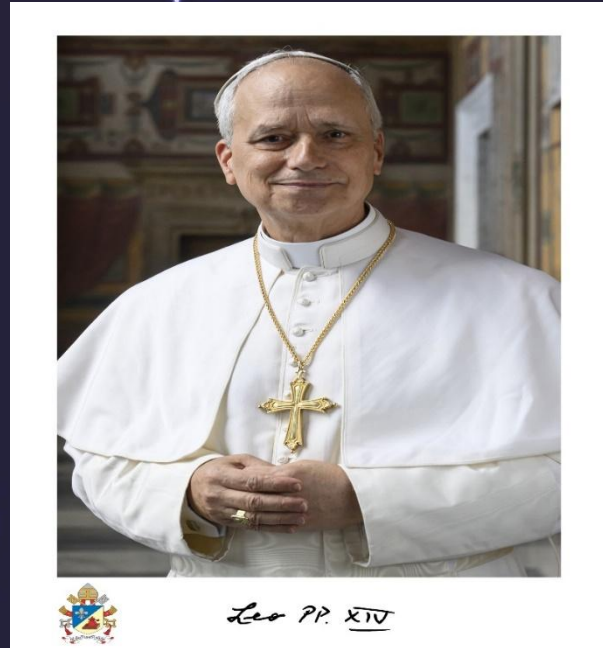
This shared work is rooted in our faith and a deep moral purpose: to open doors, promote fairness and create opportunity for all. We build this not through hierarchy, but through openness, partnership and a shared commitment to doing our very best for the children we serve.

Together, we are part of something greater than any one school. Inspired by Pope Leo's words, we see ourselves as building "new maps of hope", a connected community where pupils and colleagues recognise their place within a global Catholic community: many parts, one body, journeying forward side by side.

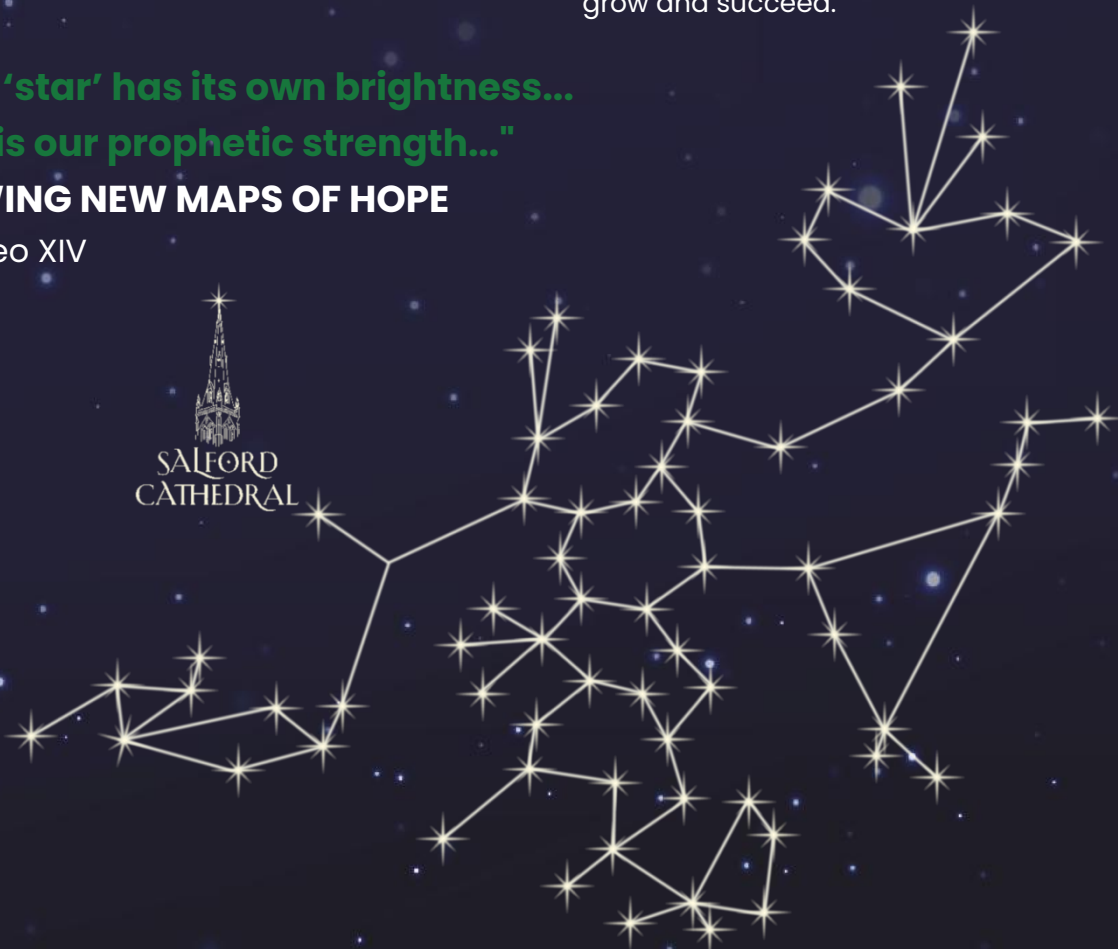
**"Each 'star' has its own brightness...  
unity is our prophetic strength..."**

### **DRAWING NEW MAPS OF HOPE**

Pope Leo XIV



We know that we can achieve more when we work closely with one another, so we commit to deepening our collaboration with other schools. By walking alongside each other and sharing what we learn, we can strengthen and enrich the Catholic education we offer, helping every child to grow and succeed.



## Vision of the Strategy

We believe our school communities thrive when they are supported by dedicated, skilled and mission-led headteachers and leadership teams. At Emmaus CAT, we work alongside our school leaders, offering encouragement, challenge and practical support, so that they feel confident and empowered in their roles. Our central team plays an important part in this, working in partnership with colleagues across our schools and helping to nurture a positive, professional culture where everyone feels valued and supported.

We take a shared, cyclical approach to school improvement, meeting regularly across the year to reflect, learn and move forward together. The support within schools sits alongside our wider programme of professional learning, Development Boards and our Initial Teacher Training provision, creating a strong network of opportunities to grow and develop together.

At the heart of this is a shared commitment: that every child, in every classroom, experiences high-quality, inclusive education. Together, we focus on both what we teach and how we teach it, drawing on the best available research to inform our practice. By investing in one another's learning and development, we strengthen teaching, and in doing so, create better outcomes and brighter futures for all our pupils.



During the 2026/2027 academic year, our school improvement efforts in **primary** schools will centre around the following key strands:

- Self-evaluation and school improvement (including curriculum and outcomes)
- Effective career and professional development
- Inclusion
- Safeguarding
- Attendance
- Early Years Foundation Stage (EYFS)
- Writing

Each autumn term, the specific nature and scope of support within these focus areas will be determined collaboratively by the Emmaus **Primary** Education Team, the Chair of Governors, and the headteacher, as part of the annual standards review (ASR). The level and type of support provided will be tailored to each school's current position on its improvement journey, including its categorisation within Emmaus. Additionally, the timing of a school's entry into Emmaus CAT will influence the intensity and duration of support received.

In 2026-27, our support work is focused on the following strands within our **secondary** schools:

- Specific support agreed from the annual standards review
- Self-evaluation and school development planning and Leadership CPD
- Year 11 raising achievement plan
- Curriculum development in English, Maths and Science
- Safeguarding
- Behaviour and Personal Development
- Attendance
- Inclusion, including SEND provision

Each autumn term, the specific nature and scope of support within these focus areas will be determined collaboratively by the Emmaus **Secondary** Education Team, the Chair of Governors, and the headteacher, as part of the annual standards review. The level and type of support provided will be tailored to each school's current position on its improvement journey, including its categorisation within Emmaus.

Additionally, the timing of a school's entry into Emmaus CAT will influence the intensity and duration of support received.

All Emmaus CAT central services will be aligned around the following Trust quality descriptors to ensure that effectiveness can be evaluated.

#### **Catholic Mission, Culture and Context.**

Catholic Social Teaching is at the foundation of all our school improvement. We believe in the call to community and participation. We work collaboratively with the Diocesan Education Team to ensure our schools have a vibrant Catholic life and ethos. We celebrate our pupils via Emmaus-wide liturgical opportunities and enrichment activities.

**High-Quality and Inclusive Education.** We believe that a relentless focus on inclusion and early years provision is instrumental in supporting our schools and pupils of all ages. Centrally, we provide expertise in these areas alongside safeguarding to help the most vulnerable and disadvantaged pupils within our care. This will best prepare our pupils to live life to the full and be of service to society.

**School Improvement.** Our central team provides bespoke support based on when a school joins us, and their category of need. Within the central team we have cross-phase expertise. We work with a range of local and national multi-academy trusts, local authorities and research schools to continually improve our own practice and ensure robust systems of external quality assurance of our work.

**Emmaus Talent.** Workforce: In addition to our central team, we offer opportunities for colleagues within our schools to support other colleagues. For example, our Development Boards, Professional Learning Networks, Emmaus CAT Initial Teacher Training and our work with the National College and access to the Emmaus Levy Apprenticeship Levy pot to ensure robust succession planning and continually nurture the talent within our workforce.

**Finance and Operations.** Services relating to People and Culture (HR), Finance, Estates, Governance, Procurement, Health and Safety, ICT/Digital Services and General Data Protection Regulation (GDPR), are provided through dedicated centrally commissioned teams. These colleagues and services add capacity to school leadership to enable them to meet the needs of their pupils and community.

**Governance and Leadership.** Our roles and responsibilities are clearly defined and mapped within our scheme of delegation and organisational structure. We communicate with clarity and consistency to all our stakeholders. It is Emmaus CAT that is the legal entity and our schools the constituents.

### ALIGNED DOCUMENTATION

Headteachers are the leaders of school improvement in their school(s) and have the earned agency in relation to many areas below. That said, some aspects of school improvement benefit from clear alignment and consistency across the Emmaus CAT.

At Emmaus CAT, we align on a range of key documentation. This ensures that governing boards across Emmaus CAT are provided with the same level of information. As a result, there will be a consistent flow of information between school leaders through to Directors of the Trust Board. This key documentation is set out below.

- **School improvement strategy:** The School Improvement Strategy sets out the support each school will access throughout the 2026/2027 academic year. As well as routine support, each school will engage in regular Emmaus-wide reviews that will focus on Early Years Foundation Stage (EYFS), safeguarding and a SEND (Special Educational Needs and Disabilities) review.
- **Self-evaluation form (SEF):** It is expected that school leaders will have a SEF in place for the start of the academic year. This document should be a working document that is updated regularly. School leaders are encouraged to engage in deep and thorough self-evaluation linked to the Ofsted toolkit. At Emmaus CAT, we have linked self-evaluation to the principles written by [Sir David Carter](#). School support will be brokered based on the category of each school. Challenge will also come through the Emmaus-wide reviews (EYFS, SEND and safeguarding). School priorities (areas for development) from the SEF should feed directly into the school development plan. The SEF will be an integral part of the annual and mid-year review process.
- **Catholic Self Evaluation Document (CSED).** It is expected that all schools have a Catholic School Self Evaluation Document. This template has been produced to support leaders to complete their CSED with clarity and indicate clearly where inspectors can find evidence to support each judgement. Each school should aim to capture their unique Catholic culture. The document serves only as a guide to what leaders might include.
- **School development planning (SDP).** It is expected that school leaders will have an SDP in place for the start of each academic year. The format of the SDP is straightforward. It is recommended that school leaders focus on two/three key priorities that they have identified through their robust self-evaluation, closely linked to the SEF. Actions, timescales, and key personnel should be noted. School leaders and governors should measure the impact of their actions termly. Evaluation of the SDP will be an integral part of the annual and mid-year review process.
- **Headteacher reports to governors:** It is expected that school leaders will provide the local governing body with this termly report, to be presented to governors in meetings 2, 3 and 4. It is recommended that the section of the report that refers to curriculum is aligned to the termly SEF and SDP subject focus. Headteachers should continue to report termly on core subjects.
- **SENCO report to governors:** It is expected that the school SENCO will meet termly with the SEND governor and discuss key aspects of SEND, as outlined in this report. Sections of the report e.g. around attendance and behaviour, align with the headteacher report to governors.
- **Cumulative visit record (primary):** This is used by the primary education team to summarise support visits to schools and set out identified next steps. Emmaus education professionals will complete this form after every scheduled visit and share this with school leaders. An evaluation of actions to address the priorities identified in the visit record will form part of annual and mid-year reviews.
- **Subject self-evaluation (primary):** This document could be used to support subject leaders who are new in post or for those schools that require a consistent approach to how subject leads collate information about their area of responsibility. The document is not mandatory for schools but can support subject leaders' presentations to governors, SLT or the central team about strengths and next steps.

## CURRICULUM AND PEDAGOGY

- **SEND checklist for subject leaders:**
- This document could be used to support subject leaders in monitoring provision in their subject for pupils with SEND. This document is linked to the EEF 5-a-day SEND principles.
- **Pupil Premium, Music Development Plan and Sports Premium planning and evaluation reports (primary):** It is expected that these are reviewed annually in consultation with the Local Governing Body (LGB). Documentation should clearly indicate the impact of spending on pupil outcomes. Schools should use the [DfE \(Department for Education\) template for Pupil Premium](#), the Association for Physical Education templates for the sports premium, [School music development plan: summary template - GOV.UK](#)
- **Data prediction and results collection forms:** These enable Emmaus CAT to build a picture of attainment for pupils over time. Schools should explain any significant variance in attainment from previous years. Headteachers should use this proforma when sharing key headline data with the LGB. This completed document will be discussed at the ASR.
- **Primary and secondary school due diligence** (for schools prior to joining Emmaus CAT): The due diligence template should be used by headteachers to summarise key information prior to the due diligence visit from one of the Emmaus CAT central education team. Primary headteachers will speak to John Donald and secondary headteachers will speak to Dominique Gobbi prior to the due diligence visit to discuss aspects of the form that can be collated in advance. For due diligence visits, school leaders should also complete the **attainment and progress proforma** for the last two academic years.

Schools retain professional agency to shape their curriculum to meet their community's needs, with the Emmaus-wide expectations for curriculum intent, sequencing, reading and assessment. Each curriculum will be at least as ambitious as the National Curriculum (2014) while adhering to any Diocesan policy on Religious Education and the general norms prescribed by the Catholic Bishops' Conference of England and Wales (10% of curriculum taught time is dedicated to Catholic Education in Key Stages 1 – 4). All primary schools will have access to an Emmaus model curriculum if they choose to adopt it.

Each primary school will adopt a reading and phonics scheme that has been validated by the Department for Education (DfE). It is expected that pupils in Key Stage 3 will continue to receive support with their reading and phonics where this is weak.

### Each school's curriculum will:

- be built upon the skills and knowledge that pupils acquire from the early years foundation stage (EYFS) and cumulatively develop at each stage of transition.
- be designed so that disadvantaged pupils and pupils with SEND have the best possible opportunities to achieve as well as all other pupils.
- be relevant to the needs of the pupils in response to the world in which pupils live.
- be academically rigorous and be based on best curriculum thinking and research.
- include a deliberate and focused strategy to the teaching of reading across the curriculum.
- enable all pupils to achieve well and progress to the next stage of their education, employment or training.
- be published on their school website.

Through both curriculum reviews and supporting with the schools' own quality assurance systems, the Director of Primary Education and Director of Secondary Education will ensure that school leaders and governors are provided with timely and accurate contemporary evidence. This information will enable governors to have a healthy understanding of the quality of education provision, behaviour and safeguarding in their school.

At Emmaus CAT primary schools, our pedagogical approach (Emmaus Instructional Core) is grounded in the belief that high-quality teaching is the single most significant factor in securing strong outcomes for all pupils. From 2026/27, our focus is on developing a shared, evidence-informed understanding of what excellent teaching looks like across our family of schools, while recognising the professional agency of teachers and subject leaders. Our pedagogy is underpinned by clear, research-aligned principles: explicit instruction, high-quality modelling, purposeful practice, strong routines, effective questioning, and responsive formative assessment. These practices enable pupils to know more, remember more, and apply their knowledge with growing independence. We expect all teachers to use adaptive teaching approaches—anchored in the EEF's 5-a-day SEND principles—to ensure that every pupil, including the most disadvantaged and those with SEND, can access the ambitious curriculum.

To strengthen classroom practice, lesson visits, instructional coaching, and subject-specific professional development will focus on the alignment between curriculum intent, classroom implementation, and learning impact. Our pedagogical approach emphasises the importance of reading, vocabulary, and disciplinary literacy in every subject, ensuring that pupils build secure foundations for future learning. Through consistent developmental feedback, high-quality professional learning networks, and strong leadership of teaching, we will continue to build a culture where excellent pedagogy is shared, modelled, refined, and celebrated across Emmaus CAT.

*"Ofsted's evidence points to a strong correlation between effective schools and effective governing bodies. Where governance is strong, this inevitably means a good grip on data and issues relating to the school's performance. In any system where self-evaluation is important, the role of the governing body in making it more rigorous is significant." (Gilbert C 2012)*

### For Primary Only

School Leaders are expected to hold regular pupil progress meetings with staff in order to:

- Gain an accurate oversight of pupils' achievement
- Help identify any gaps in pupils' knowledge
- Plan actions to close these identified gaps in knowledge
- Provide governors and Emmaus CAT Directors with assurance about the accuracy and reliability of teacher assessment information

Emmaus CAT headteachers and primary executive leaders have worked together to produce an exemplar for pupil progress meetings, which is available to Emmaus CAT schools. This will ensure that these meetings are effective and have the intended impact on raising standards.

## INCLUSION

At Emmaus CAT, inclusion is central to our mission and grounded in our Catholic faith and moral purpose. We serve our pupils and their families to ensure they feel safe and valued in their communities and the wider world. We will provide them with rich opportunities, supporting them to flourish and succeed. We are committed to ensuring that all pupils, including disadvantaged pupils and those with special educational needs and disabilities (SEND), benefit from an ambitious, high-quality curriculum that promotes equity, social mobility and human flourishing.



We recognise that pupils may experience a range of barriers to learning, including SEND, behaviour, attendance, social and emotional needs, and wider contextual factors such as social and economic disadvantage. Our inclusive approach seeks to identify and address these barriers effectively and early, ensuring that every pupil is supported to engage positively, attend regularly and achieve their God-given potential.

SEND forms a core element of our inclusion strategy. We understand that unmet or emerging SEND can significantly affect behaviour and attendance, and that challenges in behaviour or attendance may indicate underlying additional needs. As such, Emmaus CAT adopts a coherent and integrated approach, aligning SEND provision with behaviour support and attendance strategies.

#### **Schools with strong inclusive practice demonstrate:**

- a strong approach to safeguarding pupils
- a strong approach to engaging with parents and families
- consistently high-quality, inclusive classroom teaching
- early identification of additional needs
- clear and compassionate behaviour strategies
- proactive approaches to improving attendance
- strong pastoral systems and effective use of specialist support
- a rich and broad personal development curriculum
- engagement with a wide range of professional agencies

Inclusion is a shared responsibility. Everyone across Emmaus CAT—leaders, including governors, teachers, support staff and the central team—has a role in identifying need, removing barriers and improving outcomes for pupils with SEND and other vulnerabilities.

## **Strategic Leadership for Inclusion**

Emmaus CAT has established an **Inclusion Team** to lead the strategic development of inclusive practice across our community. The Inclusion Team ensures a consistent, high-quality approach to SEND, behaviour and wider inclusion priorities (including safeguarding), underpinned by strong leadership and evidence-informed practice.

#### **The Inclusion Team consists of:**

- The Strategic Leader for Secondary
- The Secondary Senior Leader i/c of vulnerable pupils
- Two Primary Executive Leaders with expertise in SEND and inclusion
- Three Primary Specialist Subject Leaders with SENCO and behaviour support expertise
- Two Safeguarding Support Officers

The Inclusion Team works closely with Directors of Primary and Secondary Education, Emmaus Executive Leaders and Specialist Subject Leaders to evaluate provision, identify effective practice and strengthen outcomes where needed.



## Core Offer for Inclusion

Emmaus CAT provides a clear core inclusion offer for all schools, ensuring consistent, high-quality SEND provision and support for pupils experiencing barriers to learning.

### This core offer includes:

- support for headteachers and local governing bodies
- support for SENCOs, including access to trained and experienced SENCOs who provide guidance on inclusive practice and SEND provision
- mentoring for new SENCOs, ensuring they are well supported in developing effective systems and practice
- termly inclusion network meetings, for SENCOs, behaviour leaders and leaders to share strong practice and access high-quality professional development delivered by external specialists
- termly SEND professional network meetings
- termly professional network meetings for the CLA designated teacher and support staff in schools
- termly professional network meetings for EAL leads
- support from the Inclusion Team, including:
  - coaching for teachers to strengthen inclusive pedagogy
  - focused training for teaching assistants
  - advice and guidance on reasonable adjustments and SEND adaptations
- behaviour and inclusion support, including professional network meetings, staff professional development sessions, therapeutic interventions, support in developing behaviour strategies and advice around meeting social, emotional and mental health needs
- attendance-related support, professional network meetings, staff professional development session, helping schools identify and address the needs contributing to persistent absence
- personal Development curriculum support
- provision and resourcing support, working alongside finance colleagues to ensure provision is appropriately costed, compliant and sustainable
- access to high-quality training and evaluation packages

## Sharing Strong Inclusive Practice

The Inclusion Team, alongside Directors, Executive Leaders and Specialist Subject Leaders, plays a key role in identifying strengths in inclusive and SEND practice across Emmaus CAT. Effective approaches are shared and scaled to support schools where provision or outcomes for pupils with SEND, behaviour needs or attendance challenges are not yet strong enough.

Through this coherent, values-driven approach to inclusion, Emmaus CAT is committed to ensuring that pupils with SEND and other barriers to learning are known, supported and enabled to thrive academically, socially and spiritually and thereby given every chance to succeed in their education and in turn live life to the full.



## Core offer

Emmaus CAT provides a core offer for all our schools, in relation to inclusion. This comprises of:

- a wide range of support for SENCOs in school. This includes access to a trained SENCO who can provide support and guidance on SEND provision
- ensuring that SENCOs new to their role are mentored by experienced SENCOs
- termly SEND professional network meetings, which enable our SENCOs to share strong practice and benefit from high-quality training from external professionals
- support, as needed, from the central inclusion team. This support includes coaching for teachers to develop their pedagogy in SEND, training for teaching assistants where needed, and guidance on adaptations for SEND
- support for pupils' behavioural needs e.g. by providing therapeutic interventions or developing behaviour strategies in schools
- support for attendance leads to improve policies and procedures
- support from our SEND team and finance team in provision costings for EHCPs
- access to comprehensive training packages, including those from Whole Education and The Autism Education Trust.

The inclusion team, the Directors of Primary and Secondary Education, Emmaus Executive Leaders and Specialist Subject Leaders play a key role in identifying the strengths in inclusive provision in our schools and ensure that they can be shared effectively to support areas of underperformance in other schools.

## CAREER AND PROFESSIONAL DEVELOPMENT – EMMAUS INSTITUTE OF PROFESSIONAL LEARNING

High-quality Career and Professional Development (CPD) is the cornerstone of our commitment at Emmaus CAT. We aim to nurture and develop the most valuable resource within our organisation: talent. We recognise that talent is key to achieving excellence in education, and we are dedicated to providing robust learning and development opportunities for all staff members. Our strategic approach to professional learning ensures that learning initiatives are of the highest quality, responsive to individual and collective needs, and grounded in expertise from both within our central team, our schools and the broader educational community. The overarching goal is to foster continuous improvement at every career stage and job role, ultimately having a positive impact on pupils' outcomes. Our strategy is to deliver a programme of CPD that is not about individual courses, but ongoing learning and reflection with a focus on improving teaching.

## THE ROLE OF LOCAL GOVERNANCE

Each school's Local Governing Body (LGB) serves as the Emmaus and Diocesan ambassador within its community and Parish. LGB members possess a deep understanding of their local context and the specific needs of their school community. This insight is vital to the Directors of the Emmaus CAT Board, helping them ensure that schools remain rooted in their communities. LGB members also play a crucial role in safeguarding, given their close involvement in the daily life of each school. They provide valuable perspectives on pupils' experiences, maintaining clear oversight of whether all children feel a sense of belonging and receive the learning and development opportunities they deserve. The specific responsibilities of each LGB regarding governance and school improvement are outlined in the Emmaus CAT scheme of delegation.

## SCHOOL IMPROVEMENT AND REVIEW CYCLE

The Annual Standards Review (ASR) is termly cycle of planning and evaluation. The ASR process enables Emmaus CAT, Chairs of Governors and school leaders to agree the school self-evaluation and school development priorities for each individual school. Together they will collectively formulate a baseline position to set out an assessment of needs. To support the assessment, planning and appropriate allocation of resources, we use a four-stage model. This is the four-stage improvement model devised by Sir David Carter 2016.

Having accurately identified an area of need, the next step is for Emmaus CAT's leaders, in consultation with the school, to decide upon and commission the most appropriate support or intervention to bring about rapid improvement.

Schools who are categorised as Stabilise or Repair, will undergo intensive support to move them to Improve. Qualitative and quantitative information gathered from these visits will be shared with headteachers and should in turn be shared with members of the LGB. The LGB and Emmaus CAT Central team will hold school leaders to account against pupil performance data, SEF and SDP priorities. As a school develops the capacity to sustain performance and systems, school leaders are less reliant on support from external bodies and the Emmaus CAT.



High performing schools (improve and sustain) have a greater degree of professional agency to lead their own development. Conversely, schools that are underperforming may require a greater degree of directed action to address priority areas quickly and effectively. This is identified on a school-by-school basis, where all schools are matched to a category. This informs the level of Emmaus CAT support. There is an expectation that school leaders and governors act on their guidance and demonstrate commitment for rapid sustained improvement.

## CAPACITY TO DRIVE IMPROVEMENT

Emmaus CAT harnesses substantial internal expertise to drive school improvement, delivered through both its central team and the Emmaus CPD offer. This internal capacity is made up of highly experienced and respected Executive Leaders, Senior Leaders and Specialist Subject Leaders who work collaboratively with school leadership teams to identify priorities and implement targeted improvement strategies.

The Emmaus CAT central team works in close partnership with school leaders to strengthen self-evaluation and school development planning. Strategic oversight of the School Improvement Strategy is provided by the Primary and Secondary Directors of Education, supported by a wider team that includes Executive Leaders, the Director of Professional and Career Development, Senior Leaders, and Specialist Subject Leaders. In addition to this internal capacity, schools have access to a carefully selected group of approved external providers, ensuring a comprehensive and high-quality improvement offer.

Emmaus CAT is committed to continuous reflection and the ongoing refinement of its school improvement approach, responding proactively to Emmaus CAT's growth and the changing educational landscape.



A central pillar of this strategy is a sustained focus on Early Years and inclusive provision, acknowledging their crucial role in securing positive outcomes for all pupils. Our deep expertise in these areas—including safeguarding—enables us to deliver robust, targeted support for our most vulnerable learners.



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## FURTHER READING

A Framework for Effective School Improvement: Final report of the ESI project (Reezigt et al, 2001): 70595591-6\_en.pdf (europa.eu)

A School's Guide to Implementation guidance report | Education Endowment Foundation (d2tic4wvoliusb.cloudfront.net)

Bartram, D 2018. *Great expectations, leading an effective SEND strategy in Schools*

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Cruddas L, 2025. *New domains of educational leadership: Confederation of school trusts*.

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Gilbert Christine, 2012. *Towards a self-improving system: the role of school accountability*. National College for School Leadership

Lencioni Patrick, 2012. *The Advantage: Why organisational health trumps everything else in business*. Jossey Bass

Myatt M & Tomsett J, 2021. *Huh: Curriculum conversations between subject and Senior Leaders*. John Catt Educational Limited

Myatt M & Tomsett J, 2022. *Primary Huh: Curriculum conversations with subject leaders in primary schools*. John Catt Educational Ltd

Myatt M & Tomsett J, 2022. *Primary Huh 2: Primary curriculum leadership conversations*. John Catt Educational Ltd

Northern Lee, 2022. *Curriculum Matters – a couple of edu enthusiasts – thinking out loud* (wordpress.com)

OECD report, 2011: *School autonomy and accountability: Are they related to pupil performance?* (OECD, 2011): 48910490.pdf (oecd.org)

Trust Quality Descriptors, DfE 2023. DfE Publishing Service

### Add link to White Paper?

<https://cstuk.org.uk/knowledge/guidance-and-policy/the-dna-of-trust-led-school-improvement-a-conceptual-model/>



## APPENDICES

### Four Stage Improvement Model

| Category                             | Stabilise                                                                                                                                                                                        | Repair                                                                                                                                                                                                                        | Improve – Expected                                                                                                                                                                                              | Improve – Strong                                                                                                                                                                                                                 | Sustain                                                                                                                                                                                                                              |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>New Ofsted Standard Alignment</b> | <b>Urgent improvement</b> – failing overall or failing a significant group; critical or systemic weaknesses                                                                                      | <b>Needs attention</b> – expected standard not met due to weaknesses or inconsistencies impacting pupils                                                                                                                      | <b>Expected standard</b> – meeting requirements                                                                                                                                                                 | <b>Strong standard</b> – reflects consistent, impactful practice                                                                                                                                                                 | <b>Exceptional</b> – sustained, transformative practice with high impact; no significant unaddressed improvement areas                                                                                                               |
| <b>Characteristics</b>               | Leadership unstable; statutory duties unmet; safeguarding ineffective; high staff turnover; unsafe behaviour; curriculum incoherent; widespread weak teaching outcomes; SEND systems ineffective | Leadership direction emerging; governance improving; curriculum partly coherent; teaching variable; behaviour improving but insecure; attendance below national; outcomes improving but below expectations; SEND inconsistent | Leadership secure; curriculum coherent; effective teaching; reliable assessment; consistent routines; attendance at national; most pupils meet expected outcomes; SEND effective; personal development coherent | Strategic leadership expertly sequenced; curriculum strong; adaptive teaching; intelligent assessment; exemplary behaviour; attendance above national; outcomes above national; strong SEND/inclusion; rich personal development | Transformational leadership; innovative sector-leading curriculum; exemplary teaching; multi-year high outcomes; exceptional behaviour; transformational SEND outcomes; life-changing personal development; strong system leadership |
| <b>Long-term priorities</b>          | Restore safety; stabilise safeguarding; implement routines; rebuild workforce stability; establish urgent curriculum priorities; intensive central support                                       | Embed consistency; strengthen curriculum sequencing; build teaching quality; targeted SEND/PP strategy; develop medium-term planning                                                                                          | Strengthen leadership capacity, narrow gaps, deepen curriculum quality; increase collaboration                                                                                                                  | Deepen leadership expertise; embed subject excellence; expand high-impact CPD; extend influence beyond Emmaus                                                                                                                    | Sustain excellence while innovating; grow system leadership capacity; lead research-informed practice; maintain wellbeing and long-term stability                                                                                    |

## Annual Standards Review Process IMPROVE and SUSTAIN Categories

### Annual Standards Review Process for Schools in the IMPROVE & SUSTAIN Categories

Each school will take part in an Annual Standards Review and a Mid-Year Review, supported by ongoing monitoring activities throughout the year.

**Primary schools** will receive annual reviews in EYFS and SEND, tailored to the specific needs of each school as well as regular safeguarding checks.

**Secondary schools** will receive annual reviews in English, Maths and Science, as well as in Safeguarding and SEND. Reviews will take place in Attendance, Behaviour and Personal Development, proportionate to the needs of the school and aligned with their development priorities.

| Half term one                                                                                                                                                                                                                                                                                                                                    | Half term 2                                                                                                                                                                                                                                                                                                                                                           | Half term 3 | Half term 4                                                                                                                                                                                                                                                                                                                                                                                                   | Half term 5                                                                                                                                                                                                                                                                                                                         | Half term 6                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Annual Standards Review (ASR) to discuss:</b> <ul style="list-style-type: none"> <li>• SEF &amp; SDP</li> <li>• Safeguarding</li> <li>• Attendance</li> <li>• CPD</li> <li>• SEND</li> <li>• Disadvantaged</li> <li>• EYFS</li> <li>• Curriculum</li> <li>• Outcomes; analysis of examination data</li> <li>• Personal development</li> </ul> | <ul style="list-style-type: none"> <li>• Book scrutiny</li> <li>• Pupil interviews (focus on inclusion)</li> <li>• Curriculum documentation check</li> <li>• Pupil and sports premium impact</li> <li>• Year 11 progress meetings</li> <li>• Case studies selected and evaluated with headteacher</li> <li>• English, Maths and Science curriculum reviews</li> </ul> |             | <b>Mid-Year Review (MYR)</b> <ul style="list-style-type: none"> <li>• SEF &amp; SDP – Impact</li> <li>• Safeguarding – Impact</li> <li>• Attendance – Impact</li> <li>• CPD – Impact</li> <li>• SEND – Impact</li> <li>• Disadvantaged</li> <li>• EYFS – Impact</li> <li>• Writing – Impact</li> <li>• Wider curriculum impact inc PD</li> <li>• Outcomes – analysis of projected examination data</li> </ul> | <ul style="list-style-type: none"> <li>• Book scrutiny</li> <li>• Pupil interviews</li> <li>• Curriculum documentation check</li> <li>• Year 11 progress meetings and final predictions</li> <li>• Case studies selected and evaluated with headteacher</li> <li>• Review of English, Maths and Science CAT action plans</li> </ul> | <ul style="list-style-type: none"> <li>• Budget setting</li> <li>• Planning for next academic year</li> </ul> |

## Annual Standards Review Process REPAIR Category

### Standards Review Process for Schools in the REPAIR Category

Schools in the REPAIR category will continue to follow the standard Annual Standards Review (ASR) and Mid-Year Review (MYR) cycle. Additionally, they will benefit from a 'continuous review' model to measure the impact of more frequent support (school improvement board).

**Primary schools** in this category receive enhanced support from Emmaus Specialist Subject Leaders (SSLs) and Executive Leaders, which may include the use of audit tools and materials and the Emmaus Instructional Core. In most cases, an SSL is deployed within the school to drive rapid improvement and provide focused, in-school support.

**Secondary schools** in the REPAIR category receive an annual Safeguarding and SEND review, as well as an annual review of Attendance, Behaviour, Personal Development, English, Maths and Science. These reviews are proportionate to the school's needs and aligned with its development priorities. In addition, secondary schools benefit from tailored support provided by Emmaus Senior Leaders, matched specifically to the school's improvement goals.

| Half term one                                                                                                                                                                                                                                                                                                                   | Half term 2                                                                                                                                                                                                                                                                                                                                                                                                                         | Half term 3                                                                                                                                                                                                                                                                                                                                                                    | Half term 4                                                                                                                                                                                                                                                                | Half term 5                                                                                                                                                                                                                                                                                                                                                                                                                                | Half term 6                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Same as ASR but an enhanced review of:</b> <ul style="list-style-type: none"> <li>Outcomes data</li> <li>Pupil progress meeting review</li> <li>SEF &amp; SDP</li> <li>Safeguarding</li> <li>Planned interventions for SEND and disadvantaged pupils</li> <li>Attendance</li> <li>Leadership and management audit</li> </ul> | <b>Continuous review</b> <ul style="list-style-type: none"> <li>Book scrutiny</li> <li>Pupil interviews (focus on SEND and disadvantaged)</li> <li>Curriculum documentation check</li> <li>Specific CPD for teachers</li> <li>Attendance</li> <li>Governance</li> <li>Year 11 progress meetings</li> <li>Case studies selected &amp; evaluated with headteacher</li> <li>English, Maths &amp; Science curriculum reviews</li> </ul> | <b>Continuous review</b> <ul style="list-style-type: none"> <li>SEF &amp; SDP review</li> <li>Pupil progress meeting review.</li> <li>Data check point.</li> <li>intervention plan moving forward</li> <li>Safeguarding</li> <li>Attendance and behaviour</li> <li>SEND and disadvantaged</li> <li>EYFS</li> <li>Writing</li> <li>Curriculum</li> <li>Staff welfare</li> </ul> | <b>Mid-year review</b> <ul style="list-style-type: none"> <li>Book scrutiny</li> <li>Pupil interviews</li> <li>Curriculum documentation check</li> <li>Specific CPD for teachers</li> <li>Governance</li> <li>Outcomes – analysis of projected examination data</li> </ul> | <b>Continuous review</b> <ul style="list-style-type: none"> <li>CPD impact</li> <li>Pupil progress review</li> <li>Impact of interventions</li> <li>Safeguarding</li> <li>Attendance and behaviour</li> <li>SEND</li> <li>EYFS</li> <li>Writing</li> <li>Year 11 progress meetings and final predictions</li> <li>Case studies selected &amp; evaluated with headteacher</li> <li>English, Maths &amp; Science CAT action plans</li> </ul> | <b>Continuous review</b> <ul style="list-style-type: none"> <li>Budget setting</li> <li>Book scrutiny</li> <li>Pupil interviews</li> <li>Curriculum documentation check</li> <li>Planning for next academic year</li> </ul> |

# Annual Standards Review Process STABILISE Category

## Standards Review Process for Schools in the STABILISE Category

Schools in the **STABILISE** category do not follow the standard Annual Standards Review (ASR) and Mid-Year Review (MYR) cycle. Instead, they begin with an ASR, followed by half-termly **Progress and Impact Meetings** to closely monitor progress and evaluate the effectiveness of support.

**Primary schools** in this category receive intensive support from Emmaus Specialist Subject Leaders (SSLs) and Executive Leaders. These schools also undergo comprehensive annual reviews in EYFS, Safeguarding, and SEND. In most cases, both an Executive Leader and an SSL are deployed within the school to support rapid improvement and drive sustained change.

**Secondary schools** in the **STABILISE** category also receive an annual Safeguarding and SEND review, along with a review of Attendance, Behaviour, Personal Development, English, Maths and Science. These reviews are proportionate to the specific needs of each school and aligned with their development priorities. In addition, they benefit from intensive, in-school support from the Emmaus central team, tailored to their improvement goals.

| Half term one                                                                                                                                                                                                                                                                                                                                                                                                                    | Half term 2                                                                                                                                                                                                                                                                                                                                                                                                                  | Half term 3                                                                                                                                                                                                                                                                                          | Half term 4                                                                                                                                                                                                                                                                                      | Half term 5                                                                                                                                                                                                                                                             | Half term 6                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Same as ASR but an enhanced review of:</b> <ul style="list-style-type: none"> <li>Outcomes data</li> <li>Pupil progress meeting review</li> <li>Recovery action plan</li> <li>Planned interventions for SEND and disadvantaged pupils</li> <li>Two-day review of curriculum plans and delivery</li> <li>Behaviour review</li> <li>Local Governance Review</li> <li>English, Maths &amp; Science curriculum reviews</li> </ul> | <b>Progress and Impact meeting</b> <ul style="list-style-type: none"> <li>Agenda specific to the actions brought forward from the ASR</li> <li>Book scrutiny</li> <li>Pupil interviews</li> <li>Curriculum documentation check</li> <li>Specific CPD for teachers</li> <li>Attendance / behaviour review</li> <li>Safeguarding</li> <li>Year 11 progress meetings</li> <li>Case studies selected with headteacher</li> </ul> | <b>Progress and Impact meeting</b> <ul style="list-style-type: none"> <li>Agenda specific to the actions brought forward from the ASR</li> <li>Book scrutiny</li> <li>Curriculum documentation check</li> <li>Governance</li> <li>Review of English, Maths &amp; Science CAT action plans</li> </ul> | <b>Progress and Impact meeting</b> <ul style="list-style-type: none"> <li>Agenda specific to the actions brought forward from the ASR</li> <li>Book scrutiny</li> <li>Curriculum documentation check</li> <li>Safeguarding</li> <li>Outcomes – analysis of projected examination data</li> </ul> | <b>Progress and Impact meeting</b> <ul style="list-style-type: none"> <li>Agenda specific to the actions brought forward from the ASR</li> <li>Year 11 progress meetings and final predictions</li> <li>Case studies selected and evaluated with headteacher</li> </ul> | <b>Progress and Impact meeting</b> <ul style="list-style-type: none"> <li>Agenda specific to the actions brought forward from the ASR</li> <li>Planning for next academic year</li> <li>Review of English, Maths &amp; Science CAT action plans</li> </ul> |

## Annual School Reviews

To maintain high standards and provide ongoing assurance to school leaders and governors, each school within Emmaus CAT receives an annual review in the areas of Early Years (Primary) Core Curriculum (Secondary), Safeguarding, and SEND. These reviews form the foundation for effective and sustained school improvement:

- **Early Years (EYFS) Review (Primary Schools):**
  - Schools newly joining Emmaus CAT will receive a comprehensive, full-day EYFS review.
  - Existing schools will receive a focused follow-up review.
  - Reviews typically occur in the autumn term.
- **Curriculum Review (Secondary Schools):**
  - In secondary schools, the annual EYFS review is replaced with a focused curriculum review.
  - This review prioritises the core subjects of English, Mathematics, Science and subjects where rapid improvement is required, quality assuring curriculum implementation, and impact.
  - The review supports departments in identifying strengths, addressing areas for development, and ensuring alignment with trust-wide expectations and national standards.
- **Attendance and Behaviour (secondary)**
  - New schools to receive full behaviour and attendance review.
  - Schools to receive full behaviour and attendance review in agreement with the headteacher and alignment with development plan.
  - All schools to receive progress review from the previous full review.
- **Safeguarding Review:**
  - New schools undergo a full safeguarding review, resulting in a detailed action plan where appropriate.
  - A follow-up review is conducted the following year, with full reviews scheduled on a three-year cycle.
  - Additional interim reviews may be carried out determined by need.
- **SEND Review:**
  - All schools participate in a spring or summer term SEND review following a peer-review model.
  - Headteachers and SENCOs visit partner schools within Emmaus CAT to observe best practice and identify areas for development. These reviews are led by members of the Inclusion team and focus on the Whole Education *Evaluate My School* audit tools.

**These structured and collaborative reviews underpin our commitment to continuous improvement and high-quality provision across all schools within Emmaus CAT.**



## Primary Strategic Priorities 2026 – 2027

| Strand                                                  | Explore (Autumn)                                                                                                                                                               | Prepare (Autumn & Spring)                                                                                                                                                                                                                                                                                                                                                                                                                                              | Deliver & Sustain (Spring & Summer)                                                                                                                                               |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-evaluation and school improvement</b>           | <ul style="list-style-type: none"> <li>ASR meeting: SEF &amp; SDP focus</li> <li>Curriculum</li> <li>Outcomes</li> <li>Staffing and curriculum-based budget review.</li> </ul> | <ul style="list-style-type: none"> <li>Headteacher termly network meetings.</li> <li>Bespoke support from Emmaus Primary Team, based on SEF and school development focus.</li> <li>Subject leader meetings and curriculum reviews for SDP targeted curriculums.</li> <li>Targeted school support from SSL where required.</li> <li>Attendance at professional learning networks.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>MYR meeting.</li> <li>Chair of Governor and Emmaus CAT Central team monthly meetings.</li> <li>Budget setting.</li> </ul>                  |
| <b>Safeguarding</b>                                     | <ul style="list-style-type: none"> <li>Ongoing safeguarding checks and identification of any training needs.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Delivery of safeguarding training.</li> <li>CPOMS induction for all new schools.</li> <li>Monthly drop-in case surgeries for DSLs.</li> <li>Professional supervision for DSL, DDSLs and headteacher.</li> <li>Bespoke support from the Primary safeguarding team.</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Policy, paperwork and procedure implementation.</li> <li>DSL support.</li> <li>MYR to discuss progress on safeguarding actions.</li> </ul> |
| <b>Attendance</b>                                       | <ul style="list-style-type: none"> <li>Review attendance for school for previous academic year.</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Centralised fortnightly attendance monitoring.</li> <li>Ongoing review of attendance strategies and interventions.</li> </ul>                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>MYR meeting process.</li> <li>Policy, paperwork and procedure implementation.</li> </ul>                                                   |
| <b>Effective CPD to improve the quality of teaching</b> | <ul style="list-style-type: none"> <li>School CPD linked to the SDP priorities.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Attendance at curriculum CPD networks.</li> <li>Access to high-quality CPD to enhance teaching and learning.</li> <li>Participation in Development Board Networks and PTI curriculum events.</li> <li>Deployment of Specialist Subject Leaders to model effective pedagogy where needed.</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Measurable impact of CPD to be shared centrally.</li> <li>Continuous review to identify CPD priorities.</li> </ul>                         |
| <b>Inclusion</b>                                        | <ul style="list-style-type: none"> <li>Annual Emmaus SEND Review from summer term to provide basis for SEND action plan.</li> </ul>                                            | <ul style="list-style-type: none"> <li>SEND conference – Autumn and Summer Term.</li> <li>Bespoke support from Inclusion Team based on identified needs from previous year annual SEND review.</li> <li>Annual Emmaus SEND review – summer term – peer review process with support from Emmaus Primary Team.</li> <li>Termly SEND professional network meetings.</li> <li>Whole Education training package and <i>Evaluate my School</i> toolkit.</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Policy, paperwork and procedure implementation.</li> <li>Peer support provided for new SENCOs.</li> </ul>                                  |

|                |                                                                                                                                                                     |                                                                                                                                                                                                                                          |                                                                                                                                                                                                      |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>    | <ul style="list-style-type: none"> <li>Annual Emmaus EYFS Review.</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>EYFS termly network meetings.</li> <li>Development of EYFS resources on the Emmaus intranet.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Moderation meeting for EYFS.</li> <li>MYR meeting to check progress against EYFS Review targets and identify any support needed from central team.</li> </ul> |
| <b>Writing</b> | <ul style="list-style-type: none"> <li>MYR meeting with a focus on writing outcomes.</li> <li>Termly Pupil progress meetings, review of pupils' writing.</li> </ul> | <ul style="list-style-type: none"> <li>Writing specific CPD events.</li> <li>Facilitated school visits to observe high quality writing.</li> <li>Deployment of specialist subject leaders to support the teaching of writing.</li> </ul> | <ul style="list-style-type: none"> <li>Cross CAT moderation of writing at EYFS, Year 2, 4 &amp; 6.</li> </ul>                                                                                        |



## Secondary Strategic Priorities 2026 – 2027

| Strand                                                                    | Explore (Autumn)                                                                                                                                                    | Prepare (Autumn & Spring)                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Deliver & Sustain (Spring & Summer)                                                                                                                                                                               |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-evaluation and school development planning and Leadership CPD</b> | <ul style="list-style-type: none"> <li>ASR meeting: SEF &amp; SDP focus L&amp;M assessment of SLT &amp; MLT Staffing and curriculum-based budget review.</li> </ul> | <ul style="list-style-type: none"> <li>Headteacher Network Meetings and performance management.</li> <li>In school support from Director of Secondary Education and Executive Leader.</li> <li>Chair of Governor and Director of Secondary meetings.</li> <li>LGB training &amp; termly attendance at LGB meetings (when appropriate).</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>MYR meeting.</li> <li>Peer Review.</li> <li>Chair of Governor and Emmaus CAT Central team monthly meetings.</li> <li>Budget setting.</li> </ul>                            |
| <b>Year 11 raising achievement plan</b>                                   | <ul style="list-style-type: none"> <li>Target setting and Raising Standards calendared plan.</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Emmaus CAT English Subject Review.</li> <li>Emmaus CAT Maths Subject Review.</li> <li>Emmaus CAT Science Subject Review.</li> <li>Match-up action plan.</li> <li>In school support from Senior Leader (Curriculum and Achievement).</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Subject Network meetings.</li> <li>Standardisation and moderation Post Mocks analysis.</li> </ul>                                                                          |
| <b>Safeguarding</b>                                                       | <ul style="list-style-type: none"> <li>Annual safeguarding review.</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Safeguarding action plan.</li> <li>Professional supervision for DSL, DDSLs and headteacher.</li> <li>EBSA developmental work.</li> <li>School based early help offer.</li> <li>In school support from Senior Leader (Safeguarding).</li> </ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Policy, paperwork and procedure implementation.</li> <li>DSL network.</li> <li>6 accredited CPD sessions.</li> </ul>                                                       |
| <b>Behaviour &amp; Personal Development Plan</b>                          | <ul style="list-style-type: none"> <li>Annual Behaviour &amp; Attendance Review.</li> <li>Annual Personal Development Review.</li> </ul>                            | <ul style="list-style-type: none"> <li>Behaviour &amp; attendance action plan.</li> <li>CPD re data analysis and action plans.</li> <li>Personal Development action plan.</li> <li>In school support from Emmaus CAT Senior Leader (Behaviour &amp; Personal Development).</li> <li>Emmaus work experience/Enrich Limited day.</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>6 sessions of Behaviour CPD Behaviour &amp; Attendance networks.</li> <li>Work Experience Emmaus Days.</li> <li>Policy, paperwork and procedure implementation.</li> </ul> |
| <b>SEND</b>                                                               | <ul style="list-style-type: none"> <li>Annual SEND Review.</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>SEND conference – Autumn Term.</li> <li>Bespoke support from SEND Team based on identified needs. from previous year annual SEND review.</li> <li>Annual Emmaus SEND review – summer term – peer review. process with support from Emmaus Primary Team.</li> <li>Termly SEND network meetings.</li> <li>Autism Education Trust and Whole Education training package.</li> <li>In school support from Emmaus CAT Senior Leader (SEND and Inclusion).</li> </ul> | <ul style="list-style-type: none"> <li>SEND network.</li> <li>Policy, paperwork and procedure implementation.</li> </ul>                                                                                          |



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