

SCHOOLS AI READINESS

Safe, confident, ready

Stage 1 assessment report: where the trust stands on AI today, and the route to readiness.

Prepared for Example Academy Trust, a fictional multi-academy trust of four schools in England.
Every name, score, quote and finding in this sample is illustrative.



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FOUR PILLARS

- 1 Student safety first**
Protocols for data privacy and inappropriate content
- 2 Teacher empowerment**
Training that builds confidence with AI in practice
- 3 Curriculum integration**
AI literacy woven into existing subjects
- 4 Compliance assurance**
Frameworks aligned to current guidance

Sample edition, October 2026. Prepared by AI Assist, part of Cloud Assist Group.

01 ASSESSMENT SUMMARY

Enthusiasm is ahead of the guardrails

Staff across Example Academy Trust are already using generative AI, mostly in good faith and mostly on their own. The trust has strong safeguarding and IT foundations, but no shared position yet on which tools are approved, what data can go into them, or how pupils should use them.

4

schools assessed: two primary,
two secondary

26

policies and documents reviewed

212

staff survey responses

6

pupil voice groups, Years 5 to 12

What we found

- Staff use AI, mostly through personal accounts.**
Teachers use generative AI for planning, resources and admin. There is no approved list, so each person makes their own judgement about tools and data.
- Safeguarding is strong, but AI is a blind spot.**
Filtering and monitoring are in place and reviewed. AI chat sites and AI features inside everyday apps have not yet been considered.
- Data protection has not caught up.**
No data protection impact assessment (DPIA) covers an AI tool, and staff are unsure what pupil information must never be entered.
- Pupils want clear rules.**
They use AI for homework and are unsure what counts as cheating. Guidance differs by school and by teacher.
- Every school has ready-made champions.**
A few confident staff in each school are already helping colleagues informally.

OVERALL READINESS (illustrative)



In one line: approve a short list of tools, publish one trust AI policy with clear rules for staff and pupils, and give every member of staff the basics by the end of the spring term.

READINESS STATUS

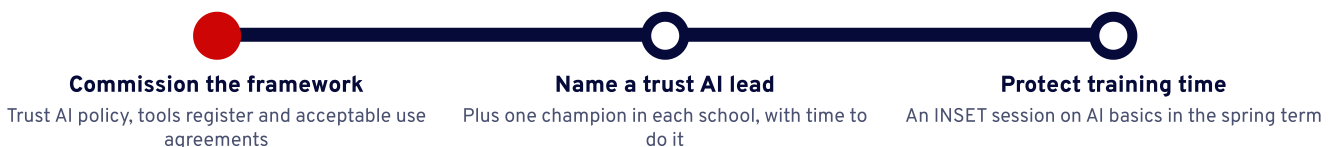
Not yet ready. Of 14 criteria, 2 are met, 6 are partly met and 6 are not yet in place.

Realistic target: ready by the end of the summer term, if the framework is approved in the spring term.

Readiness by pillar Illustrative, trust level

Pillar	Level	What is working	Biggest gap
Student safety	Developing	Strong safeguarding culture; filtering and monitoring reviewed	AI tools and AI features in apps not yet assessed
Teacher empowerment	Emerging	Early adopters in every school	No training or shared guidance; confidence varies widely
Curriculum integration	Emerging	AI covered in secondary computing	Little elsewhere; no guidance on homework and coursework
Compliance assurance	Developing	Data protection officer in place; governors briefed	No DPIAs for AI tools; privacy notices silent on AI

Three decisions for trust leaders and governors



02 WHAT WE FOUND

Readiness across the trust

We assessed each school, and the central team, across six areas covering readiness, infrastructure and policy. Schools are at different points, which is normal; the trust can move together by sharing what already works.

School-by-school readiness Illustrative

Area	Primary A	Primary B	Secondary A	Secondary B	Central team
Leadership and governance	Emerging	Developing	Developing	Emerging	Developing
Safeguarding and online safety	Developing	Developing	Established	Developing	Developing
Data protection and privacy	Emerging	Emerging	Developing	Emerging	Developing
Teacher confidence and practice	Emerging	Developing	Developing	Emerging	Not assessed
Curriculum and AI literacy	Emerging	Emerging	Developing	Developing	Not assessed
Infrastructure and tools	Developing	Developing	Established	Developing	Established

Levels: **Emerging** = little in place; **Developing** = some practice, not yet consistent; **Established** = consistent and documented; **Leading** = consistent, reviewed and shared with others. No school is at Leading yet.

What staff told us Illustrative survey results

Share of 212 staff who agreed with each statement

I have used a generative AI tool for work		64%
I used a personal account to do it		48%
I know which pupil information must never be entered		37%
I feel confident using AI safely in my role		31%
I would like training this year		82%

The gap between use and confidence is the main risk, and the clearest opportunity: staff are asking for exactly the support the framework provides.

What pupils told us Illustrative quotes

"We're told not to use it, but nobody says what counts as using it."

Year 10 pupil, Secondary B

"I asked it to explain fractions a different way and it helped."

Year 6 pupil, Primary A

"I'd want to know if a teacher used AI to mark my work."

Year 12 student, Secondary A

WHAT THIS MEANS

Pupils are not asking for a ban, or for no rules at all. They want to know the rules, and they want honesty about how adults use AI too. Both belong in the trust's acceptable use agreements.

Risks to address now Before the framework is in place

Risk	Likelihood	Impact	Interim action this half-term	Owner
Pupil personal data entered into public AI tools	High	High	Staff notice: no pupil names, photos or records in any AI tool until the register is live	DPO
Pupils using unchecked AI tools in lessons	Medium	High	Pause pupil use of unchecked tools; teacher-led demonstrations can continue	Heads
Harmful AI-generated content goes unreported	Medium	High	Brief DSLs; add AI examples to existing reporting routes	DSLs
Different homework rules in each school	High	Medium	Interim message to pupils and parents on what is allowed	Heads
Workload rises as staff experiment alone	Medium	Medium	Champions share tried-and-tested uses in staff briefings	Trust AI lead

Likelihood and impact are our assessment for this sample trust (illustrative). DSL = designated safeguarding lead; DPO = data protection officer.

03 READINESS CRITERIA

Fourteen criteria, assessed against evidence

Readiness is judged on evidence, not intentions. Each criterion below is assessed on what we saw: documents, systems, lessons and conversations. Every action has an owner.

Student safety

0 met, 2 partly, 2 not yet

Teacher empowerment

0 met, 1 partly, 2 not yet

Curriculum integration

0 met, 2 partly, 0 not yet

Compliance assurance

2 met, 1 partly, 2 not yet

Ref	Criterion	Status	Evidence seen	Action and owner
STUDENT SAFETY				
S1	AI is covered in the safeguarding and online safety policies	Partly met	Online safety policy predates generative AI	Add an AI section. DSL
S2	Filtering and monitoring reviewed for AI tools and features	Partly met	Filtering in place; AI sites and features not reviewed	Review with the IT provider. DSL and IT
S3	An approved tools list, checked for age suitability and data use	Not yet	No list; staff choose their own tools	Create a tools register. Trust IT lead
S4	Pupils know how to report harmful or upsetting AI content	Not yet	General reporting routes only	Add AI to reporting routes and lessons. Heads
TEACHER EMPOWERMENT				
T1	Every member of staff has had basic AI training	Not yet	Ad hoc sharing between colleagues	Whole-staff session. CPD lead
T2	A named AI lead, and champions in each school	Partly met	Informal champions in every school; no named trust lead	Formalise the network. Trust AI lead
T3	Guidance on AI for planning, feedback and admin keeps teacher judgement central	Not yet	None	Write staff guidance. Trust AI lead
CURRICULUM INTEGRATION				
C1	AI literacy mapped across key stages and subjects	Partly met	Secondary computing only	Map across key stages. Curriculum leads
C2	Pupils and parents have guidance on AI in homework and assessed work	Partly met	Exam board rules shared with Years 10 to 13 only	Trust-wide guidance. Heads
COMPLIANCE ASSURANCE				
P1	A DPIA for each AI tool that processes personal data	Not yet	No AI tools assessed	DPIA for each approved tool. DPO
P2	Privacy notices explain any AI use involving pupil or staff data	Not yet	Notices silent on AI	Update notices. DPO
P3	A trust AI policy, approved by the board and reviewed yearly	Partly met	Draft principles discussed by leaders	Approve the policy. CEO and board
P4	Governors briefed on AI opportunities and risks	Met	Board briefing minuted this term	Repeat yearly. Clerk
P5	Staff accounts for approved tools are centrally managed	Met	Single sign-on in place for core platforms	Extend to approved AI tools. IT

Status: **Met** = evidence seen and working; **Partly met** = some evidence, gaps remain; **Not yet** = no evidence. DSL = designated safeguarding lead; DPO = data protection officer; CPD = continuing professional development. Criteria are AI Assist's readiness framework, shown here in sample form.

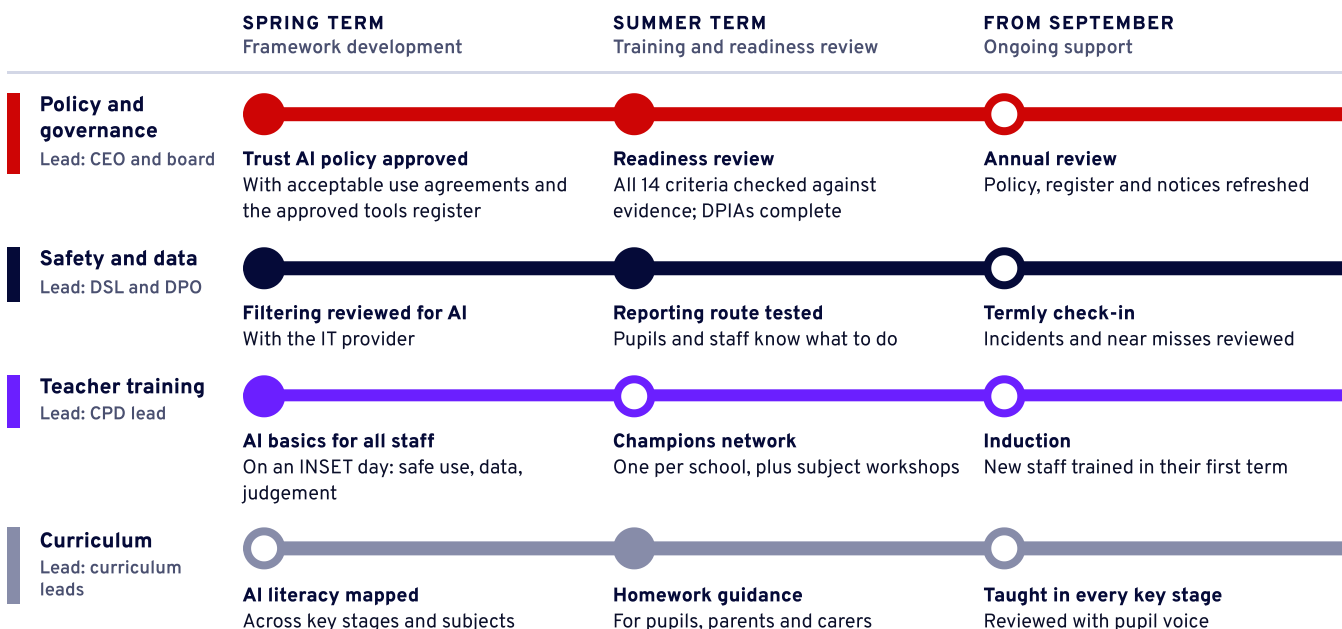
ABOUT THE READINESS REVIEW

The readiness review is carried out by AI Assist against the criteria in this report, with ongoing support and compliance monitoring. It is not a certification or accreditation and does not replace inspection, legal advice or your own safeguarding duties.

04 ROUTE TO READINESS

Ready by the end of the summer term

Each line is a workstream with a lead; each station is a deliverable. Filled stations are the evidence readiness depends on.



Your framework pack

- Trust AI policy, written for schools
- Acceptable use agreements for staff, and age-appropriate versions for pupils
- Approved tools register, with age and data checks
- DPIA template for AI tools, for use with your DPO
- AI incident and reporting procedure
- AI literacy curriculum map
- Guide for parents and carers

GUIDANCE WE ALIGN TO (ENGLAND)

- Department for Education policy paper on generative AI in education
- Department for Education product safety standards for generative AI in education
- Keeping children safe in education, and the DfE filtering and monitoring standards
- UK GDPR and the Data Protection Act 2018
- JCQ guidance on AI use in assessments, for qualifications

Guidance changes. We check the current version at every review. Schools in Scotland, Wales and Northern Ireland follow their own guidance, and we align to it.

Training and support plan

Audience	What they learn	Format	When
All staff	What generative AI is; safe use; data rules; keeping teacher judgement central	INSET session	Spring term
AI champions	Deeper practice; coaching colleagues; spotting risks early	Workshops and a termly network	Spring and summer
DSLs and IT	AI-related safeguarding risks, filtering and reporting	Briefing with the IT provider	Spring term
Leaders and governors	Oversight, policy and risk	Board session	Spring term
Pupils	Using AI well and honestly; reporting concerns	Lessons and assemblies, by key stage	Summer term
Parents and carers	What the school allows, and why	Guide and information session	Summer term

05 ABOUT AI ASSIST

AI that works for people

AI Assist is an ethical-AI consultancy and part of Cloud Assist Group. We offer simple, ethical AI solutions that put humans first. No hype. No jargon. Just clarity.

For schools, that means pupil safety first, teachers in control, and AI used only where it genuinely helps learning or gives staff time back.

Six principles we hold to on every engagement

1 Purpose-driven

AI must solve real problems, not create new ones. If we can't state the benefit in plain English, we don't proceed.

3 Fair and unbiased

We test for bias, design fairness in from the start and monitor to catch issues before they cause harm.

5 Accountable

AI assists decisions; humans make them. There is always a person in the loop for decisions that matter.

2 Explainable

If we can't explain it, we don't recommend it, to the people who use it or the people it affects.

4 Secure and private

Data security and privacy are foundations, not afterthoughts.

6 Augmentation over automation

The best AI makes people more effective. It enhances human judgement rather than replacing it.

Our services

○ AI Readiness Assessment

○ Compliance and Risk Management

○ Ethical AI Strategy

○ Custom AI Solutions

○ HR Transformation Advisory

● **Schools AI Readiness**

Our promise

No proprietary lock-in. You own everything we create. Our recommendations are vendor-agnostic.

Ethics as standard. Every engagement includes an ethical assessment, bias testing and governance.

Plain English, always. Guidance that staff, governors and parents can actually read.

Part of Cloud Assist Group



What happens next



Book a discovery call

A 30-minute conversation about your school or trust, what is already working, and what would help most. Then, if it is right for you, we schedule the initial assessment.

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