

ECM – Evaluating your school's provision (draft) © Dorset County Council PSI

| | Outstanding | Good | Satisfactory | Action |
|------------------------------------|---|---|---|--------|
| Characteristics | Healthy Schools standards embedded Active Mark (Rights Respecting School) All aspects of ethos, learning, environment, display and documentation exemplify school's commitment to ECM School provides extended services core offer (possibly in partnership with other providers) | Healthy Schools status Most aspects of ethos, learning, environment, display and documentation exemplify school's commitment to ECM School offering some provision in partnership with other providers | Registered for Healthy Schools Award Aspects of ethos, learning, environment, display and documentation refer to ECM School is considering extended provision and some aspects of core offer are planned eg after school club | |
| Views of stakeholders | All stakeholders talk confidently about their roles and responsibility and impact regarding the 5 outcomes. Outside agency and wider community acknowledge full involvement and impact C and YP fully involved in decision making and evaluation of school | Views of stakeholders are sought regularly and there is evidence of some impact on school improvement Outside agency and wider community acknowledge full involvement C and YP involved in decision making and evaluation of school | Views of some stakeholders considered eg annual parent and pupil questionnaire Outside agency and wider community acknowledge involvement School Council in place and beginning to contribute to decision making | |
| Achievement and standards | Tracking and intervention in pupil progress involves working closely with other agencies. Effective measurement and analysis of impact of internal and external interventions. | Both tracking and pastoral care are effective and links are being developed between the two. Analysis of impact on achievement is being developed. | Both tracking and pastoral systems are in place and the school is aware of the need to develop links. Little analysis of impact on achievement | |
| Personal development and wellbeing | SEF section 4 graded 1 detailed specific outcomes/evidence of impact | SEF section 4 graded 2 detailed specific outcomes/evidence of impact | SEF section 4 graded 3 detailed specific outcomes/evidence of impact | |
| Quality of provision | Clear evidence that ECM outcomes underpin the whole curriculum in planning, delivery and assessment ECM outcomes are explicit and integral to teaching and learning eg lesson outcomes, what and why, | Clear evidence that ECM outcomes inform the planning and delivery of the curriculum. | Evidence that some ECM outcomes are included in the planning and delivery of the curriculum. | |
| Leadership and management | ECM integral to SSE cycle and underpins SDP priorities and demonstrated in SEF Clear commitment to ECM from Governing body (eg committee structure) <i>(SIP report confirms this?)</i> | ECM part of SSE cycle and informs some SDP priorities and demonstrated in the SEF Governing Body aware of ECM outcomes and beginning to relate it to school improvement | Awareness of ECM being integral to SSE and beginning to inform SDP and SEF Governing Body aware of ECM outcomes and its importance in school improvement | |

Where will you find the evidence? What does it look like? What will you do now?