Data analysis
- Analyse the data – what does it tell you?
- What do you need to investigate? AEN /PP /boys/girls?
- Are there equal opportunities and provision for all children?
- Are there differences between classes? Year groups?
- Ask questions: are there concerns with individual teachers – planning/ teaching/subject knowledge?

Action plan – impact of 360°
- What are the strengths across the school?
- What are the key issues that need addressing?
- Did what you observed answer your questions after looking at the data?
- What support will I need to put in place? 1:1 support or whole school training?
- Do I need to revisit any books or lessons? When? How?
- Thinking about pupil voice, what do we as a staff, need to do to address what they said?
- How and when will I give feedback?

Book Look
- Investigate the questions asked by looking at the data.
  - Does the work in the books reflect the data?
  - Which books do you want to request? A range? Just those who have been flagged up during the data analysis?
  - Are there issues with marking/ tasks set – too easy/hard?
  - Does the learning objective/question match the task in the book?
  - Are there a range of tasks given to the children within each unit? Has enough work been recorded within the unit?
  - Are there equal opportunities across classes within year groups?
  - Is there a progression of skills and expectation as you move up through the school?
  - Are the expectations of the work in books comparable with English?

Pupil Voice
- Consider your choice of children – do you want to talk to children identified in the data analysis?
- What questions will you ask them?
- What do you want to find out?
- What will you do with this information?

Observe teaching
- Use information from data analysis to have a focus for lesson observations.
- Have a key focus or question for the observation. For example:
  - How does the teacher’s questioning support and deepen the learning within RE?
  - How are the UC and world faith units being taught and planned? Are they enabling children to think more deeply and critically reflect?
  - Why might there be differences between the progress of boys and girls in this class?