



COGS

Learning Alliance

Action Plan

2016-2017

Sharp Lane Primary School
Hunslet Carr Primary School
New Bewerley Primary School



Our Vision Statement

- To work together making a positive contribution to our school communities.
- Promote the well-being and raise the achievement and aspirations of every pupil in our partnership school.
- Sharing best practice and work together to ensure that the quality of teaching and learning is consistently good or better in each partnership school, striving towards increasingly outstanding teaching.
- To extend the opportunities for staff training and development; supporting all our practitioners to become more effective in each of their roles.
- To develop a highly inclusive approach to each child's education and to maximise the gifts and talents of individuals.
- To look at ways in which we can maximise funding opportunities to improve schools ability to offer best value for money.
- To develop a system of effective leadership across the partnership that takes into account succession planning at all levels.

Quality of Teaching, Learning and Assessment

School Improvement Planning (To be Outstanding we need to;)				
Objective	Rationale	Strategy	Steps to Success	Evidence
<p>TLA1 All teaching across the three schools to be good or better.</p>	<p>Good teaching and learning leads to good outcomes for children.</p>	<p>SLT from across the three schools to moderate and quality assure the teaching staff through three 'Challenge Days.'</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Lesson observation feedback.</p> <p>Teaching profiles of individual schools.</p> <p>SIA reports to host schools following Challenge Days.</p> <p>CPD files.</p>
<p>TLA2 Pace and depth of learning is maximised across the three schools to ensure previous knowledge is built upon and mastery level learning is effective.</p>	<p>Facilitate accelerated progress for all groups of learners, in particular those where previous progress has been less than good.</p>	<p>Joint training sessions for all three schools to share high access to high quality resources and CPD.</p> <p>Primary Writing Project delivered by Pie Corbett and team over three years.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>TRG notes</p> <p>Challenge Day reports</p>
<p>TLA3 Support Newly Qualified Teachers (NQTs) in their induction and probationary period.</p>	<p>SLPS has 2 NQTs HC has 2 NQTs NB has 1 NQT</p>	<p>Peer support through joint collaboration time.</p> <p>Whole group CPD delivered by SLT from three schools.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>NQT Training Planning sheets</p> <p>End of term reports</p>

Outcomes for Children and Learners

School Improvement Planning (To be Outstanding we need to;)				
Objective	Rationale	Strategy	Steps to Success	Evidence
<p>OCL1 Raise achievement in Writing for all groups of learners across the three schools.</p>	<p>Writing Progress Scores 2016 SLPS Data: -4 HC Data: +2.7 NB Data: +3</p>	<p>All schools engage in Primary Writing Project over 3 years, delivering high quality Talk 4 Writing outcomes across EY, KS1 and KS2.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Raise Online data Internal Tracking</p>
<p>OCL2 Raise standards in core subjects and cross curricular activities through inter-school competition.</p>	<p>Raising of standards across all three schools to ensure consistently above National. Provide disadvantaged children with equal access to core and non-core learning.</p>	<p>Spelling Bee Competition Timestable Competition Sporting Competition</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Raise Online data Internal Tracking</p>
<p>OCL3 Review Assessment Tracking procedures in light of statutory curriculum changes and rigorously monitor formative assessment for all groups of pupils using bespoke tracking system.</p>	<p>Accurate analysis needs to be completed to ensure all groups of pupils (eg, pupil premium, boys/girls, more able, SEN) are making at least expected progress. <i>OTrack/ Classroom Monitor/ Chris Quigley</i></p>	<p>Review own tracking procedures and share good practise amongst three schools. Share Raise Online/External data as a group of schools.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Learning Alliance minutes</p>

Personal Development, Behaviour and Welfare

School Improvement Planning (To be Outstanding we need to;)				
Objective	Rationale	Strategy	Steps to Success	Evidence
<p>PDBW1 Maintain improved rates of attendance and reduce any Persistent Absences.</p> <p>Improve punctuality of identified families.</p>	<p>Attendance to be above National percentage.</p> <p>Promote lifelong learning habits and prepare children for their next stage of learning.</p>	<p>Own school analysis of attendance data and share successful strategies as a group of schools (eg, Classopoly)</p> <p>Data from three schools reported at Cluster Attendance working party with nominated school staff.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Attendance data</p>
<p>PDBW2 Identify hard to reach families and ensure appropriate support.</p>	<p>All three schools are in an area of deprivation.</p>	<p>Share and signpost strategies for supporting vulnerable families (eg, Fuel 4 School).</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Jess Cluster Family Support Worker meetings</p>
<p>PDBW3 Develop personal, social and emotional wellbeing of all groups of learners.</p>	<p>High level of need identified across all three schools.</p>	<p>Family Dining.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Pupil Questionnaires</p>

Effectiveness of Leadership and Management

School Improvement Planning (To be Outstanding we need to;)				
Objective	Rationale	Strategy	Steps to Success	Evidence
<p>ELM1 Effectively deploy human/physical/financial resources to support the needs of all three schools - Premises Manager Business Manager Phase Leader</p>	<p>Building capacity into own premises management in agreement with health and safety policies.</p> <p>Sharing of financial expertise to efficiently cost save with greater purchasing power.</p> <p>Support underperforming staff through a coaching and mentoring approach and increase capacity in other areas.</p>	<p>Group Premises and Facilities Manager to be contracted to work across all three schools when needed.</p> <p>Business Managers to meet and liaise over bulk buying.</p> <p>AHT to timetable support to partner colleagues</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Service Level Agreement</p>
<p>ELM2 Three leadership teams to work together in order to raise standards across the Learning Alliance.</p>	<p>Working together to improve outcomes for all children across the alliance.</p>	<p>Sharing of School Improvement Advisor (SIA) and termly meetings of SLT to review and action plan.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Minutes of Learning Alliance meetings</p> <p>Challenge Day notes</p>
<p>ELM3 Develop capacity within the leadership teams.</p>	<p>Combination of new and experienced SLTs.</p>	<p>Joint training in Finland/Sweden on outstanding EY practice.</p> <p>Acting-up in absence of HT.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Correspondence</p>

<p>ELM4 Increase knowledge and skills of subject leaders in core subjects across group of schools.</p>	<p>Building capacity and sharing of leadership skills.</p>	<p>Termly meetings.</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Minutes of leadership meetings.</p>
<p>ELM5 Greater collaboration of governance across the Learning Alliance.</p>	<p>Strengthen capacity of governance.</p>	<p>Steering group</p>	<p><i>Cost for academic year 2016/2017:</i></p>	<p>Minutes of leadership meetings.</p>