What your score means

Translate your Reform Alignment Scorecard into practical next steps

0-8	9-16	17-24
Foundation	**Developing**	**Embedded**
Focus on who owns each pillar, developing routines and setting baseline expectations	Focus on accountability, consistency, monitoring and feedback loops	Focus on generating evidence of impact, refinement and wider alignment across Trust / Local Authority

Quick wins by pillar

Three simple ways to start strengthening each pillar

1. Literacy & Oracy

- Assign ownership of whole-school literacy and oracy
- **Review baseline levels, including Year 8 readiness**
- Launch and monitor a light-touch, repeatable oracy routine

2. Attendance & Behaviour

- Confirm context-specific attendance and behaviour thresholds
- **Identify two quick improvements to meeting cadence and escalation**
- Review and strengthen the reintegration process

3. Belonging & Engagement

- Schedule a pupil voice meeting this week to identify current pupil views
- **Decide which insight to measure consistently**
- Agree who will own and analyse pupil engagement data

4. Inclusion & SEND

- Check whether support plans are consistent across teams / year groups
- **Confirm who reviews plans, how often and where updates are recorded**
- Choose one priority CPD area eg., adaptive teaching or autism support

5. Enrichment Entitlement

- Map the current enrichment offer with staff. Identify gaps in provision
- **Track participation in next two weeks. Run an enrichment learning walk**
- Gather quick feedback from non-participants to gain insight

6. Home-School Partnership

- Review current communication routes and identify engagement gaps
- **Stress-test concerns / complaints procedure - non-judgemental**
- Speak to a sample of 15 parents to gather quick insight

Reform Alignment Evidence Map

Gather sensible, light-touch evidence to show progress (without creating extra paperwork)

Tip: Don't create new folders for the sake of it!

Identify what you already have, keep what's worth keeping and know where it lives

*MIS = Management Information System

Pillar	What good looks like	Useful evidence to keep	Where it lives
Literacy & Oracy	Establish shared talk routines Staff use a shared language for structured, purposeful classroom talk. Disciplinary vocabulary is explicit.	Routine checklists Learning Walk Notes CPD Provision Schemes of Learning	Shared literacy/oracy folder; school or trust website
Attendance & Behaviour	Expectations are clearly defined. Action trigger points are timely. Consequences and support routes are clearly understood.	Threshold Mapping Document. Meeting Logs. Escalation Notes.	Central meeting notes folder; MIS*
Belonging & Engagement	Pupil voice leads to visible action. Patterns in engagement are reviewed. Target groups are identified early.	Survey data. Focus group minutes. Attendance barriers recorded.	Pupil voice folder; MIS / safeguarding platform
Inclusion & SEND	Support plans are consistent and reviewed at agreed points. Classroom adjustments are visible. Staff regularly access specialist support.	Provision Maps. Learning Walk Notes. Updated Support Plans. Review Notes.	Shared SEND folder; MIS
Enrichment Entitlement	Full breadth of opportunities. Enrichment is equitable. The offer is refreshed regularly in response to pupil voice.	Opportunity Mapping. Participation Trackers. Surveys / Feedback.	Shared enrichment folder; trips/events dashboard
Home-School Partnership	Concerns procedure is frictionless. Parent feedback is evidently actioned. Regular, up-to-date communications.	Complaints Handling Logs. Surveys / Feedback. Visible public information.	MIS; complaints log; parent comms folder

What this can help you evidence on inspection.

- ✓ **Leadership and Implementation:** Leaders can explain the routines, systems and review points in place across each pillar.
- ✓ **Inclusion & Safeguarding Culture:** Staff can point to support plans, attendance actions, engagement records and how concerns are followed up.
- ✓ **Personal Development & Wider Provision:** Schools can show how enrichment, pupil voice and home-school communication are organised, analysed, actioned and reviewed.
- ✓ **Operational Readiness:** Leaders know what evidence exists, what is worth keeping and where it can be accessed quickly. Section leads are clear on what they own.