Evalu8 Compass

How to use Evalu8 Compass

A step-by-step guide to leading school improvement all year: self-evaluation, the improvement plan, monitoring, leadership meetings, reports for leaders, advisers and governors, and staff workshops. Built for Ofsted's renewed school inspection framework.

- For headteachers and senior leaders
- For workshop facilitators
- For designated safeguarding leads and middle leaders
- With pages for governors and trustees (section 12)
- With a one-page sheet for staff (section 18)

evalu8compass.app · support@evalu8compass.app · Guide updated October 2026
Evalu8 Compass is independent and not affiliated with Ofsted or the Department for Education.

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The school year in one picture

WHEN	WHAT YOU DO	WHAT YOU GET
Start of year	Set up your school, upload your Ofsted report, rate the checklist, add your leadership team	An honest picture, area by area, and a plan with owners
Early in the term	Run a staff workshop; agree ratings; plan your monitoring	Every voice heard; priorities everyone recognises
Every week	Nothing: Evalu8 Compass emails each leader on Monday at 7am, and sends urgent alerts straight away	Nothing slips: overdue actions, risks and safeguarding concerns are seen
Through each half-term	Record learning walks, work scrutiny, voice activities and the DSL's termly safeguarding checks	Evidence for your self-evaluation, and next steps that become actions
Each half-term	Hold the leadership meeting: the agenda writes itself, decisions become actions	Minutes emailed, the plan updated, a snapshot saved
Each term	Leaders update their area reports; send your SIP the discussion paper; issue the governors' report	Reports for leaders, your adviser and the board, and a challenge log Ofsted can see
End of term	Save a snapshot and compare with last term	Evidence of what has improved

SECTION 1

What Evalu8 Compass is for

Evalu8 Compass helps leaders and staff answer one question honestly, **how well are we doing?**, and then keep improving all year, not just before an inspection.

It sets out what inspectors look for under Ofsted's renewed school inspection framework, matched to your school's type (maintained, academy or independent), your phases (EYFS to post-16) and any specialist provision. You rate each expectation, record your evidence, hear from every member of staff, and turn what you find into a plan you can act on.

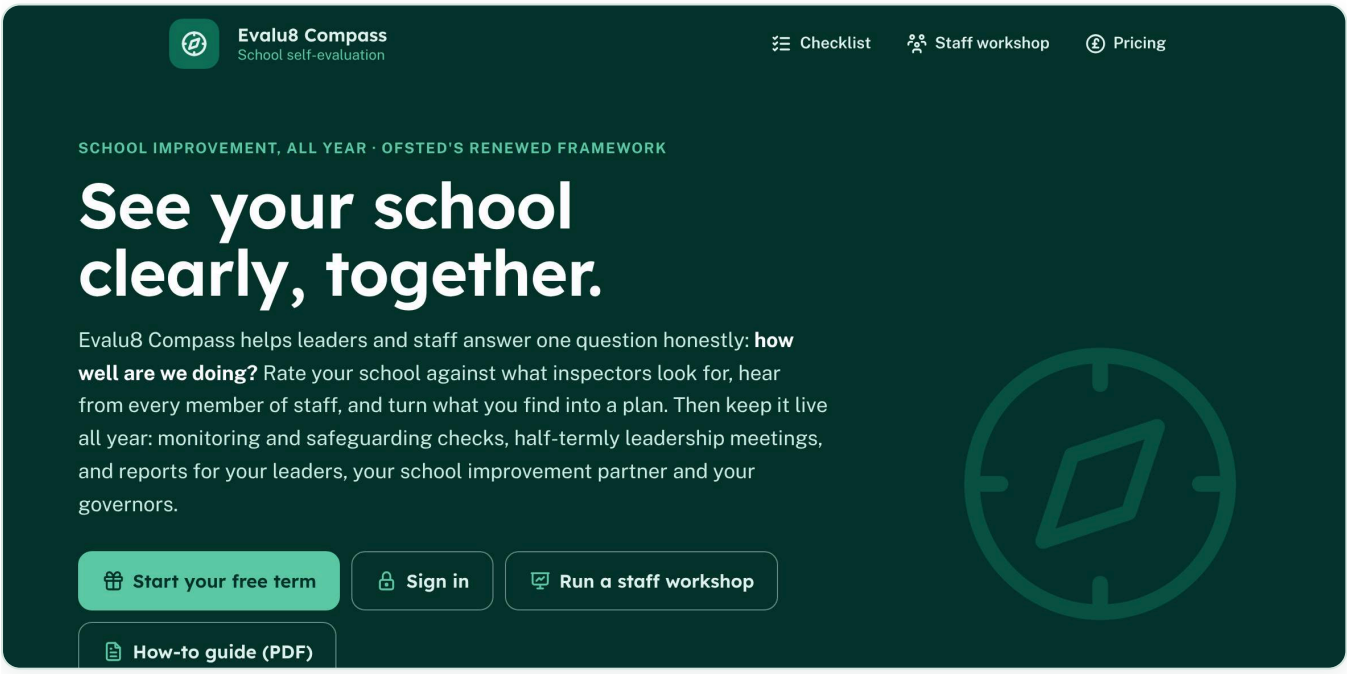
Then it keeps the plan live: it reminds leaders by email, records your monitoring and the DSL's safeguarding checks, writes the agenda for each half-termly leadership meeting, and produces reports for subject and area leaders, your school improvement partner and your governors.

Built for co-creation

Self-evaluation is strongest when it is shared. Leaders rate the school, staff rate the same expectations anonymously, and the differences become the most useful conversations.

AI is your choice

Everything works without AI. If you switch it on, an AI "inspector" suggests improvement ideas and drafts plans. It only runs when you press an AI button, and it never changes your ratings.

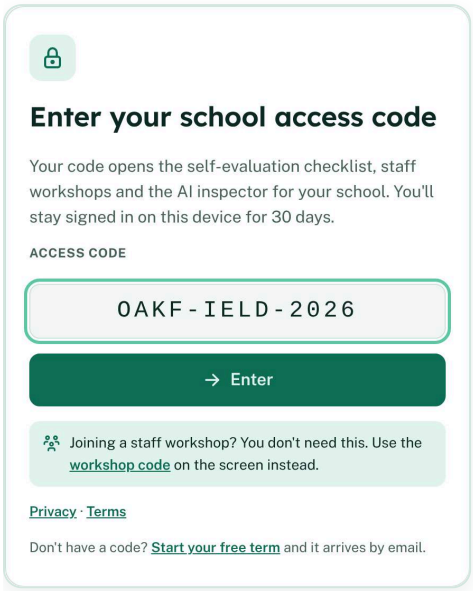


The home page at evalu8compass.app. Leaders enter from here; staff join a workshop from the box on the left.

Advisory, not a judgement. Ratings are your own, and AI suggestions are advice. Nothing in Evalu8 Compass is an Ofsted judgement or predicts one. Always check current guidance: requirements change.

SECTION 2

Getting started: your access code



Entering your school's access code.

Your school has one **access code**, in the form **ABCD-EFGH-JKLM**. It opens your school's checklist, action plan, progress, reports and workshops. Your first term is free.

1. Go to **evalu8compass.app**, choose **Start your free term** and fill in the short form. Your code arrives by email straight away.
2. Choose **Sign in** on the front page.
3. Type your access code (capitals and dashes don't matter) and choose **Enter**.
4. You stay signed in on that device for 30 days. Use **Sign out** in the top bar on a shared computer.

Signing in as yourself

Once your headteacher has added you to the **Team** tab with your work email, choose **Sign in with your email** on the sign-in page. We email you a 6-digit code: no password needed. Your name appears at the top of the page and your changes are recorded with it (Team tab, **Recent changes**). The headteacher and deputy can change everything; other leaders can't change the team, the school's settings or governors' reports. When everyone has their own sign-in, the head or deputy can **switch off the shared code** in the Team tab.

One copy for your whole team

Everything is saved to your school's account. Everyone who signs in with your code sees and edits **the same copy**, on any device. Two people can work at once: changes to different lines are kept, and colleagues' changes appear within about 20 seconds.

The badge at the top of the checklist shows whether your work is saved: **Saved to your school's account**, **Saving…**, or **Offline: saved on this device**. If the connection drops, keep working; changes are sent when it comes back.

Treat the code like a password. Share it only with the leaders who need it. If it is passed on by mistake, email support@evalu8compass.app: we'll replace it straight away and your work is kept.

Lost it? Use **Lost your code?** on the sign-in page and a new one is emailed to the address you signed up with.

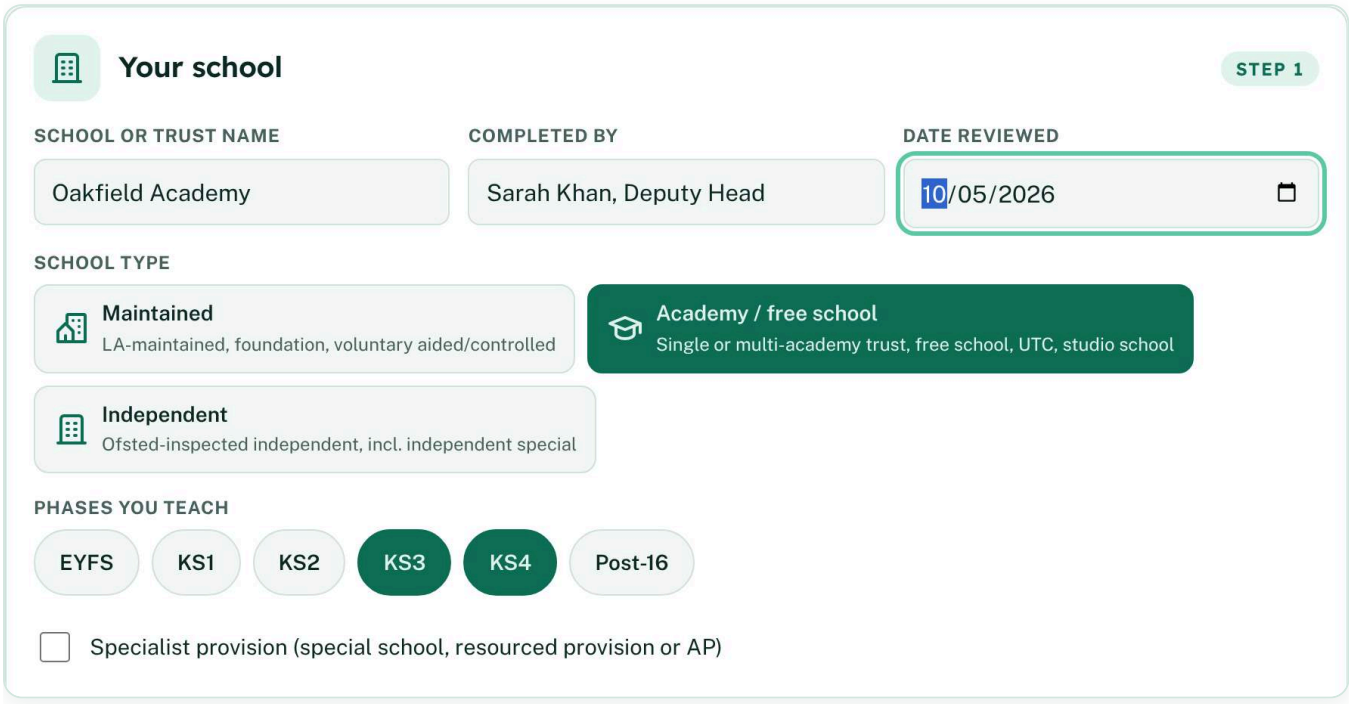
Staff never need the code. They join workshops with a separate 6-character workshop code.

Governors and trustees get their own read-only code (section 12). It never opens the checklist.

SECTION 3

Set up your school

Do this once. It decides which expectations you see.



The **Your school** panel at the top of the checklist.

SETTING	WHAT IT DOES
School or trust name, **Completed by**, **Date reviewed**	Shown on your reports.
School type	Maintained, academy / free school, or independent. Statutory references change to match (for example the independent school standards).
Phases you teach	EYFS, KS1–KS4, post-16. Early years and post-16 areas only appear if you choose them.
Specialist provision	Adds lines for special schools, resourced provision and AP.
Use AI suggestions	On or off for your whole school. When off, nothing is sent to the AI and AI buttons are hidden. Your monthly AI allowance is shown just below.
Add school logo	Appears in the top bar and on reports (PNG, JPG or SVG, under 200 KB).

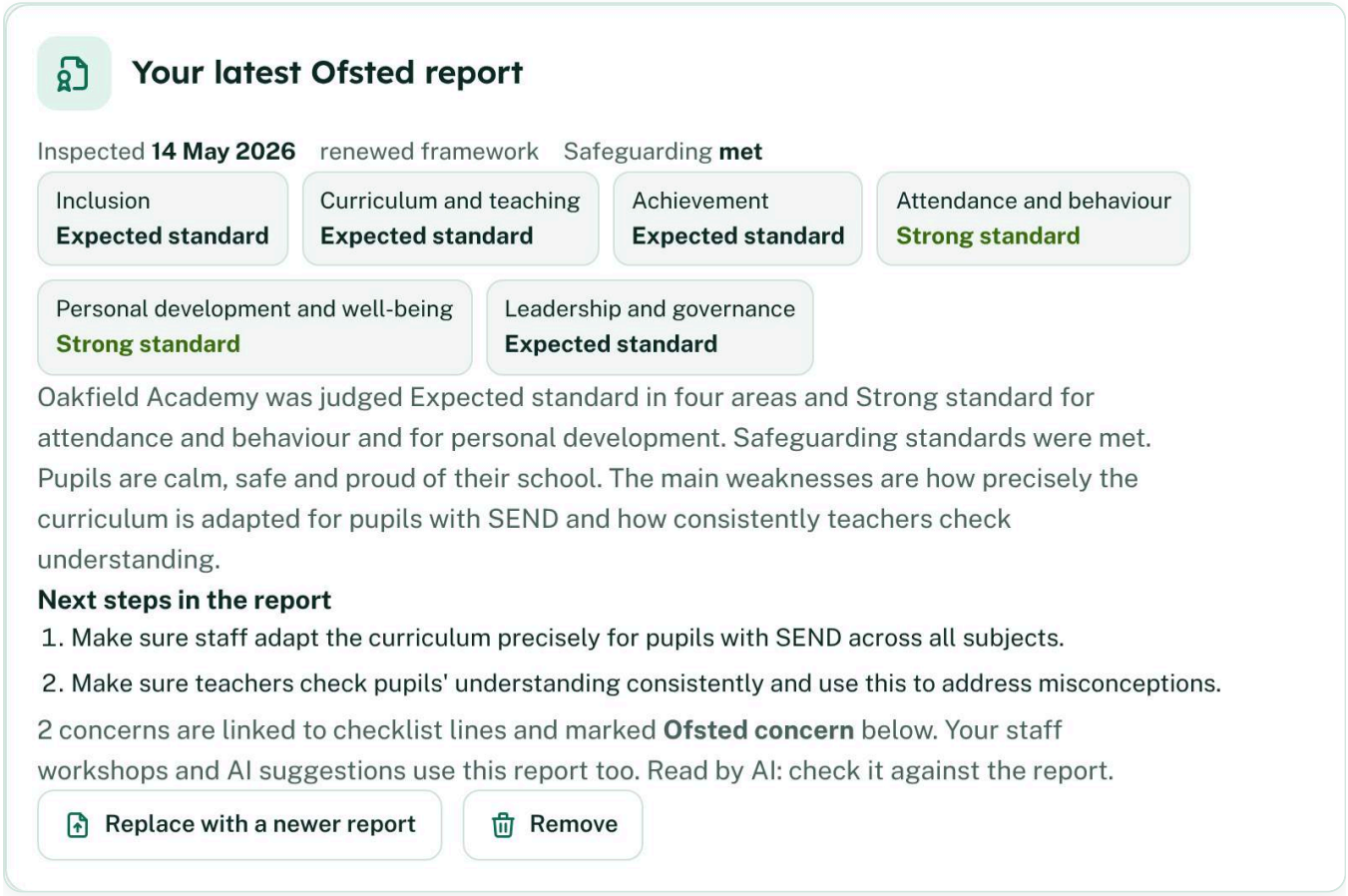
Changing your type or phases never loses answers: lines you hide keep their ratings, and come back if you change your mind.

SECTION 3 CONTINUED

Step 2: upload your latest Ofsted report

Straight after your school's details, upload your most recent Ofsted report. Choose **Choose PDF** (or paste the report's text), then **Read the report**. The AI reads it once and saves:

- the inspection date, the framework, the safeguarding outcome and each area's grade;
- the report's next steps, in order;
- which checklist lines the report raised. These lines are marked **Ofsted concern** (or **Ofsted strength**) in the checklist.



Step 2 after the report has been read. Use **Replace with a newer report** after your next inspection.

You only do this once. The AI inspector's advice and readiness review take the report into account, it appears in your self-evaluation report, and every staff workshop you start offers to use it.

New independent schools

If your school is independent and hasn't yet had its first standard inspection, tick **New school** in Step 1 and enter the month you opened. Then:

- In Step 2, upload your **pre-registration inspection report**. The AI reads which standards were judged likely or unlikely to be met, and flags anything unlikely to be met on your checklist.
- A **Ready for your first standard inspection?** panel lists what must be up and running, in order: before pupils start, the first half-term, by the end of the first term, and before the inspection. Each item shows its status from your ratings, with the standard it comes from.

- **First inspection readiness** gives an AI evaluation against each part of the independent school standards, four priorities, and the evidence of implementation to build up. Your first standard inspection comes within your first year of operation.

> ⚠ The reading is done by AI. Check the grades and next steps against your report. Reading it uses one AI request and needs AI suggestions switched on in Step 1. No report yet, for example a new school? Skip this step.

SECTION 4

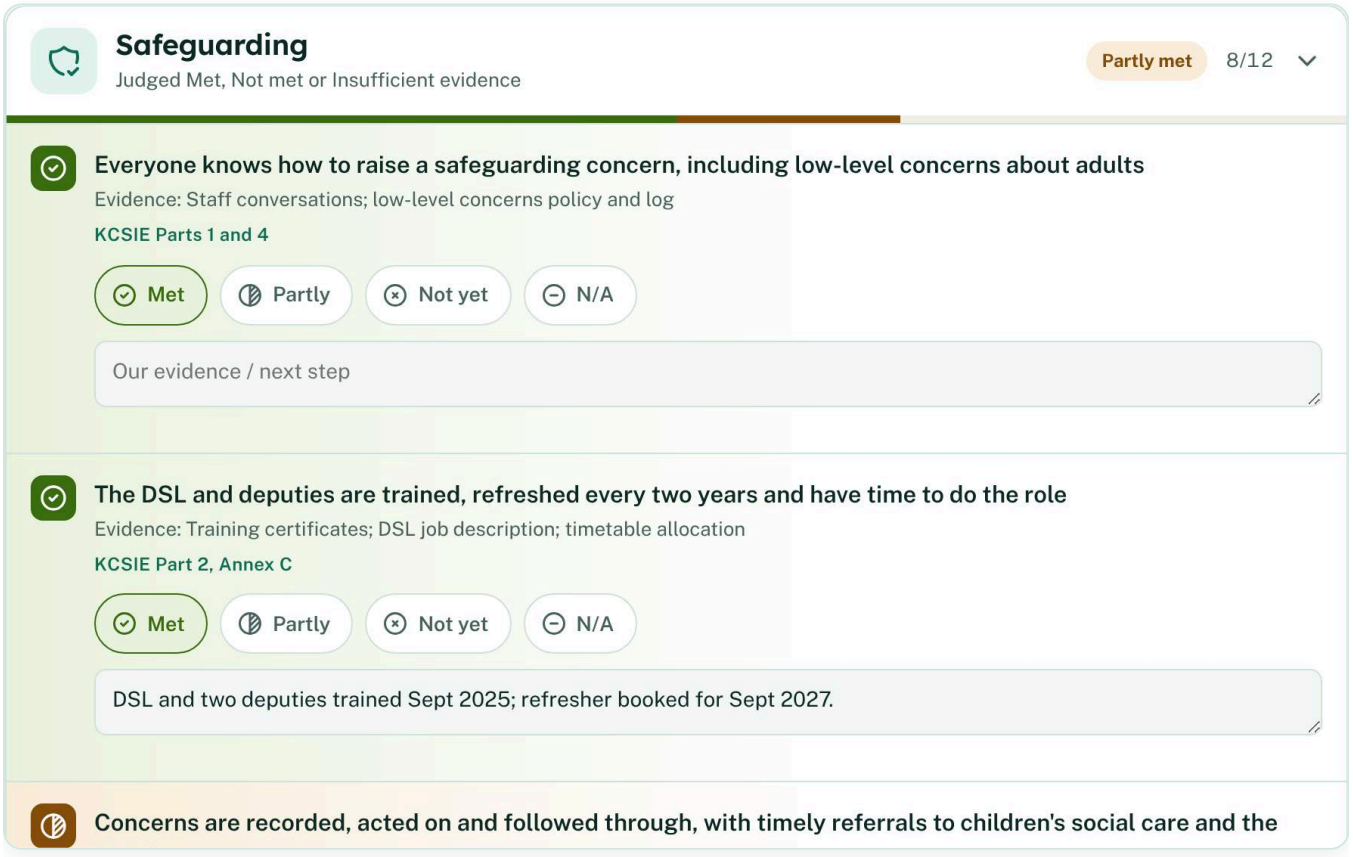
Rate the checklist

Each evaluation area lists what inspectors look for. Rate every line and note your evidence.

RATING	USE IT WHEN
Met	You can evidence it consistently, across the school.
Partly	It's in place but not consistent, or not yet embedded.
Not yet	It's a gap.
N/A	It genuinely doesn't apply to your school.

Be honest, and evidence-led. "Partly" with a clear note is more useful than a generous "Met". Inspectors will test what you say.

Keep names out of notes. Describe what happens, not who: "some subject staff log concerns late", not a colleague's name. Never record information about individual pupils.



Rating lines in Safeguarding, with evidence notes. Each line shows the evidence inspectors look for and the statutory reference.

Useful tools



The summary bar: overall % met, a breakdown, and tools.

- **Not yet assessed** and **Gaps only** filter the list.
- **Collapse all** folds the areas so you can work one at a time.
- **Save / load** copies your whole self-evaluation as text, as an extra backup.

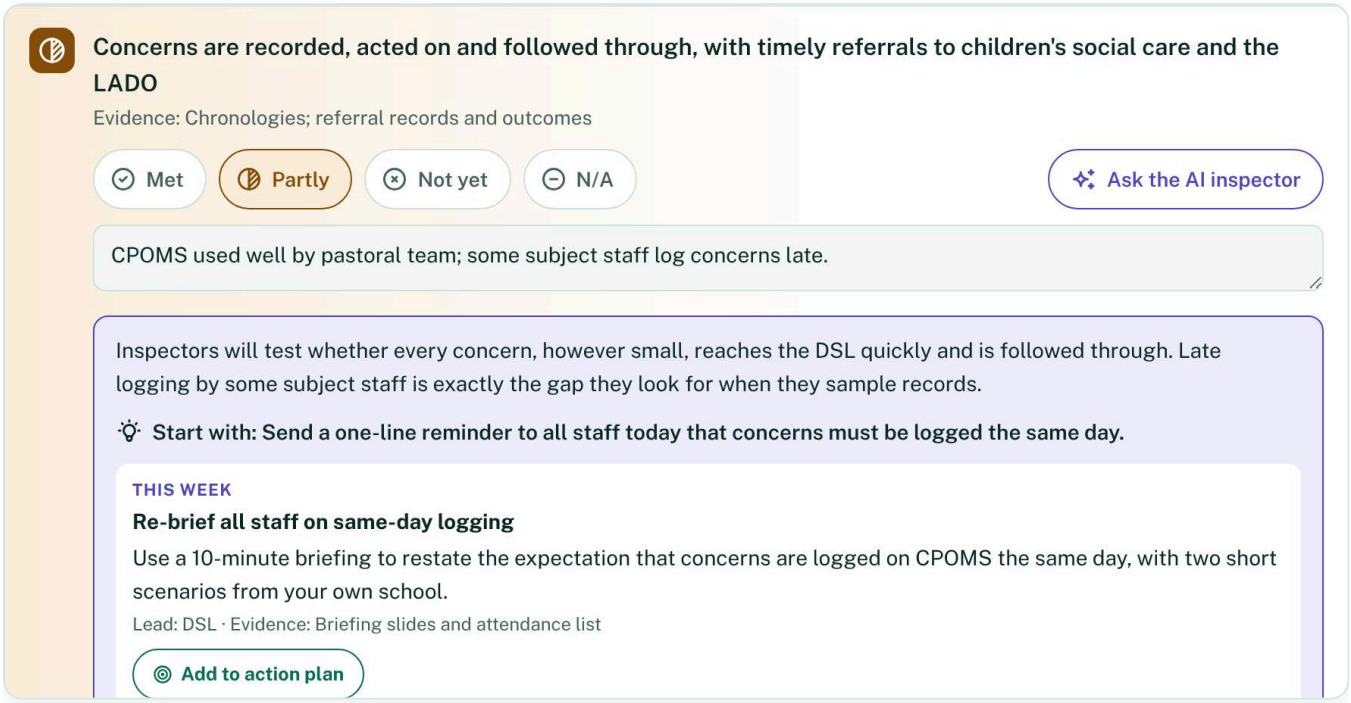
SECTION 5

The AI inspector (optional)

Two kinds of help, both advisory. Use them only if your school has AI switched on.

Ideas for one line

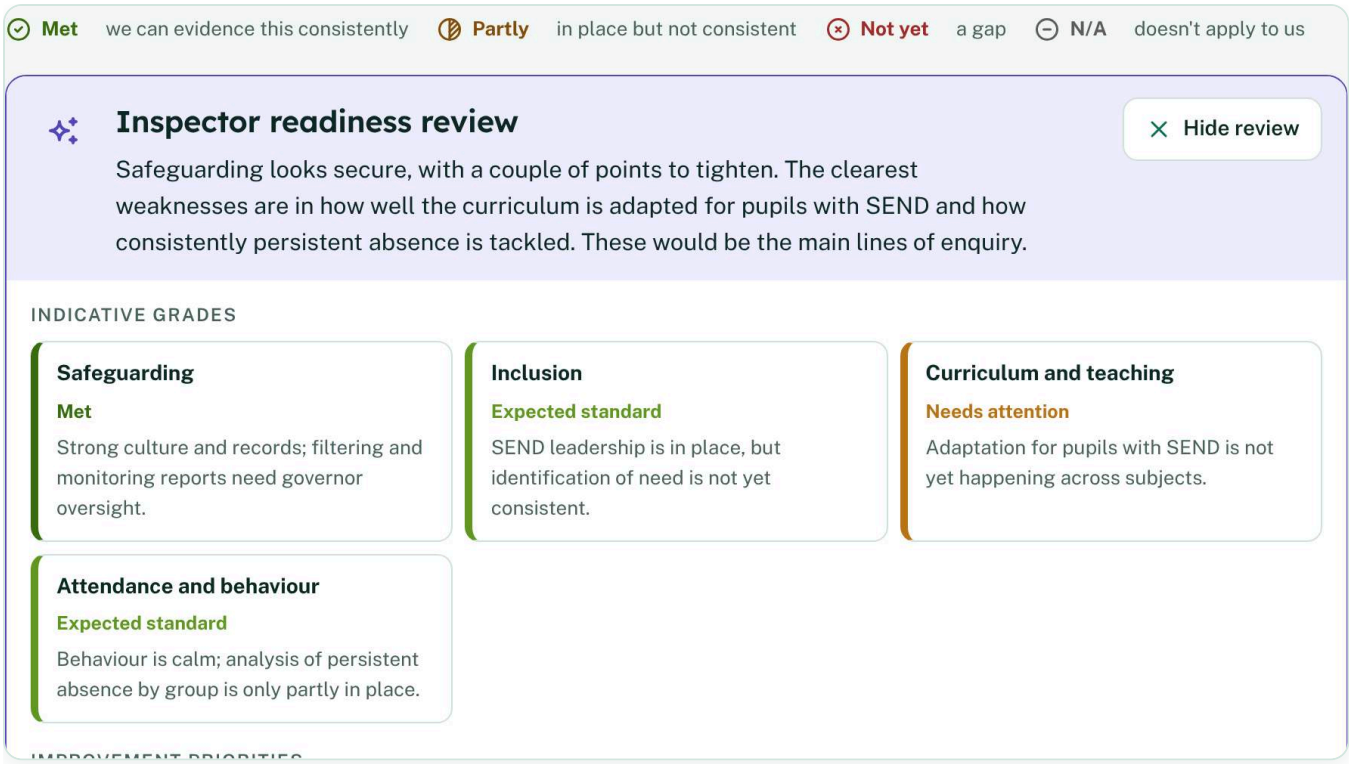
Rate a line Partly or Not yet and choose **Ask the AI inspector**. You get 3–4 activities ordered from quickest to longest, each with a lead, a timescale and the evidence it will produce, plus the question an inspector is likely to ask. Choose **Add to action plan** on any activity you want to keep.



Example advice for a line rated Partly. (Examples in this guide are from a made-up school, Oakfield Academy.)

Inspector review of the whole checklist

Choose Inspector review for indicative grades for each area, four priorities for the coming term, strengths to showcase, and a separate list of **compliance checks** (policies or statutory items to fix now).



An inspector readiness review. Grades are indicative only.

Monthly allowance. Each school has a monthly allowance of AI requests, shown under the AI switch. If it runs out, you'll see built-in suggestions until it resets on the 1st of the month. Everything else keeps working.

SECTION 6

Build your action plan

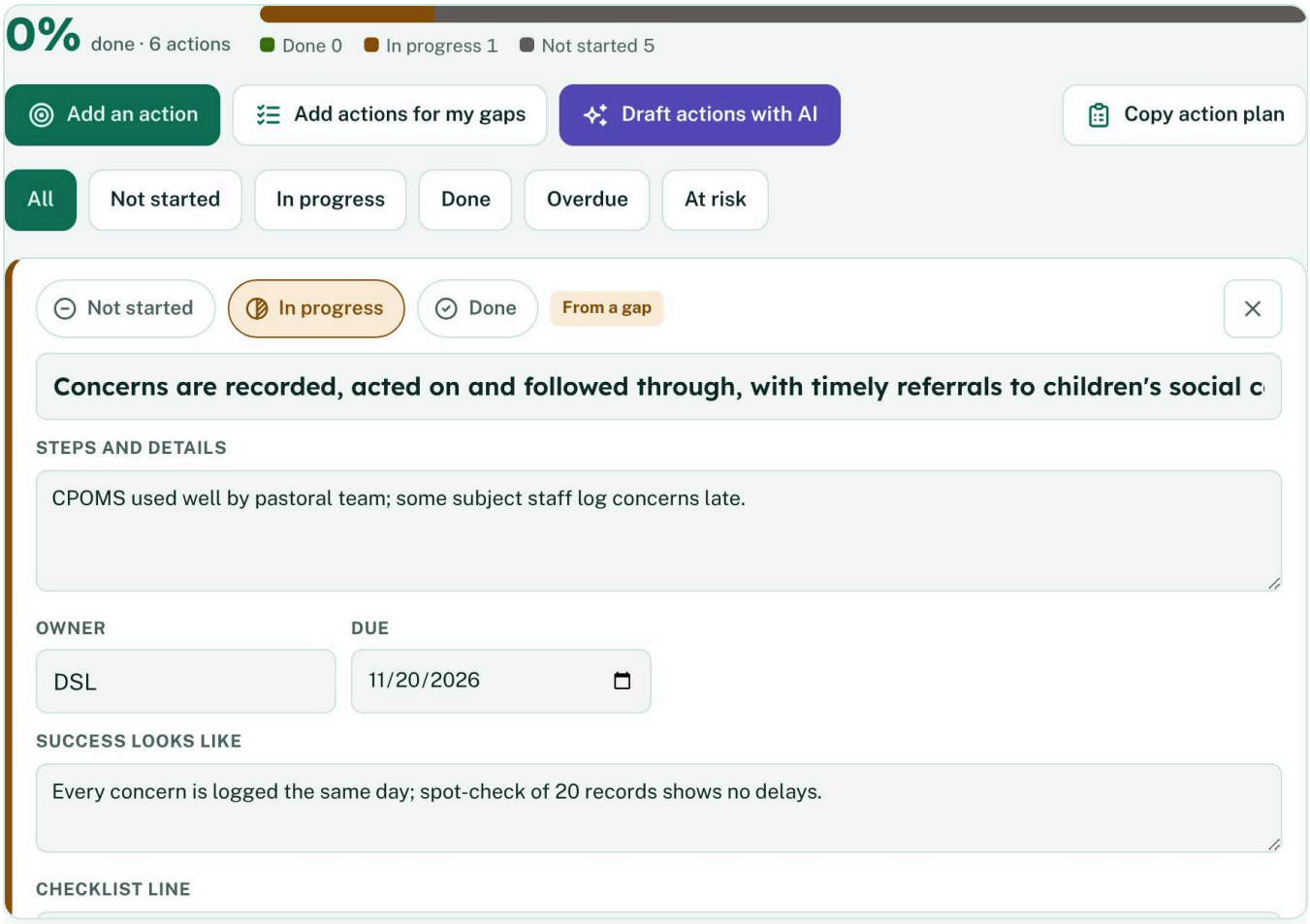
Open the **Action plan** tab. Every action has an owner, a deadline and what success looks like.

Three ways to add actions

- `Add an action` to write your own.
- `Add actions for my gaps` creates one for every line rated Partly or Not yet.
- `Draft actions with AI` drafts a plan from your gaps for you to edit.

Keep it moving

- Set each action to **Not started**, **In progress** or **Done**.
- Overdue actions are flagged. Use the **Overdue** filter before a leadership meeting.
- Link an action to a checklist line so reports show them together.
- Mark each action **On track**, **At risk** or **Off track**. At risk and off track are emailed to key leaders straight away.
- Break bigger actions into **milestones** with dates; they appear in each owner's Monday email.
- When an action is done, record its **impact**: what staff, pupils or an inspector now see.



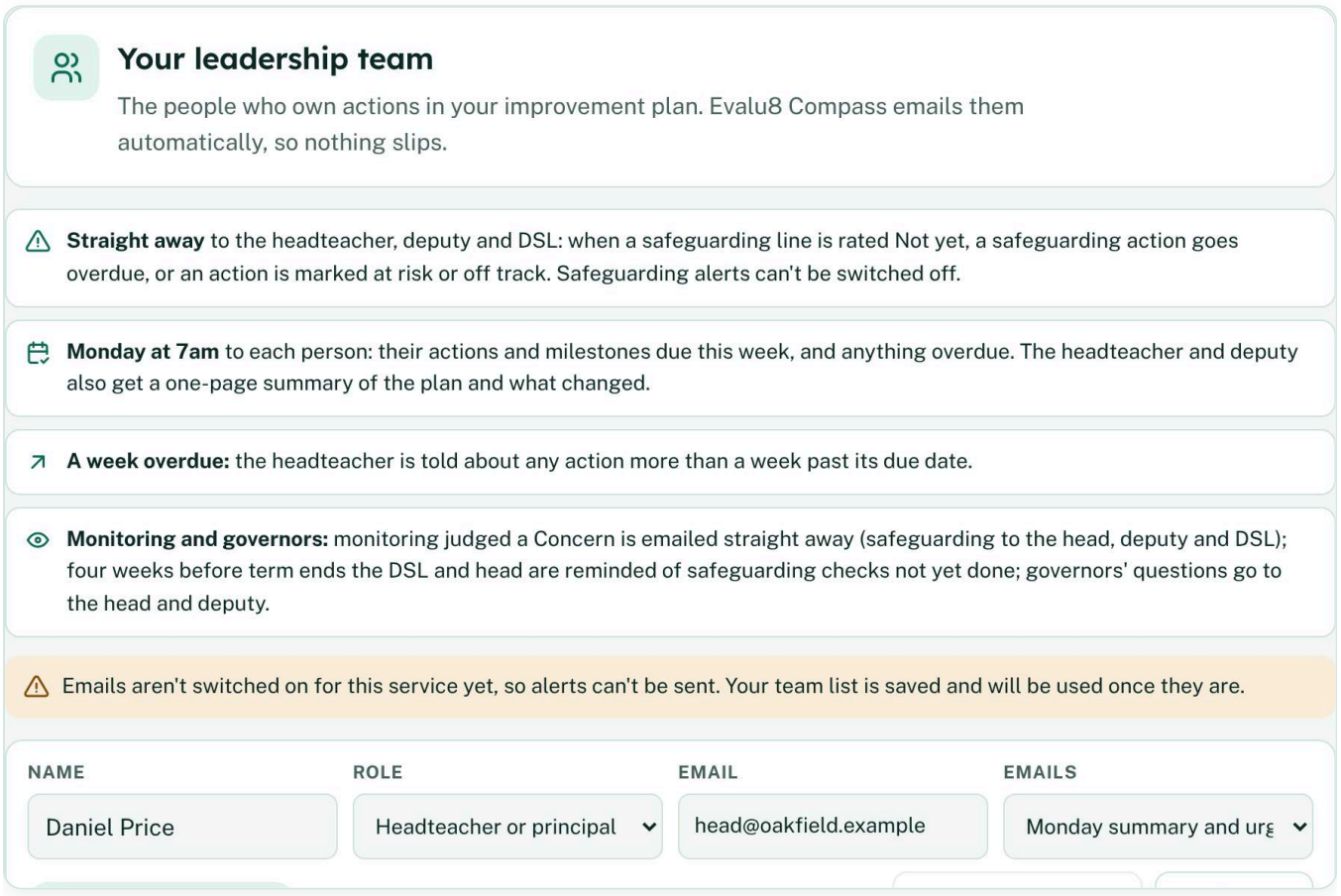
The action plan, with progress at the top.

Actions also arrive from other places, labelled with where they came from: **From leadership meeting**, **From monitoring** and **From governors**.

SECTION 7

Your leadership team and automatic emails

Add your leaders once in the **Team** tab. Evalu8 Compass then keeps them informed, so nothing slips.



The Team tab: each leader's name, role, work email and which emails they get.

1. Start with the **headteacher**, **deputy** and **designated safeguarding lead**, then the leaders who own actions (SENCo, attendance lead, subject leaders). Add governors or trustees, and your school improvement partner (role: **School improvement partner or consultant**) too.
2. Use **Send a test email** to check each address works.
3. An action's **Owner** can be a name or a role (for example "DSL"); alerts go to whoever it matches.

WHEN	WHO IS EMAILED, AND ABOUT WHAT
Straight away	The head, deputy and DSL: a safeguarding line rated Not yet, a safeguarding action overdue, an action marked at risk or off track, or a safeguarding check judged a Concern. Safeguarding alerts can't be switched off.
Monday, 7am	Each leader: their actions, milestones and monitoring due this week, and anything overdue. The head and deputy also get a summary: the plan at a glance, what changed, monitoring this term and governors' questions waiting for an answer.
A week overdue	The headteacher, about any action more than seven days late.
Before meetings and visits	A week before each leadership meeting, attendees get the agenda. A week before a SIP visit, leaders get the draft discussion paper to check.
End of term	Four weeks before term ends, the DSL and head are reminded of any termly safeguarding checks not yet done.

Sharing with your trust

If your school is part of a trust that uses Evalu8 Compass, the trust can ask to see a summary of your school's work. The head and deputy see the request at the top of the checklist and decide in the Team tab. Once you agree, the trust's named leaders see your scores by area, safeguarding lines not met and checks done, plan progress, monitoring counts, and governors' reports and questions: never evidence notes, monitoring findings or pupils' information. Choose **Stop sharing** at any time. Trust leaders sign in with their own email to a **trust view** comparing their schools side by side, with a spreadsheet download.

Emails never include evidence notes or what monitoring found. They name the action, the checklist line or the check, and link back to Evalu8 Compass. Your SIP and governors never get the school's weekly emails.

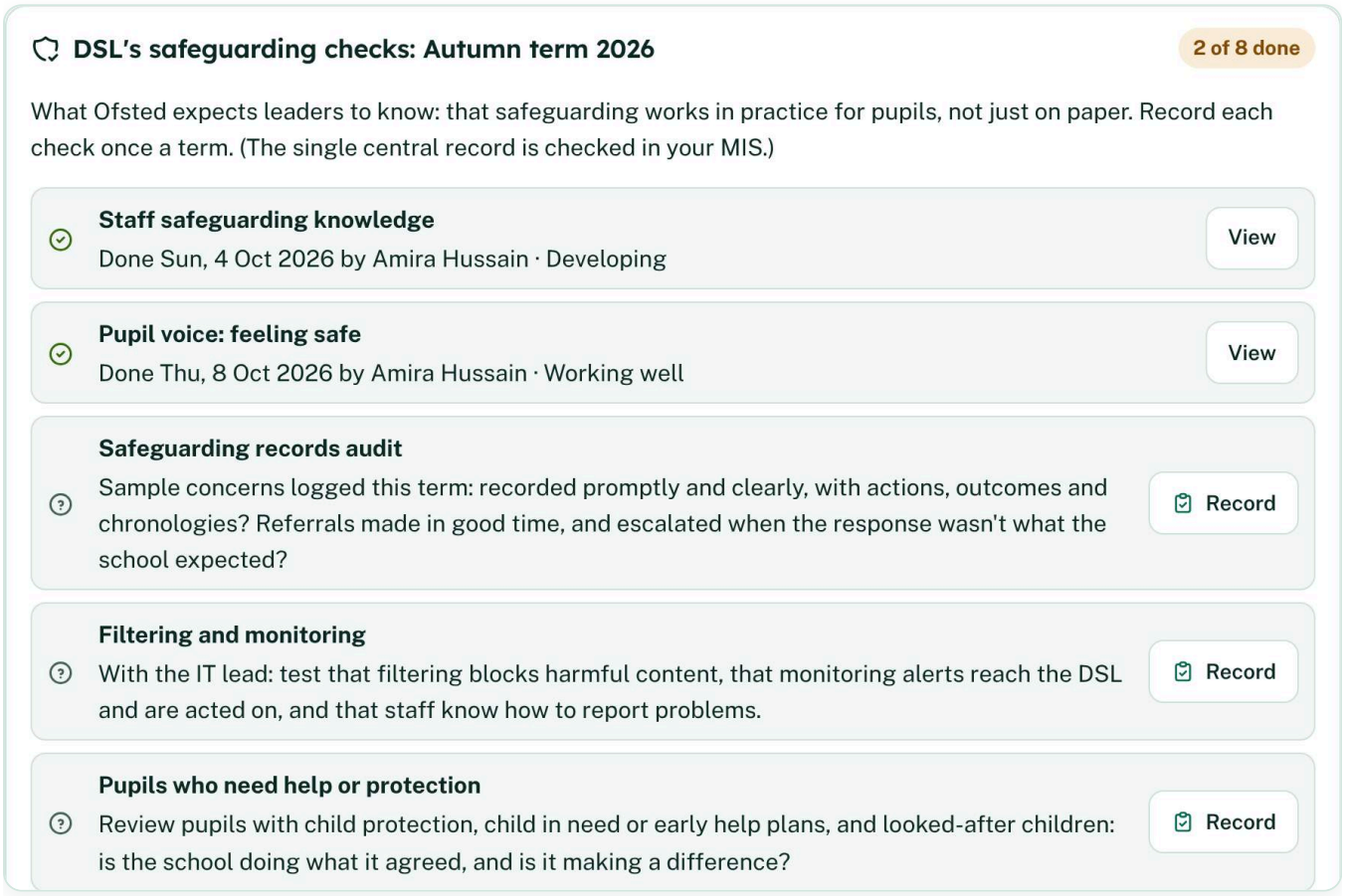
SECTION 8

Monitoring and the DSL's safeguarding checks

The **Monitoring** tab is where leaders plan and record what they check, and what they find.

The DSL's termly safeguarding checks

Ofsted expects leaders to know that safeguarding works in practice for pupils, not just on paper. Eight checks are set out each term, each with prompts for what to ask or look at: staff safeguarding knowledge, pupil voice on feeling safe, a records audit, filtering and monitoring, pupils who need help or protection, absence and children missing education, training and induction, and governor oversight. (The single central record stays in your MIS.)

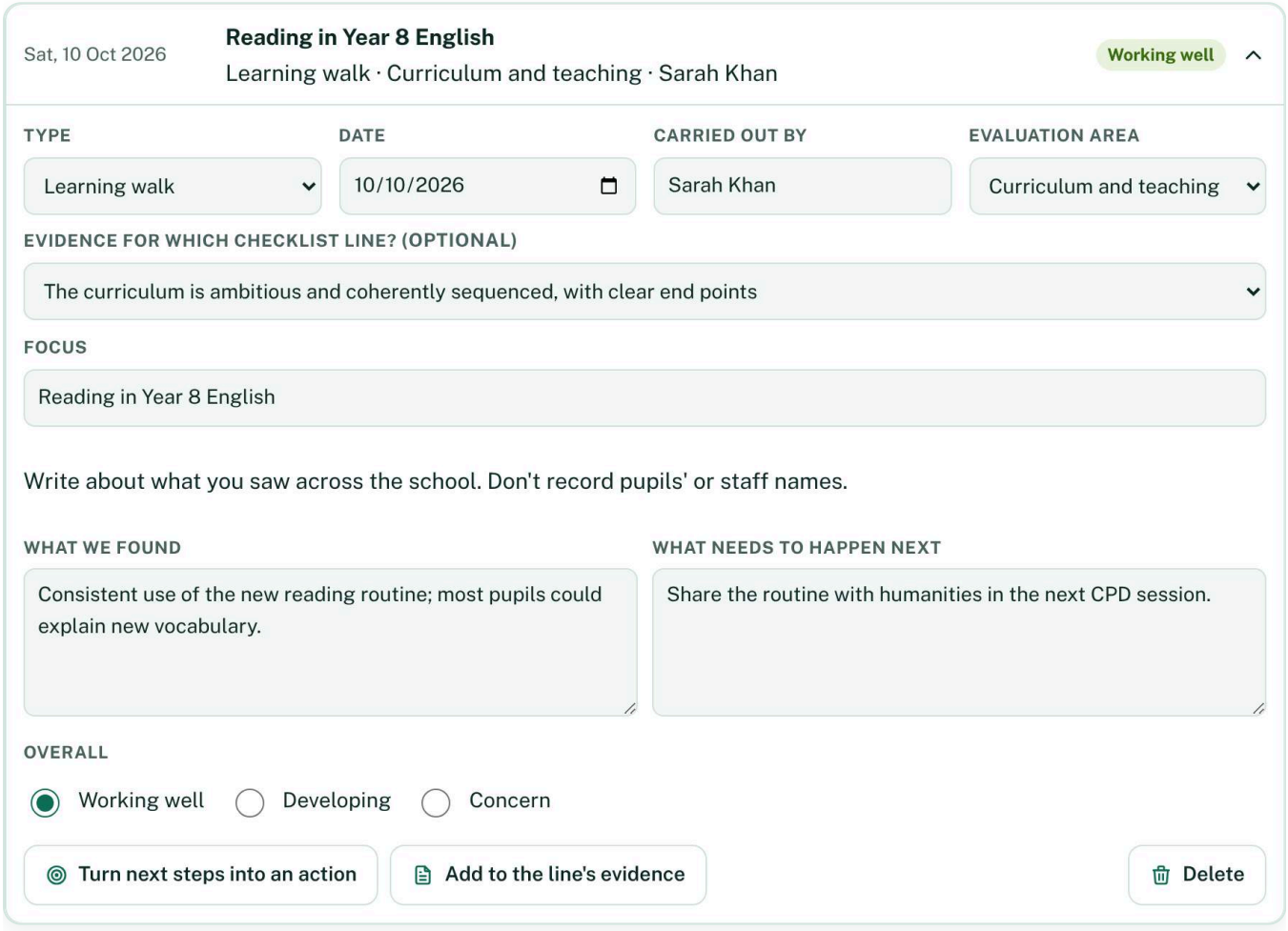


This term's checks: two done, six still to record. Choose **Record** to fill one in.

SECTION 8 CONTINUED

Recording any monitoring

1. Choose **Record monitoring** (something that's happened) or **Plan monitoring** (something in the calendar; whoever is carrying it out is reminded in their Monday email).
2. Choose the type (learning walk, lesson drop-in, work scrutiny, pupil, staff or parent voice, records review, governor visit), the date, who carried it out and the evaluation area. If it's evidence for a particular checklist line, choose it.
3. Write **What we found** and **What needs to happen next**, then the overall judgement: **Working well**, **Developing** or **Concern**.
4. **Add to the line's evidence** copies your findings into that line's evidence notes in Evaluate. **Turn next steps into an action** adds it to the improvement plan.



A learning walk linked to a checklist line, with its findings and next steps.

> ⚠ **Write about what you saw across the school.** Don't record pupils' or staff names. A **Concern** in safeguarding is emailed to the head, deputy and DSL straight away; elsewhere, to the head and that area's leader.

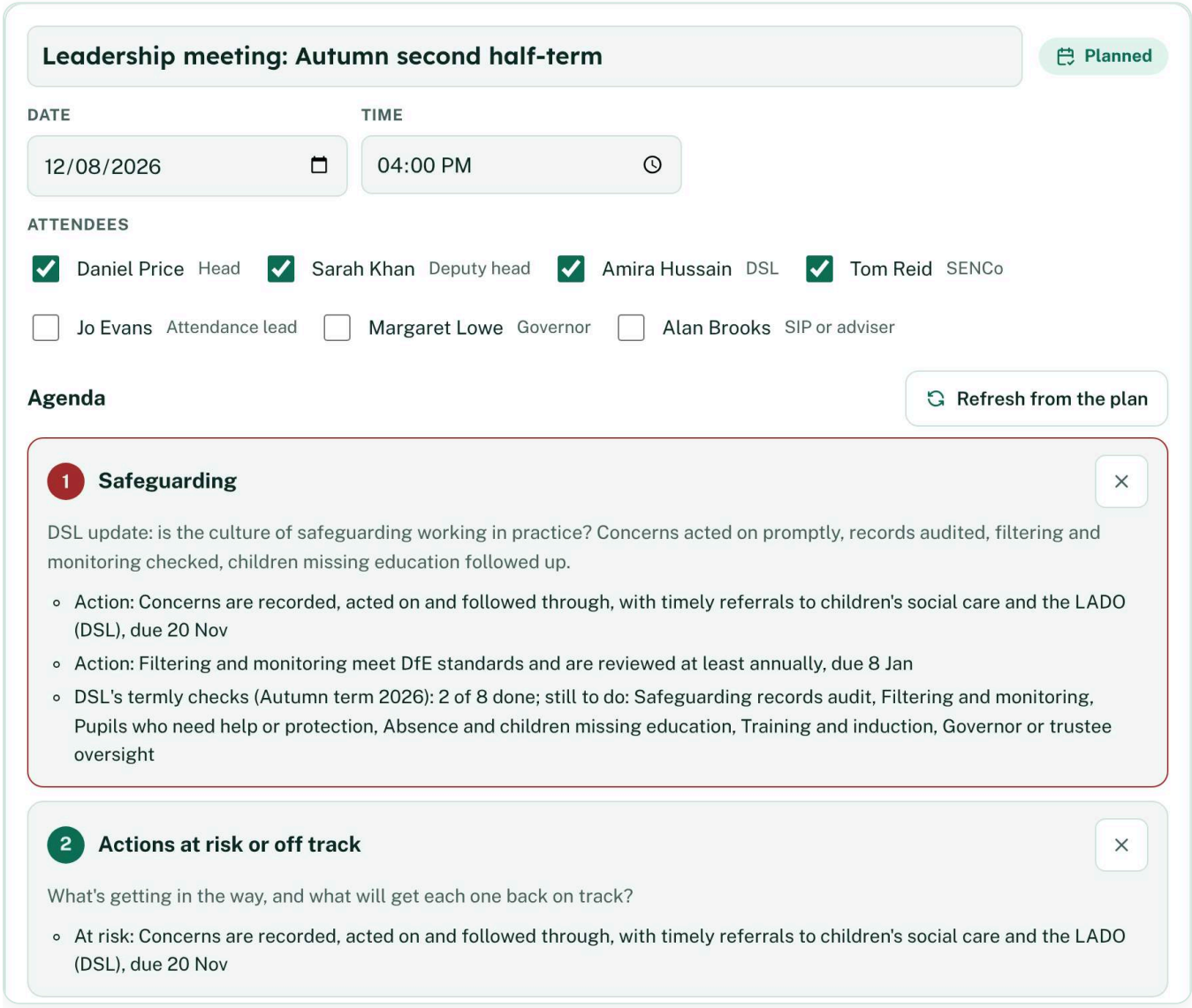
Monitoring feeds the leadership meeting agenda, each area's report, the SIP discussion paper and the governors' report.

SECTION 9

Half-termly leadership meetings

The **Meetings** tab writes each agenda from what your plan and self-evaluation show, and turns decisions into actions.

1. Choose **Plan this year's meetings** for six half-termly dates (check they suit your term dates), or **Schedule a meeting** for one. The head, deputy, DSL, assistant heads and SENCo are invited by default.
2. Choose **Write the agenda**. It puts safeguarding first, then actions at risk or overdue, what has changed since the last meeting, what monitoring shows, areas needing attention, lines rated Not yet with no action, and the impact of your work. Add your own items too.
3. A week before, the agenda is emailed to attendees automatically. You can also **Email the agenda now**.

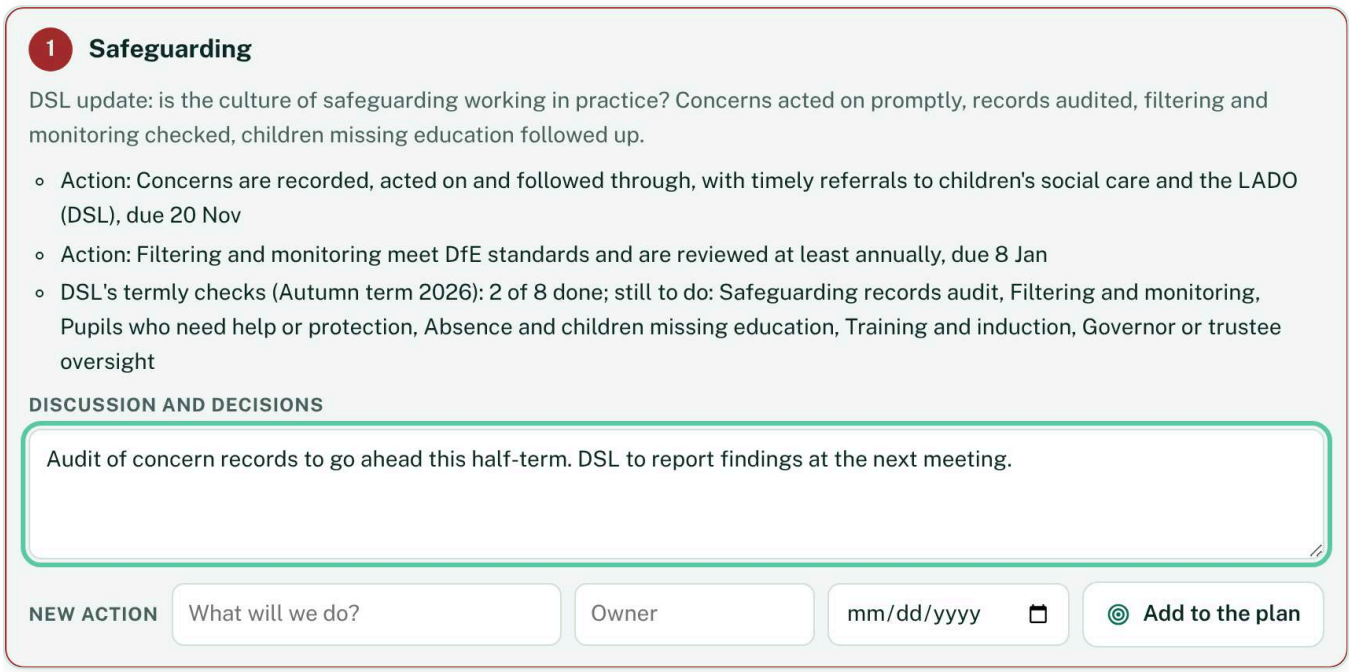


An agenda written from the plan, with safeguarding first.

SECTION 9 CONTINUED

In the meeting

Choose **Start the meeting**. For each item you can record what was decided, agree ratings for the lines it covers, and add new actions with an owner and date: they go straight into the improvement plan.



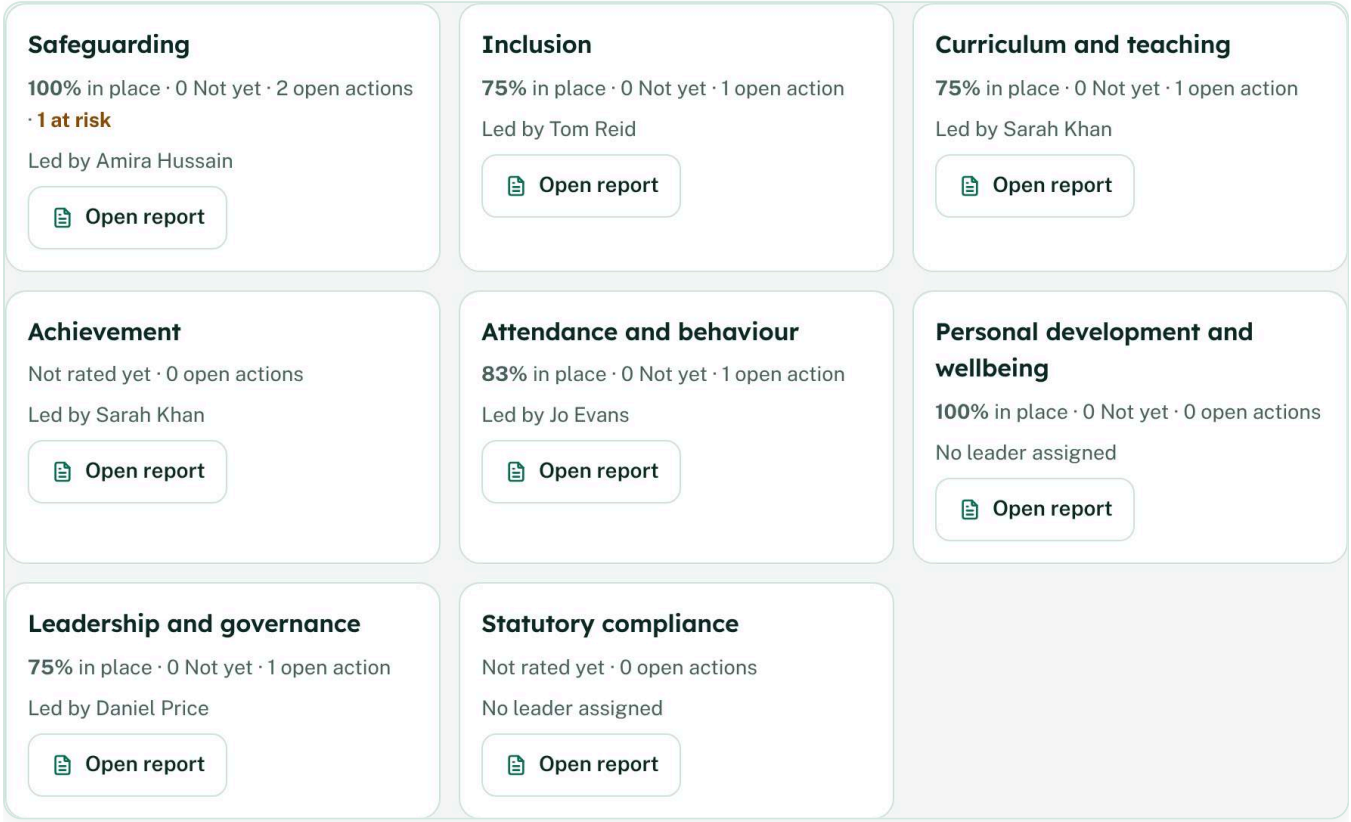
Recording a decision and adding an action during the meeting.

Choose **Finish and send the minutes**. The minutes, with each decision and new action, are emailed to attendees, and a snapshot of your self-evaluation is saved so the next agenda can show what has changed.

SECTION 10

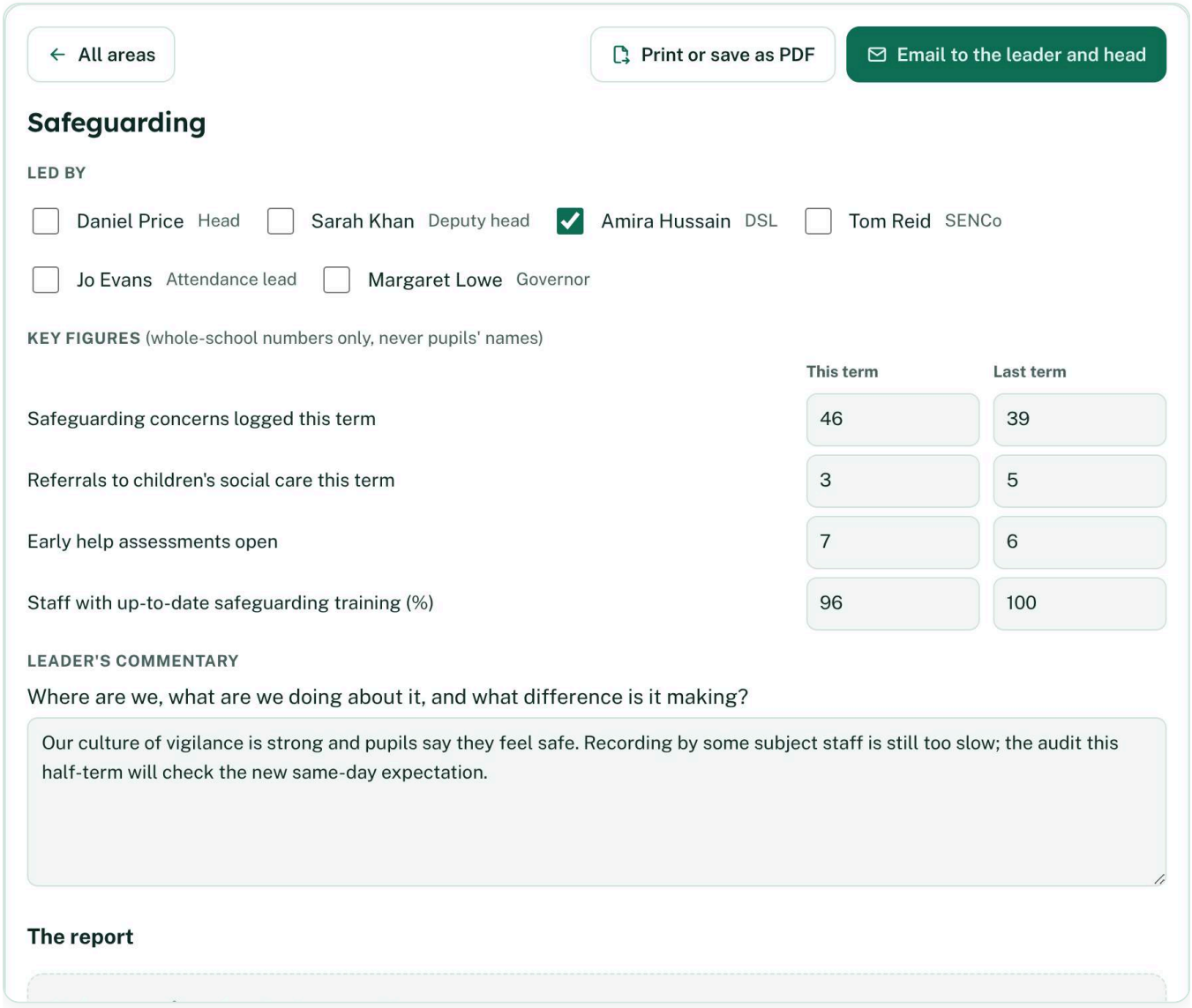
Leaders' reports and subject reviews

The **Reports** tab has one report for each of Ofsted's evaluation areas, owned by its leader.



Each card shows where the area stands, its open actions and who leads it.

1. Choose **Open report** and tick who leads the area.
2. Enter the **key figures** for this term and last (for example attendance, persistent absence, suspensions, safeguarding concerns logged). Whole-school numbers only, never pupils' names.
3. Write the **leader's commentary**: where are we, what are we doing about it, and what difference is it making?
4. The report adds what isn't yet in place, strengths with evidence, actions and their impact, monitoring this term and what has changed. **Print or save as PDF**, or **Email to the leader and head**.



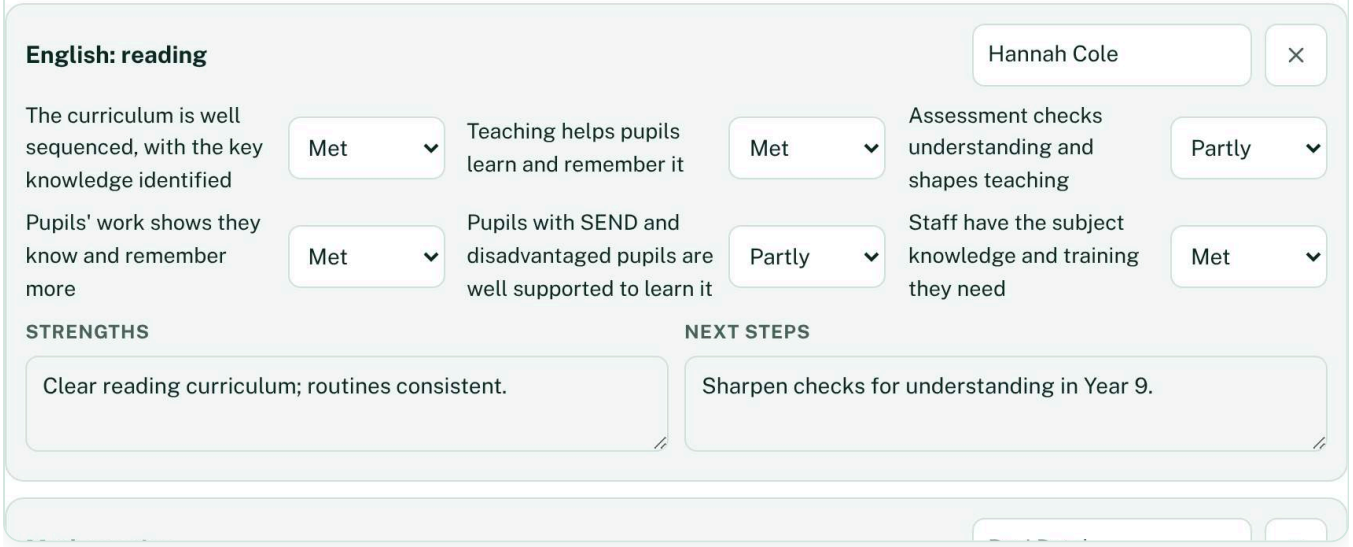
The DSL's report for Safeguarding, including the termly checks.

Subject reviews

In **Curriculum and teaching**, add a review for each subject from the list. Each subject leader rates six questions (sequencing, teaching, assessment, pupils' work, SEND and disadvantaged pupils, staff expertise) and records strengths and next steps. The reviews appear as a table in the curriculum report.

Subject reviews

Each subject leader reviews their subject each term. The ratings and next steps feed this report.



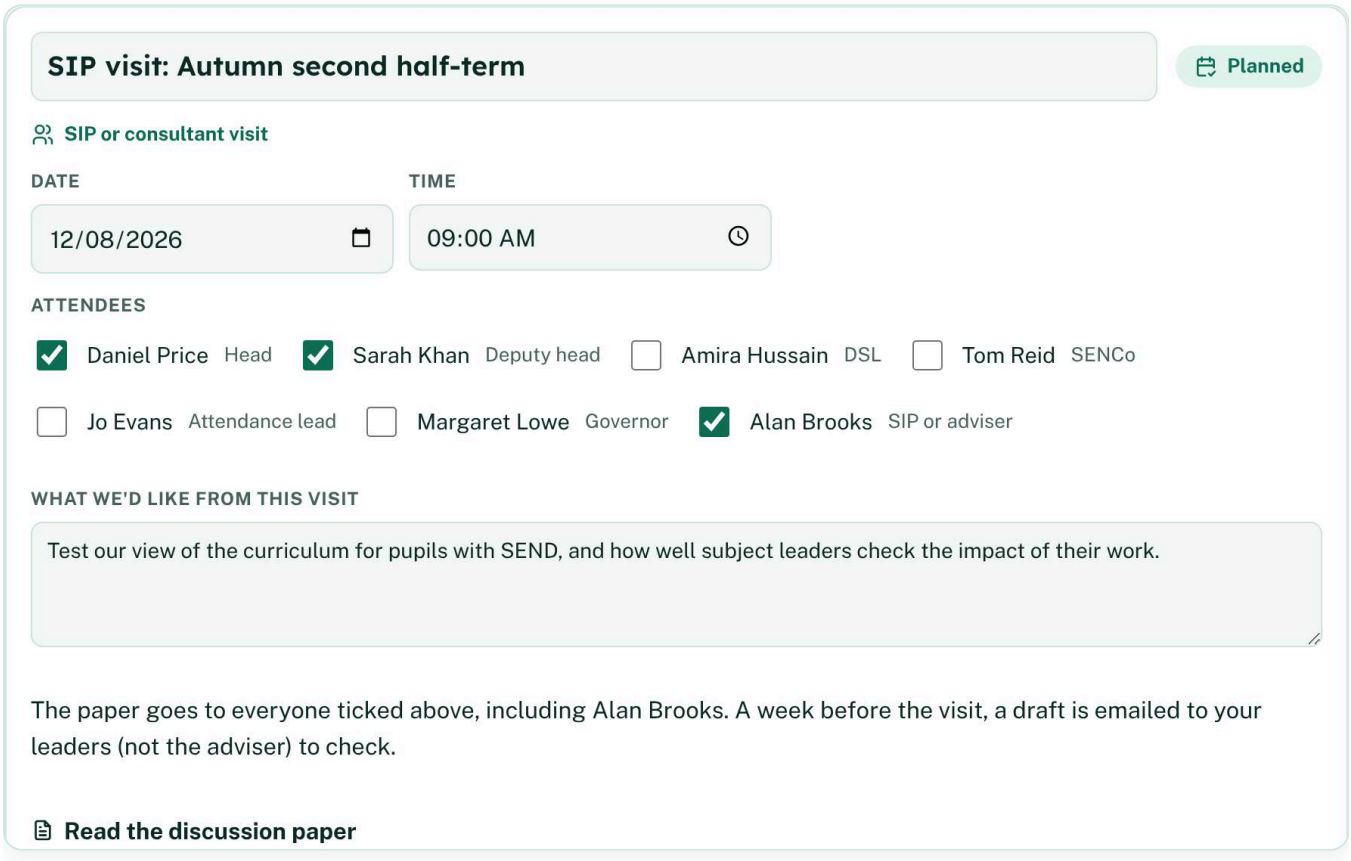
Subject reviews for reading and mathematics.

SECTION 11

SIP and consultant visits

Before your school improvement partner or consultant visits, Evalu8 Compass writes a discussion paper for the meeting with the head and senior leaders.

1. Add your adviser in the **Team** tab with the role **School improvement partner or consultant (external)**.
2. In **Meetings**, choose **Plan a SIP or consultant visit**. The head, deputy and your adviser are invited.
3. Write **What we'd like from this visit**. Choose **Read the discussion paper** to check it: the school, your self-evaluation at a glance, your latest Ofsted report, priorities and how they're going, impact, monitoring, safeguarding, what has changed, and questions for discussion.
4. A week before the visit, your leaders (not the adviser) are emailed the draft to check. When you're happy, choose **Email the discussion paper**.
5. On the day, the visit's agenda follows the paper. Record decisions and actions as in any meeting.



A SIP visit, with the focus and the discussion paper.

The discussion paper never includes evidence notes, pupils' information or what safeguarding checks found: only how many have been done.

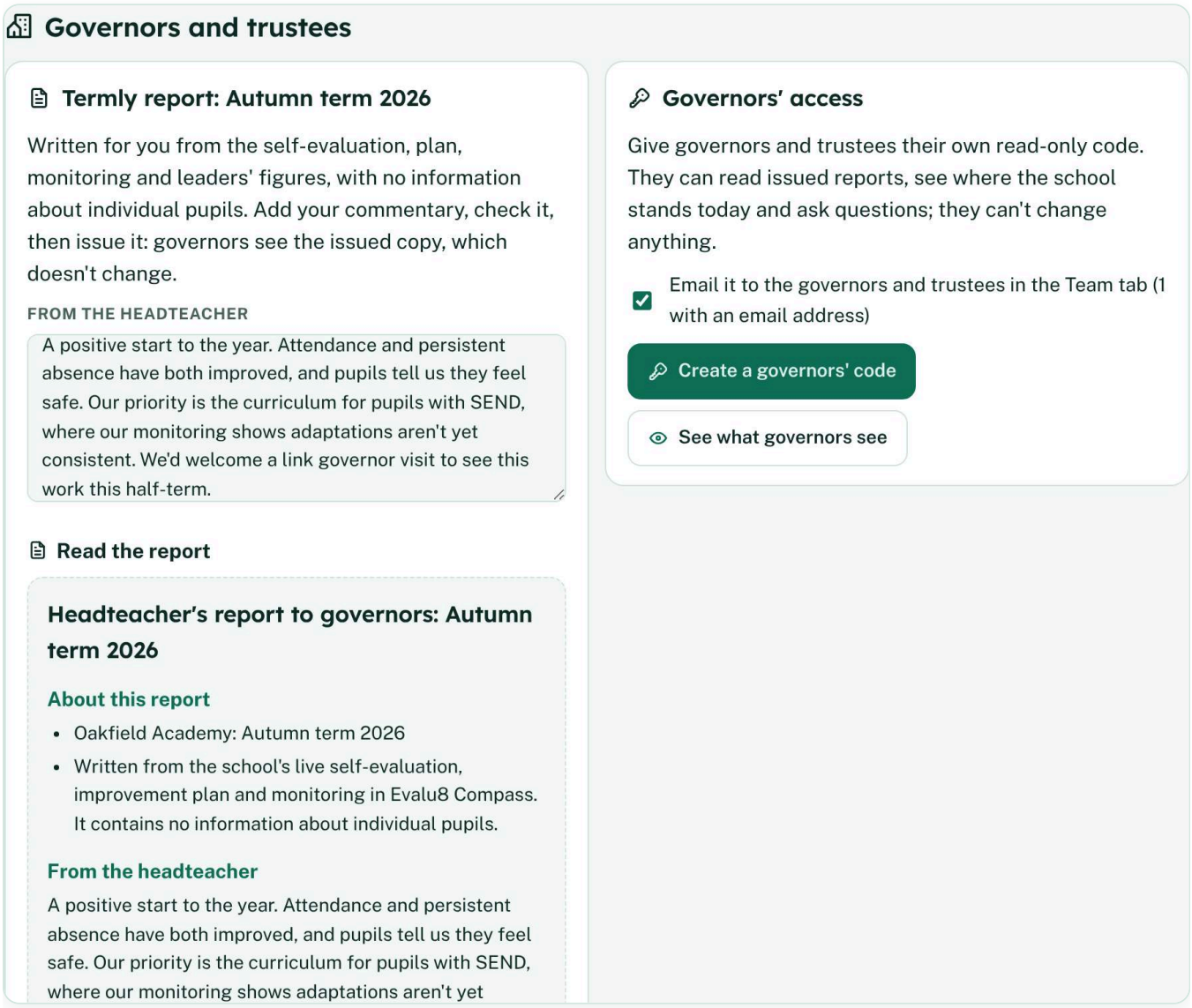
SECTION 12

Governors and trustees

At the foot of the **Reports** tab: the headteacher's termly report, governors' read-only access, and the challenge log.

The headteacher's termly report

The report is drafted for you from the live data: your self-evaluation compared with the last report, safeguarding (including the DSL's checks), leaders' key figures, priorities and impact, monitoring, your last inspection's next steps, answers to governors' questions, and suggested questions for governors to ask. Add your commentary, then choose **Issue to governors**. The issued copy is fixed, so governors read exactly what you issued. Then choose **Email to governors**.

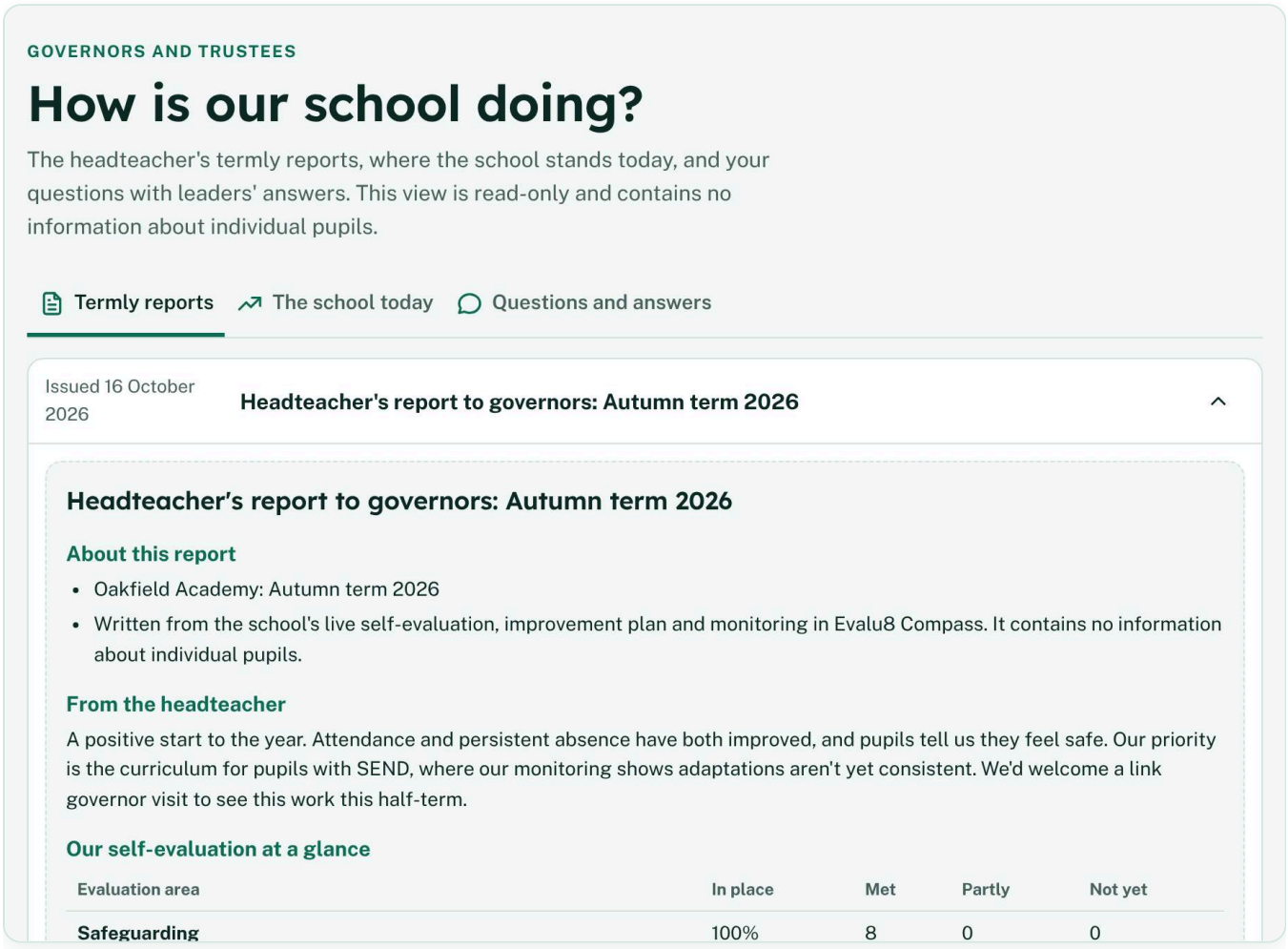


Drafting this term's report, with governors' access alongside.

SECTION 12 CONTINUED

Governors' access

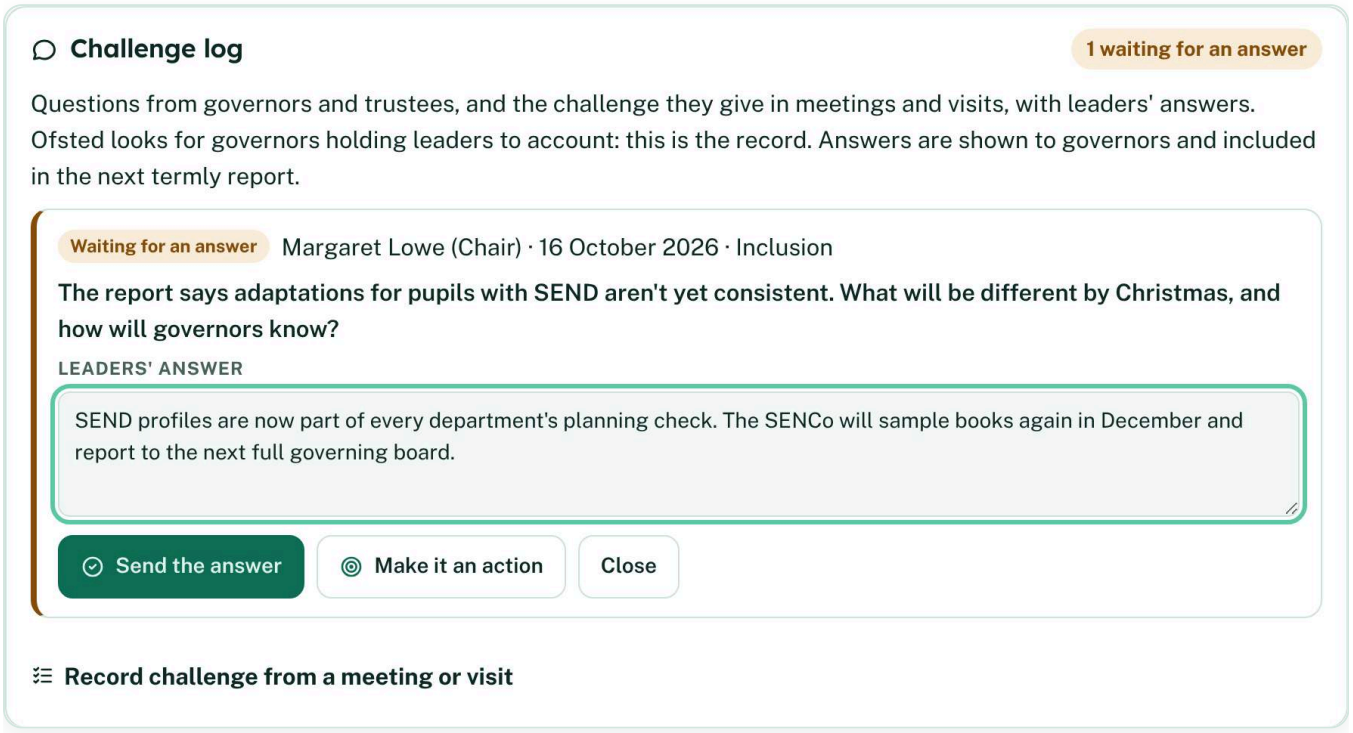
1. Add your governors or trustees, with their emails, in the **Team** tab.
2. Choose **Create a governors' code**, with **Email it to the governors and trustees** ticked. The code is shown once.
3. Governors sign in at **evalu8compass.app** with that code. They see issued reports, **The school today**, and **Questions and answers**. They can't change anything or see the checklist.
4. If the code is shared by mistake, choose **Replace the code**: everyone using the old one is signed out. **See what governors see** opens their view.



What a governor sees after signing in.

The challenge log

Ofsted looks for governors holding leaders to account. When a governor asks a question in their view, it arrives in the challenge log and the head and deputy are emailed straight away. Write the answer and choose **Send the answer**: governors see it in their view, and it's included in the next termly report. You can also **Make it an action**, and **Record challenge from a meeting or visit** so challenge given in governors' meetings is kept in the same place.



A governor's question, with the leaders' answer being written.

For governors and trustees

1. Go to **evalu8compass.app**, choose **Sign in** and enter the governors' code your headteacher sent you.
2. **Termly reports**: read the headteacher's reports, print or save them as PDF.
3. **The school today**: where the school stands now, between reports.
4. **Questions and answers**: ask a question, with your name; leaders are told straight away. Their answers appear here.

Everything is read-only and contains no information about individual pupils. Please keep the code within the board, and don't include pupils' or staff names in questions.

SECTION 13

Church schools: SIAMS

For Church of England and Methodist schools: the Statutory Inspection of Anglican and Methodist Schools, alongside Ofsted, in the same place.

SIAMS asks whether, through its theologically rooted Christian vision, the school is living up to its foundation as a Church school and enabling pupils and adults to flourish. There are no criteria to tick off: for each Inspection Question, leaders show the impact, with evidence. Evalu8 Compass follows the SIAMS Framework (September 2024, updated September 2026).

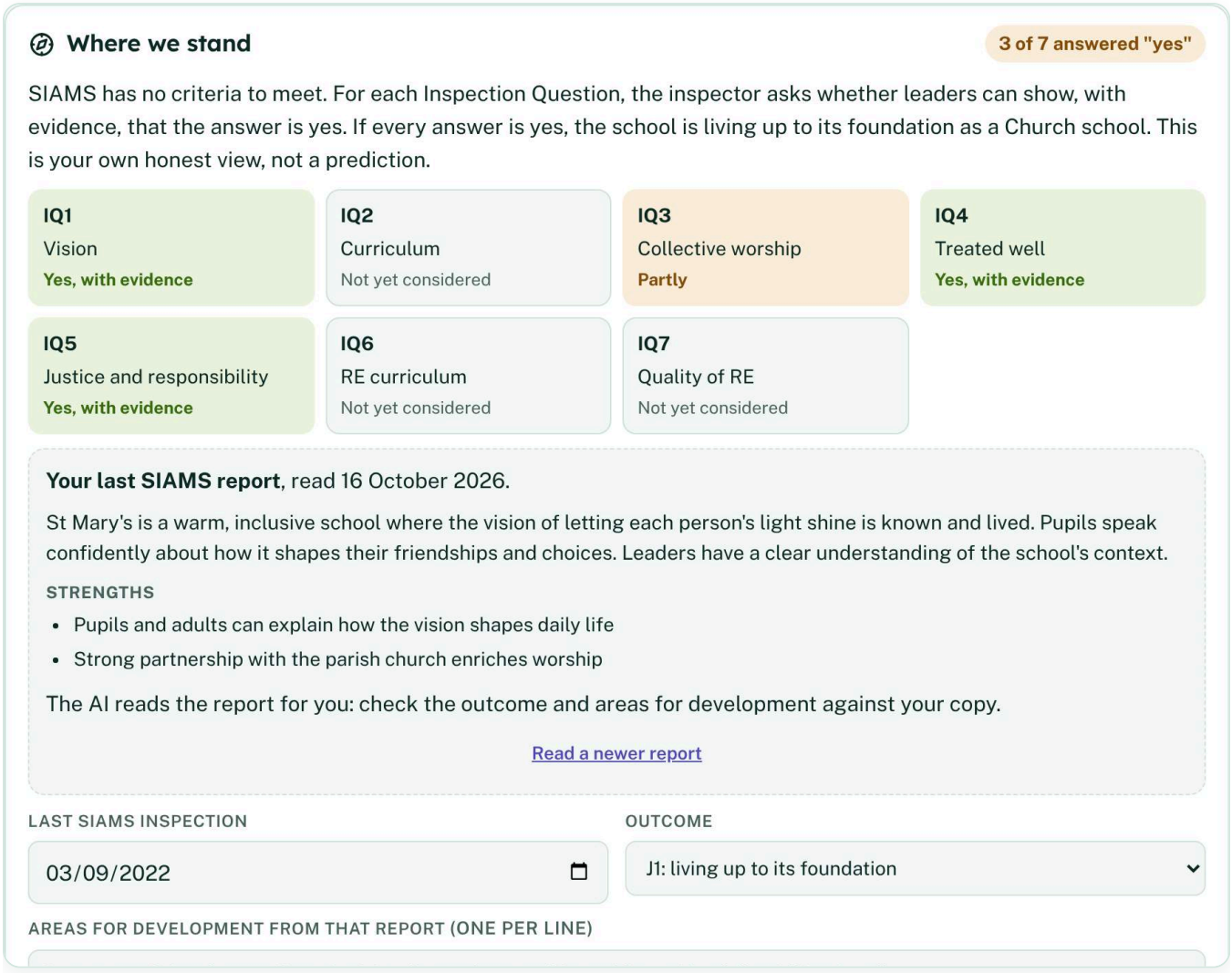


In Step 1, choose **Church school** and your designation.

1. In Step 1, choose **Church of England**, **Methodist** or **Joint** under **Church school**, then your **designation**. A **SIAMS** tab appears after Evaluate.
2. Inspection Question 7 (the quality of RE) appears for voluntary aided schools and former voluntary aided academies, and for former voluntary controlled academies that tick **we teach denominational RE**.
3. Upload your last SIAMS report and choose **Read the report** (one AI request). The date, outcome and areas for development are filled in, and each finding is shown under its Inspection Question.

SECTION 13 CONTINUED

Where we stand



Each Inspection Question shows your own view, with what your last report said and when the next inspection is likely.

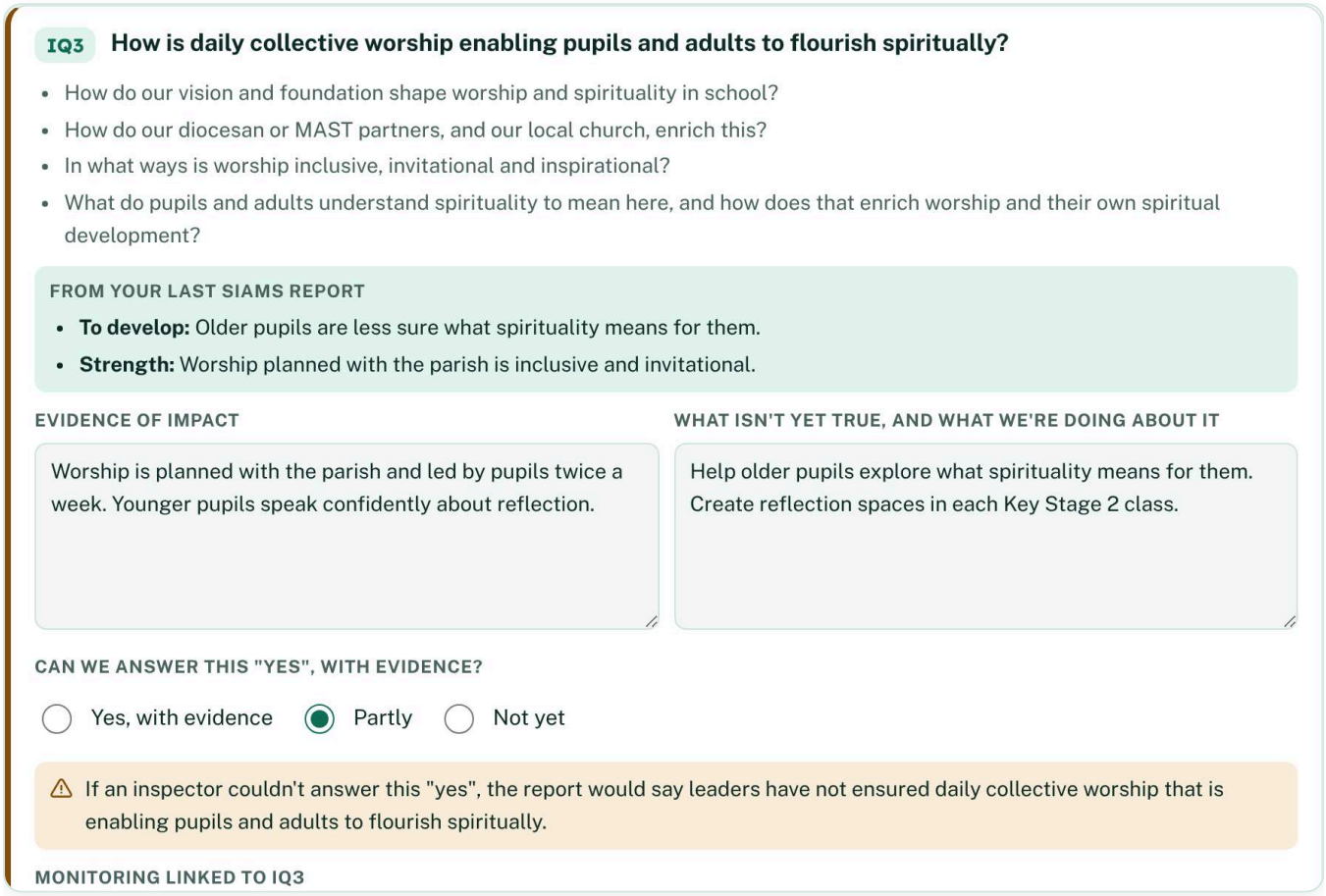
Telling your story

- **Who are we?** Your factual context: pupils, leadership, partnerships. No judgement is made on it.
- **What are we doing here?** Your vision, how it is theologically rooted, how your community's needs shape it, and your arrangements for governance, worship and RE. Write these in your own words: inspectors look for a vision leaders genuinely own, so Evalu8 Compass won't write it for you.

SECTION 13 CONTINUED

The Inspection Questions

Each question is shown as the framework asks it, with prompts to think about. Write your **evidence of impact** (what difference it makes, for whom, and how you know) and **what isn't yet true**, then choose whether you can answer it **Yes, with evidence**, **Partly** or **Not yet**. If you choose Partly or Not yet, you'll see what a SIAMS report would say. Use **Add an action** to put it in your improvement plan.



Inspection Question 3, on collective worship, with what the last report said.

Evidence from monitoring. In the Monitoring tab, record **Collective worship** and **RE lesson visits**, and link any record to a SIAMS Inspection Question. It appears under that question as evidence.

SECTION 13 CONTINUED

Your SIAMS self-evaluation

Choose **Read the self-evaluation**. It is written from everything above, in the framework's order: who we are, what we are doing here, each Inspection Question with its evidence and linked monitoring, and where you stand. **Print or save as PDF**, or **Email to the head and our adviser** (your diocesan adviser, added in the Team tab).

SIAMS self-evaluation: St Mary's CE Primary

Who are we?

- St Mary's CE Primary: Church of England school, voluntary aided, maintained, KS1, KS2, 208 pupils on roll
- Our pupils and community: how diverse, and what pupils need educationally: A village school serving a growing and increasingly diverse community; 18% of pupils are disadvantaged and 14% have SEND.

Our vision, and the trust's vision

Let your light shine (Matthew 5:16)

How our vision is theologically rooted

Jesus calls his followers to be light for the world. We believe each child is made in God's image with gifts to share, so we help every child discover and use them for others.

Our last SIAMS inspection

- 9 March 2022: living up to our foundation as a Church school (J1)
- Area for development: Deepen pupils' understanding of spirituality so that worship enables spiritual flourishing for all
- Area for development: Ensure RE assessment is accurate and used consistently across key stages

IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

Evidence of impact: Pupils use the language of the vision when they talk about friendships and choices. Staff survey: 94% say the vision shapes how we treat one another.

- Our view: Yes, with evidence

IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?

- Our view: not yet considered

IQ3: How is daily collective worship enabling pupils and adults to flourish spiritually?

Evidence of impact: Worship is planned with the parish and led by pupils twice a week. Younger pupils speak confidently about reflection.

The SIAMS self-evaluation, ready for your diocesan adviser, governors and the inspector.

SIAMS also appears in your leadership meeting agendas ("Living our Christian vision"), the governors' termly report, and the discussion paper for your diocesan adviser's visit.

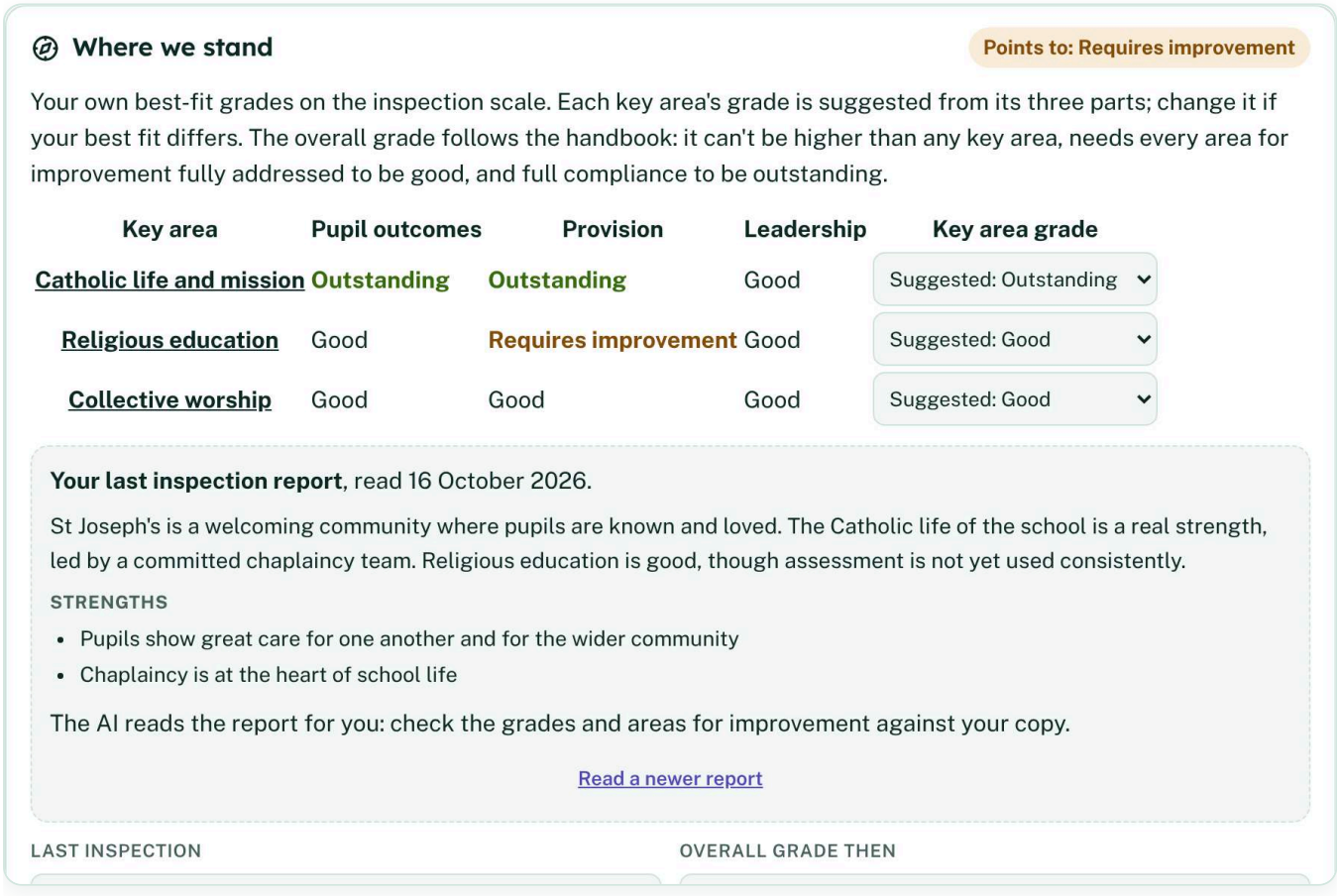
SECTION 14

Catholic schools inspection

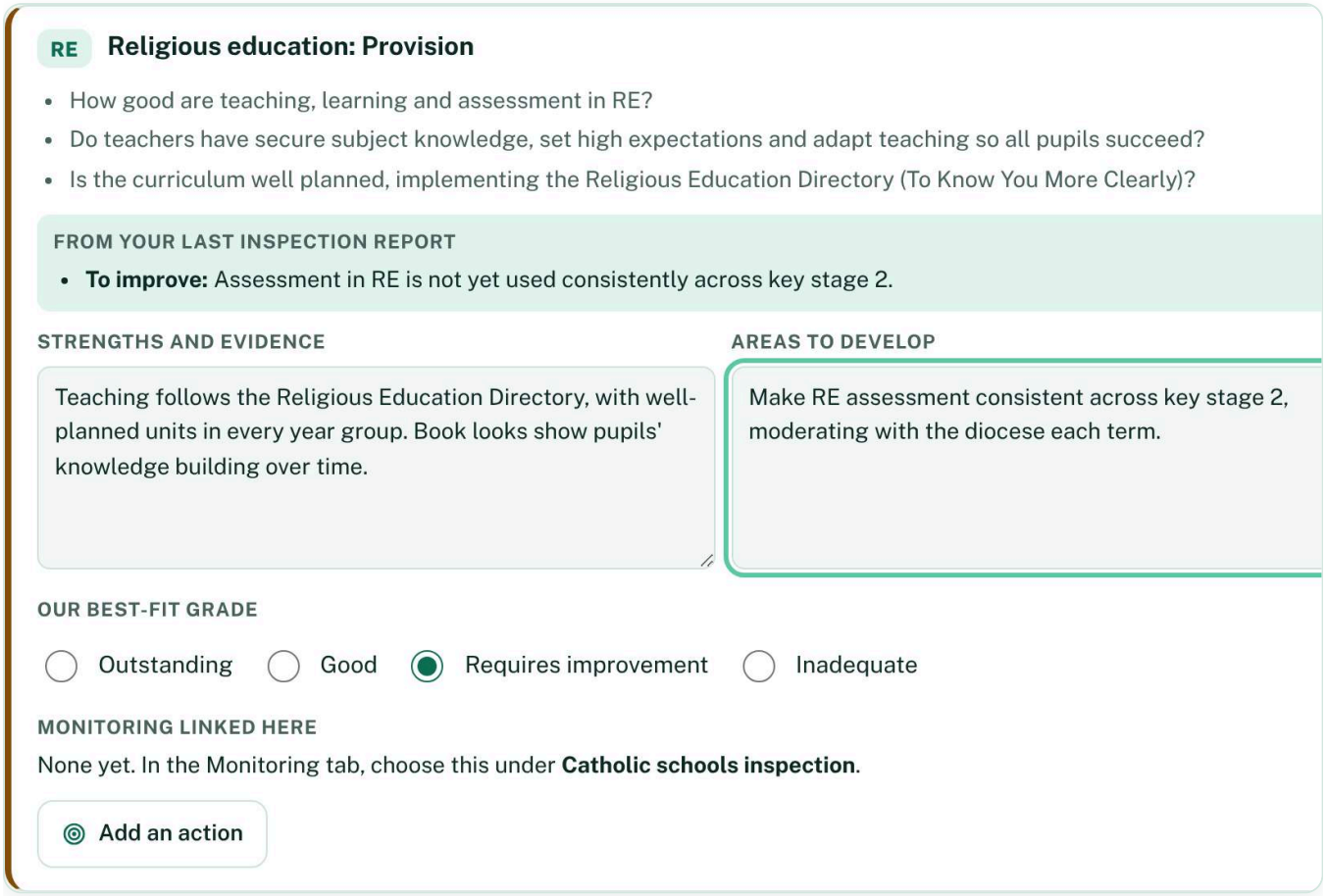
For Catholic schools: Catholic life and mission, religious education and collective worship, each through pupil outcomes, provision and leadership.

In Step 1, choose **Catholic** under **Church school**. A **CSI** tab appears, following the Catholic Schools Inspectorate's National Framework (Inspection Handbook, September 2025). Your diocese may add its own requirements.

1. Upload your last inspection report and choose **Read the report**. The grades, date and areas for improvement are filled in, and each finding appears under the part it relates to.
2. For each of the nine parts, write your **strengths and evidence** and **areas to develop**, and choose your best-fit grade. Each key area's grade is suggested from its three parts; change it if your best fit differs.
3. Confirm **compliance** (RE curriculum time, the Religious Education Directory and any diocesan requirements) and say how far each of your last **areas for improvement** has been addressed.
4. The overall grade follows the handbook: never higher than any key area, every area for improvement fully addressed for good, and full compliance for outstanding.



Your grades at a glance, with your last report and when the next inspection is likely.



One of the nine parts, with what your last report said.

Your Catholic self-evaluation document (CSED)

Choose **Read the CSED**. It is written from everything in the tab, by key area and by pupil outcomes, provision and leadership, with compliance, your response to the last areas for improvement and where your evaluation points overall. **Print or save as PDF**, or **Email to the head and our adviser**. Record **Collective worship** and **RE lesson visits** in the Monitoring tab and link them to a part: they appear as evidence.

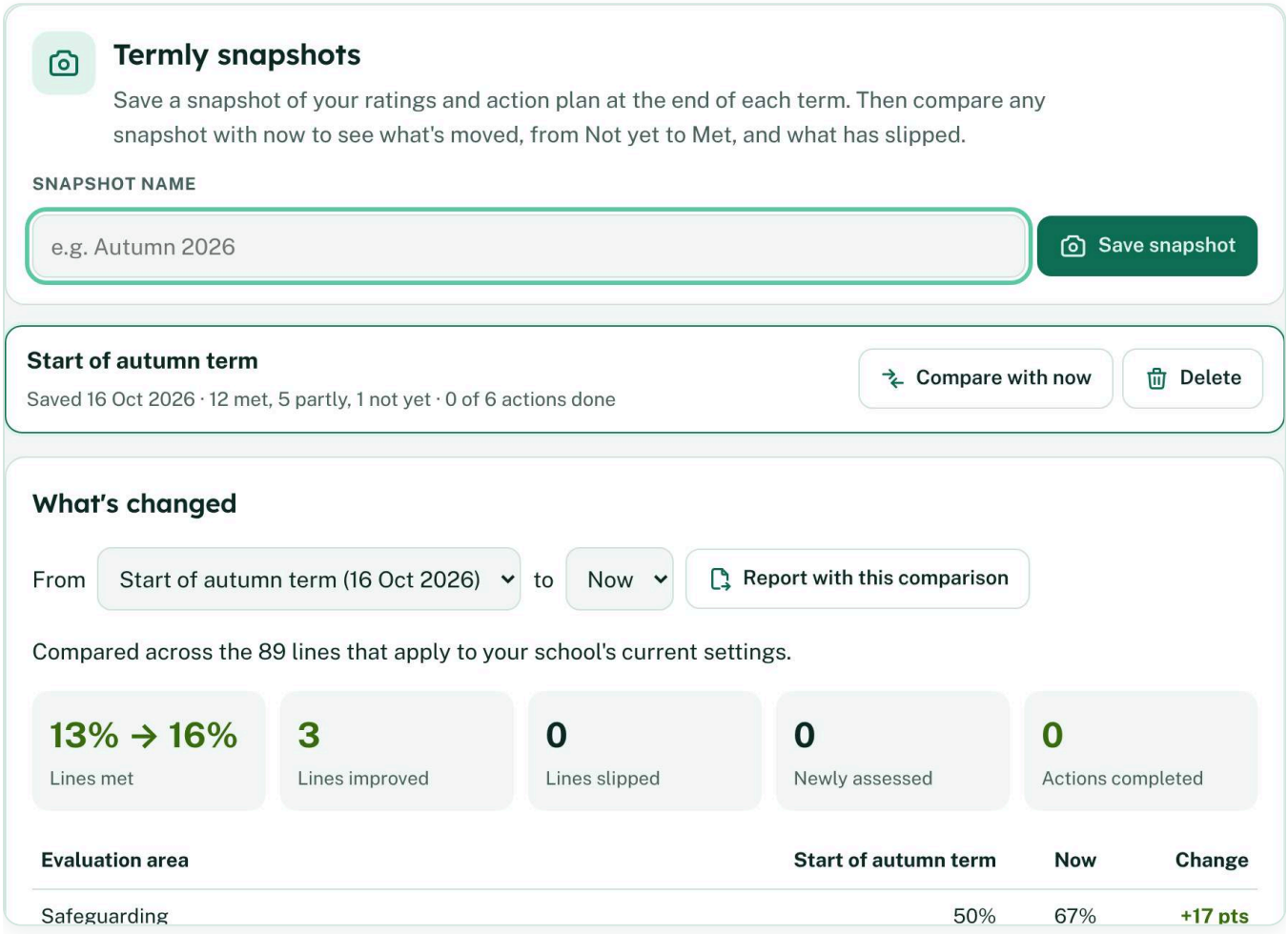
Catholic life, RE and worship also appear in your leadership meeting agendas, the governors' termly report and your adviser's discussion paper.

SECTION 15

Termly snapshots and progress

Capture where you are at the end of each term, then show what has changed.

1. Open the **Progress** tab. The snapshot name is suggested from the term (for example "Autumn 2026"); change it if you like.
2. Choose **Save snapshot**. Your ratings and action plan are copied as they are today.
3. Next term, choose **Compare with now** on that snapshot, or pick any two snapshots to compare.



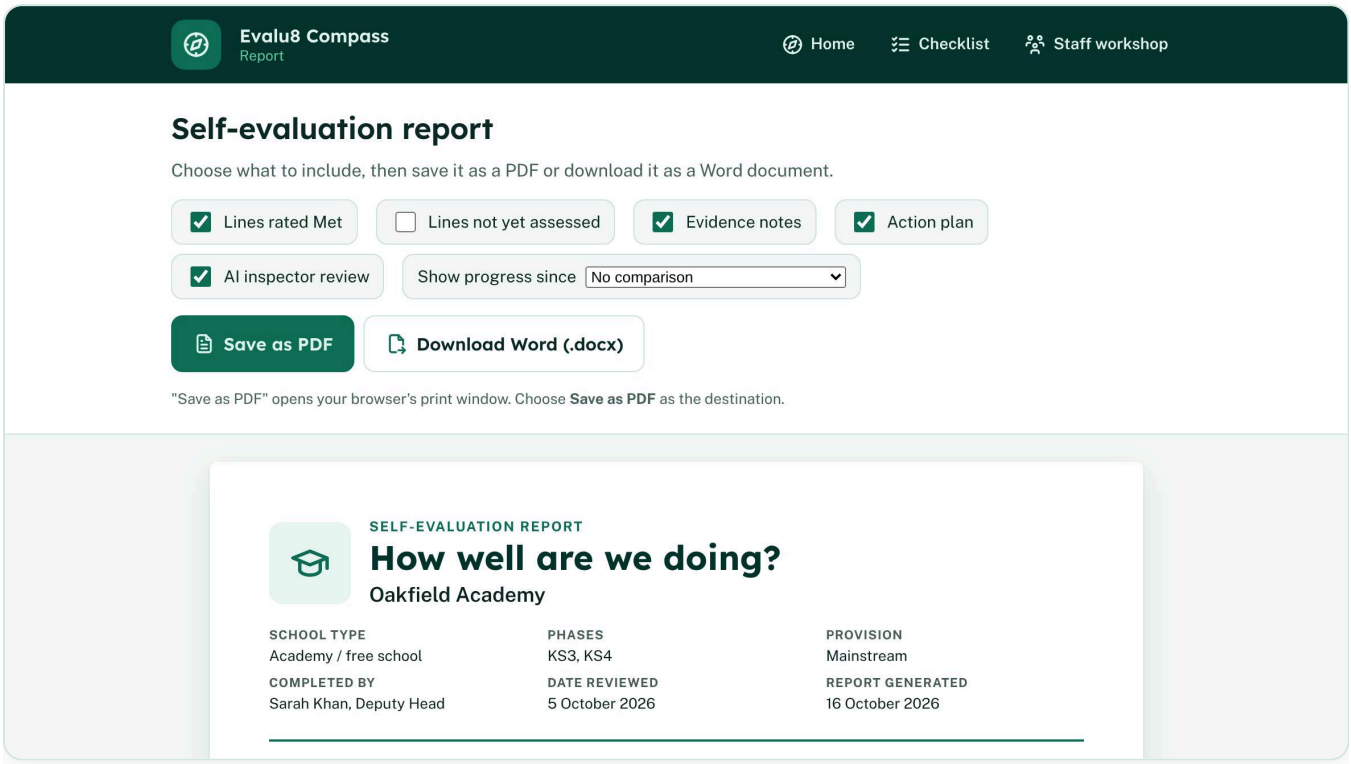
What's changed: % met then and now, lines improved or slipped, actions completed, and the change in each area.

Use **Report with this comparison** to add a "Progress since..." section to your report. It's strong evidence of improvement for governors and inspectors.

SECTION 16

Exporting your self-evaluation report

Choose **Export** on the checklist tabs for a formatted self-evaluation report with your logo.



Choose what to include, then save it.

- Tick what to include: lines rated Met, lines not yet assessed, evidence notes, the action plan, the AI review, and progress since a snapshot.
- `Save as PDF` opens your browser's print window: choose **Save as PDF** as the destination.
- `Download Word (.docx)` gives an editable document, ideal for governors' papers. It's also the most accessible version for screen-reader users.

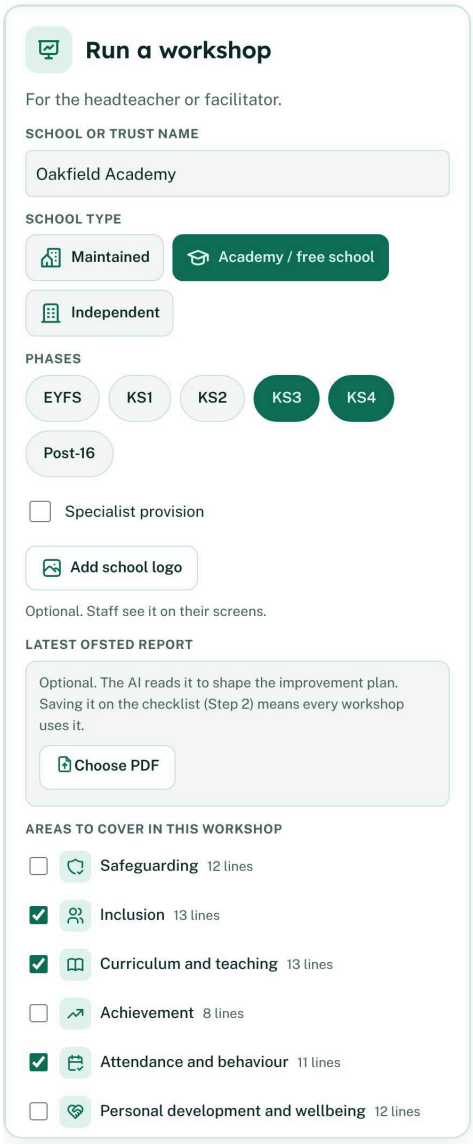
Each workshop has its own report too (section 17). Leaders' area reports, the SIP discussion paper and the governors' report are in sections 10–12.

SECTION 17

Running a staff workshop

Staff rate the school anonymously on their own phones. You see the collated findings live, then turn them into an improvement plan.

Before: start the workshop



Starting a workshop.

1. Sign in with your access code, then open **Staff workshop**.
2. Under **Run a workshop**, check your school's name, type and phases. They're filled in from your checklist.
3. Under **Latest Ofsted report**, keep **Use your saved report** ticked, or choose a different PDF for this workshop.
4. Choose the **areas to cover**. Two or three areas suit a 45–60 minute session; the page shows how many lines that is.
5. Choose **Start workshop**.

Suggested 60-minute session

5 min	Why we're doing this. Answers are anonymous, there are no wrong answers, and no names in comments.
20 min	Staff join and rate the lines on their phones.
15 min	Share findings. Look at where staff agree and where views differ.
15 min	Discuss the splits and gaps; agree ratings together.
5 min	What happens next, and when staff will see the plan.

SECTION 17 CONTINUED

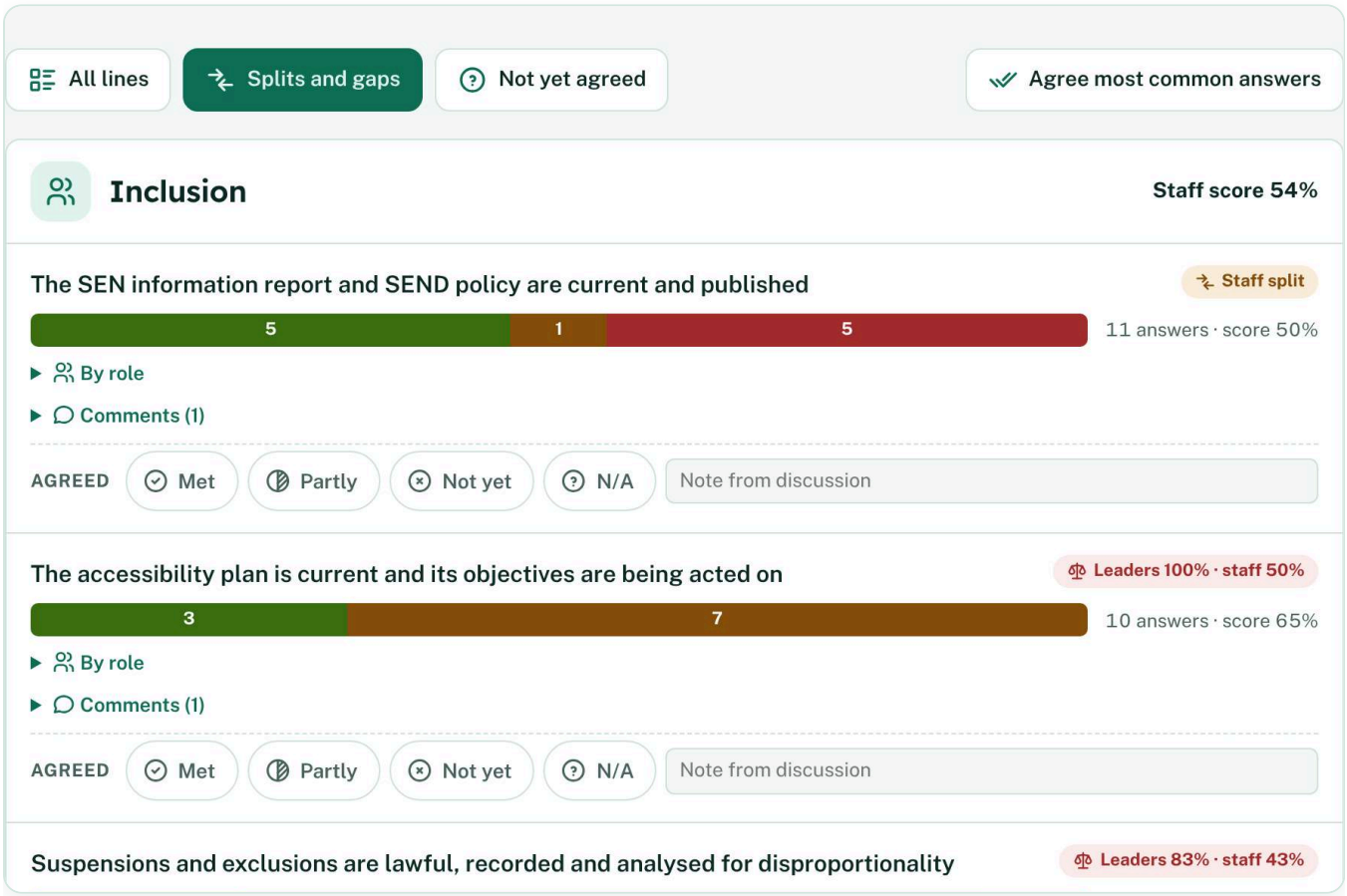
During: staff join and rate



Put this on the projector. Staff scan the QR code or go to the address and type the 6-character code. The counters show how many have joined and how much has been answered.

- **Share findings with staff** sends the collated results to everyone's phone when you're ready to discuss them. **Present mode** enlarges the findings for the projector.
- **Close responses** stops new answers when you've finished rating.
- **Copy facilitator link** lets you reopen the workshop on another device. Keep this link private: it gives full control of the workshop.

Live findings



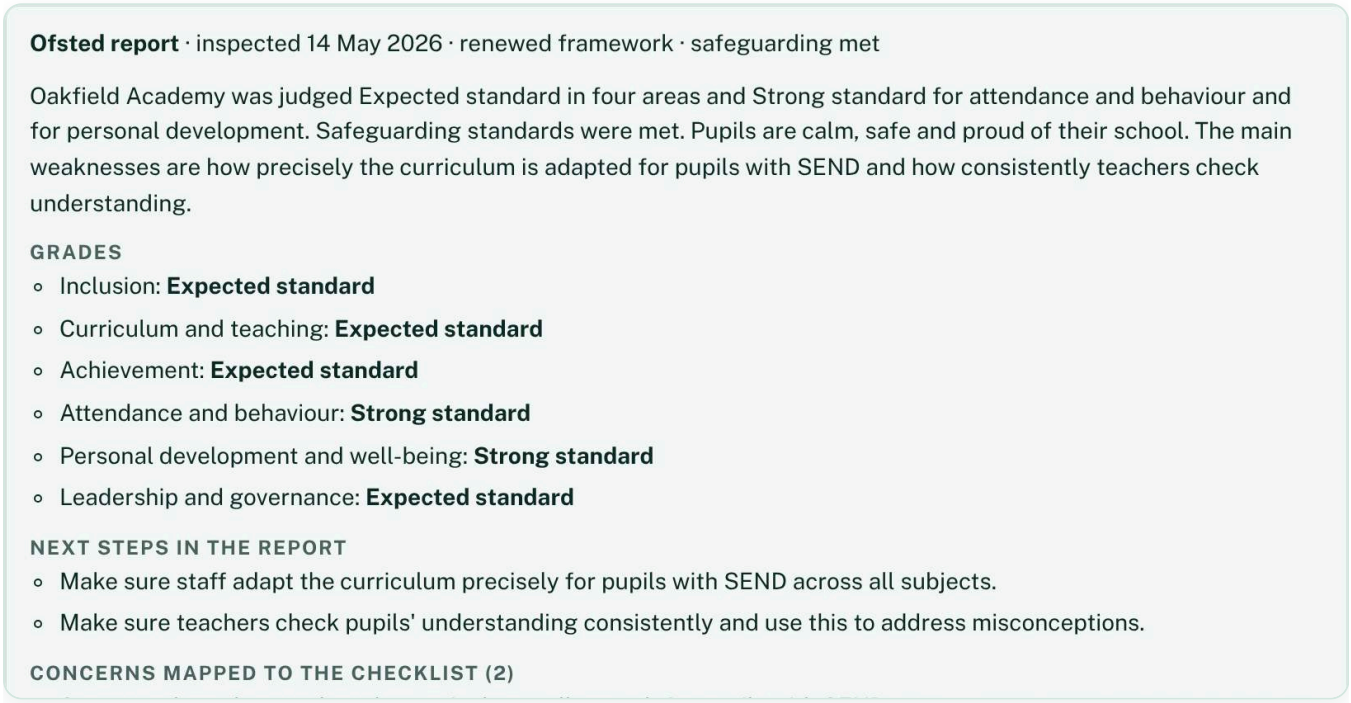
Live findings, filtered to **Splits and gaps**. Coloured bars show how staff rated each line. "Staff split" means views are divided. "Leaders 100% · staff 25%" means senior leaders rated a line much higher than other staff did.

Anonymity is built in. No names or accounts. A role's breakdown (for example "Teaching assistants") is only shown when at least three people in that role have answered. Comments are shown without names.

After: agree ratings and generate the plan

1. **Agree ratings.** On each line choose the agreed rating after discussion, and add a note. **Agree most common answers** fills any you haven't agreed with the staff's most common answer: check these before relying on them.

2. Open the **Improvement plan** tab and complete the four steps:
   - **About your setting**: pupil numbers and needs, recent changes, current priorities. No names.
   - **Latest Ofsted report**: already filled in if you used your saved report. Otherwise **Choose PDF** (or paste the text), then **Read the report**.
   - **Summarise staff comments** groups comments into themes.
   - **Generate plan**.



Ofsted report · inspected 14 May 2026 · renewed framework · safeguarding met

Oakfield Academy was judged Expected standard in four areas and Strong standard for attendance and behaviour and for personal development. Safeguarding standards were met. Pupils are calm, safe and proud of their school. The main weaknesses are how precisely the curriculum is adapted for pupils with SEND and how consistently teachers check understanding.

GRADES

- Inclusion: **Expected standard**
- Curriculum and teaching: **Expected standard**
- Achievement: **Expected standard**
- Attendance and behaviour: **Strong standard**
- Personal development and well-being: **Strong standard**
- Leadership and governance: **Expected standard**

NEXT STEPS IN THE REPORT

- Make sure staff adapt the curriculum precisely for pupils with SEND across all subjects.
- Make sure teachers check pupils' understanding consistently and use this to address misconceptions.

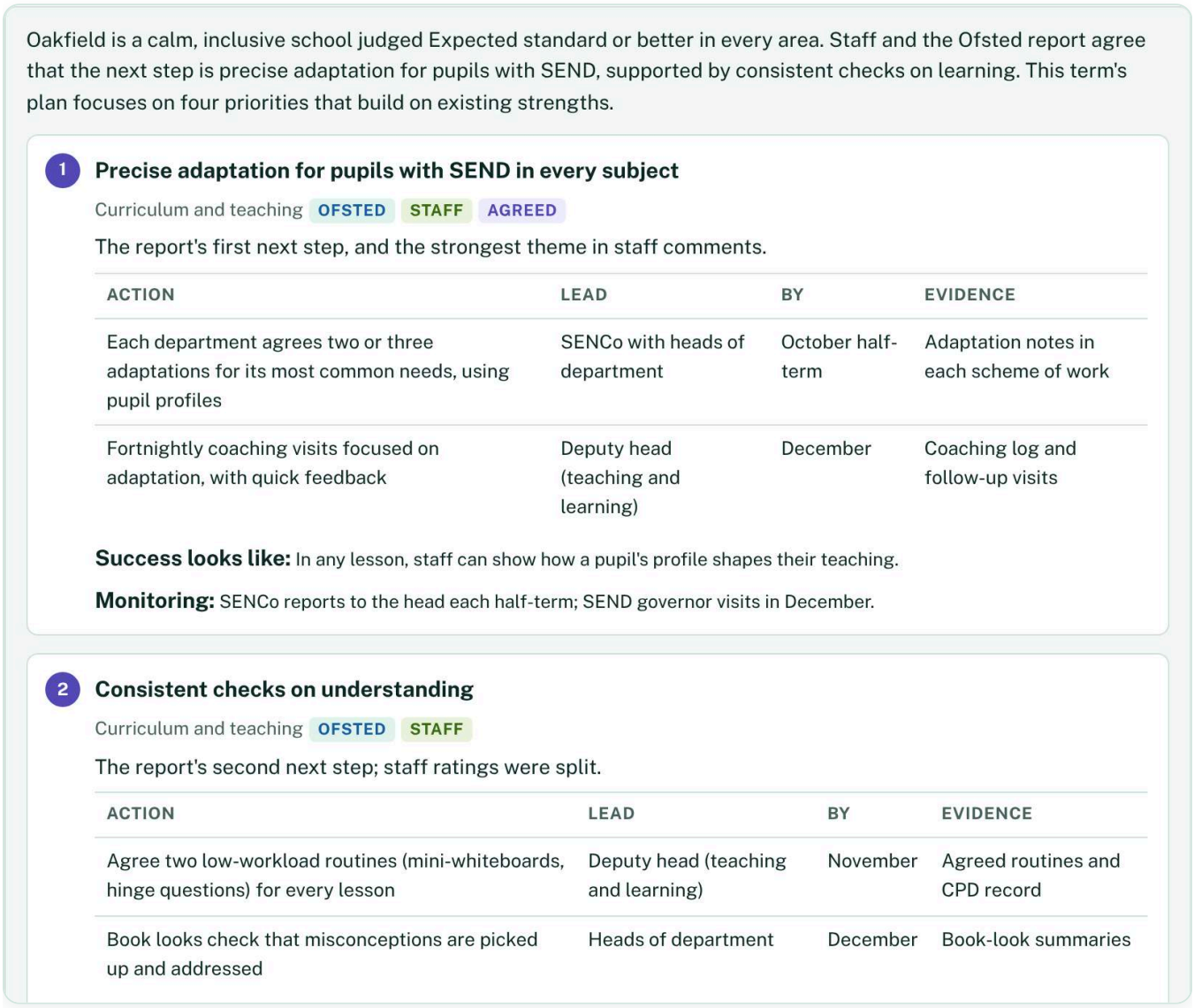
CONCERNS MAPPED TO THE CHECKLIST (2)

The AI's reading of an Ofsted report: grades, safeguarding, next steps and concerns.

SECTION 17 CONTINUED

The improvement plan

The plan has **four priorities for the coming term**, led by your Ofsted report's next steps and where staff and leaders agree. Each priority is tagged with the evidence behind it (**ofsted**, **staff**, **agreed**, **context**) and has 2–3 actions with a lead, a date and the evidence each will produce. Policy and statutory gaps are listed separately as **compliance checks** to fix now. You also get quick wins and a short message to share with staff.



Oakfield is a calm, inclusive school judged Expected standard or better in every area. Staff and the Ofsted report agree that the next step is precise adaptation for pupils with SEND, supported by consistent checks on learning. This term's plan focuses on four priorities that build on existing strengths.

1 Precise adaptation for pupils with SEND in every subject

Curriculum and teaching OFSTED STAFF AGREED

The report's first next step, and the strongest theme in staff comments.

ACTION	LEAD	BY	EVIDENCE
Each department agrees two or three adaptations for its most common needs, using pupil profiles	SENCo with heads of department	October half-term	Adaptation notes in each scheme of work
Fortnightly coaching visits focused on adaptation, with quick feedback	Deputy head (teaching and learning)	December	Coaching log and follow-up visits

Success looks like: In any lesson, staff can show how a pupil's profile shapes their teaching.

Monitoring: SENCo reports to the head each half-term; SEND governor visits in December.

2 Consistent checks on understanding

Curriculum and teaching OFSTED STAFF

The report's second next step; staff ratings were split.

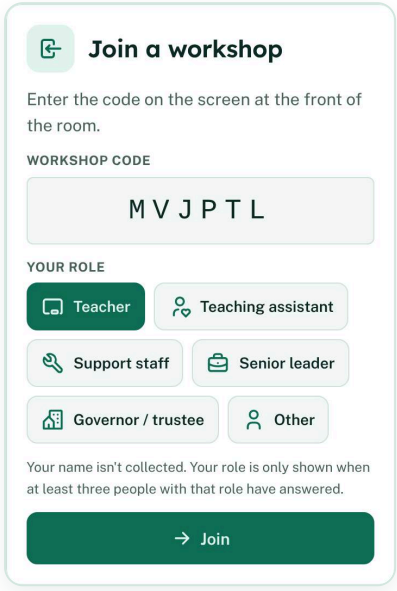
ACTION	LEAD	BY	EVIDENCE
Agree two low-workload routines (mini-whiteboards, hinge questions) for every lesson	Deputy head (teaching and learning)	November	Agreed routines and CPD record
Book looks check that misconceptions are picked up and addressed	Heads of department	December	Book-look summaries

An example plan. It's a draft for the headteacher to edit and adopt.

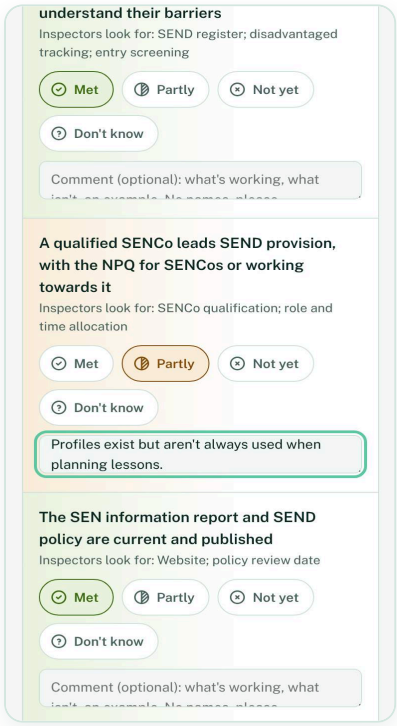
Then

- **Share plan with staff** shows the priorities and your message on staff phones.
- **Copy plan** copies it as text for your school development plan.
- On the **Export** tab, **Send to our checklist** adds the agreed ratings (with the staff split as an evidence note) and the plan's actions to your school's checklist and action plan.
- The **Workshop report** gives participation, findings, where views differ, themes, the Ofsted reading and the plan, as PDF or Word.

Joining a staff workshop



Joining on a phone.



Rating lines, with an optional comment.

It takes about 20 minutes, and it's anonymous.

1. On your phone, scan the QR code on the screen, or go to **evalu8compass.app** and type the **6-character code**.
2. Choose your role: teacher, teaching assistant, support staff, senior leader, governor/trustee or other.
3. Choose **Join**. No name, email or account is needed.
4. For each line choose Met Partly Not yet or Don't know, from your own experience.
5. Add a comment if you like: what's working, what isn't, an example.

Your answers are anonymous. Your role is only shown when at least three people with that role have answered.

Please don't name pupils or colleagues in comments. Describe what happens, not who.

Answers save as you go. You can change them until the facilitator closes responses. When findings or the plan are shared, they appear on your phone.

SECTION 19

Your data and privacy

- **Your school controls its information.** Only people with your school's access code can see your self-evaluation, action plan and snapshots.
- **Emails** go only to the people your school lists in the Team tab. They never include evidence notes or what monitoring found.
- **Your adviser** gets only the discussion paper you send, which has no evidence notes or pupils' information.
- **Governors and trustees** have a separate read-only code. They see issued reports, a summary of where the school stands and their questions with your answers, never the checklist or your notes.
- **Workshops are anonymous.** Staff give a role only. Exports and reports contain collated findings, never individual responses.
- **AI is optional** and runs only when someone presses an AI button. The AI provider (Anthropic) doesn't train on your information and deletes it within 30 days.
- **No advertising, analytics or tracking.** Everything runs from our own server over an encrypted connection, with daily encrypted backups.
- **Retention:** workshops are deleted 90 days after they were last used. Your school's saved work is kept while you have access, then deleted. Ask us at any time to delete it sooner.

For your data protection officer, the **DPIA information for schools** page at evalu8compass.app/dpia.html sets out how the service works, the risks and how they're reduced. See also the privacy notice, terms and accessibility statement, linked at the foot of every page.

⚠ **On a shared computer,** sign out when you've finished. A copy of your work is kept in that browser for offline use until you clear the site's data.

SECTION 20

Questions and help

IF…	THEN…
My access code "isn't recognised"	Check for typing mistakes (O and 0, I and 1 aren't used). If your free term or subscription has ended, the sign-in page says so: subscribe at evalu8compass.app/subscribe.html and the same code works again, with your work kept.
The badge says **Offline**	Keep working: changes are saved on your device and sent when the connection returns.
The badge says **Signed out**	Your 30-day sign-in has ended or the code was replaced. Choose **Sign in again**; nothing on the device is lost.
"This device has an earlier copy"	Your work was once saved only in this browser. Keep the shared copy unless you know this device has the newer work.
A colleague's change appeared while I was typing	That's expected. Your cursor stays where it was, and both changes are kept.
AI says the allowance is used up	You'll get built-in suggestions until the 1st of next month. Ask us if you need more.
Staff see "Results haven't been shared yet"	The facilitator turns on **Share findings with staff** when ready.
I closed the workshop page	Open **Staff workshop** on the same device and choose it under **Your recent workshops**, or use the facilitator link you copied.
Leaders aren't getting emails	Check their address in the Team tab and use **Send a test email**. Ask them to check junk folders, and to add support@evalu8compass.app to their safe senders.
The agenda doesn't include something	Choose **Refresh from the plan** to rewrite it from today's data (your own items are kept), or add your own item.
A governor can't sign in	Check governors' access is on (Reports tab). If the code was replaced, send them the new one.
The governors' report needs changing after it's issued	Choose **Write an updated report**, then issue it again. Governors see both.
Something doesn't work or isn't clear	Email **support@evalu8compass.app** with the page and what happened.

Evalu8 Compass

evalu8compass.app · support@evalu8compass.app