

Impact Statement



Mid-point review of impact to date:
November 2017



Collaboration

Project / Intervention	What we did and impact to date
<ul style="list-style-type: none"> • Collaboration Action Plan <ul style="list-style-type: none"> • overriding objective of the formal collaboration is to improve pupil outcomes <p>Issues and challenges</p> <ul style="list-style-type: none"> • Staff release for peer review • Time constraints on members of the governing boards to attend meetings or school events <p>Desired outcomes: (full details as per Action Plan)</p> <ul style="list-style-type: none"> • Teaching and learning outcomes are enhanced • To support each schools evidence building and continuous improvement. • Assessment judgements are verified and are consistent, comparable and fair. • Pupils can contribute in school decision making • Highlighted groups (e.g. Pupil Premium, boys) are a focus for effective planning of provision • Partnerships between the two school communities is enhanced • Leadership and management, including governors, have opportunities to drive forward school improvement by learning and supporting one another 	<p>Safeguarding:</p> <ul style="list-style-type: none"> • Peer Head Teacher review of safeguarding procedures took place on 25th April. Good practice procedures adopted by both school. • Statutory requirements regularly shared through CP and safeguarding posters. • Governor training shared • SCR – reviewed by HTs and office staff <p>Teaching and Learning:</p> <ul style="list-style-type: none"> • Work scrutiny carried out prior to LA moderation within each school • Sharing of progress and attainment including data analysis and key areas for improvement identified <p>Staff:</p> <ul style="list-style-type: none"> • EYFS carried out a gap analysis and planned how to address those gaps. • English subject leads carried out a data review, looking at Raiseonline and in house school data. • English leads also looked at teaching and learning of spelling in order to enhance practice at schools • Mastery in Maths and methods were shared at a work scrutiny and enhanced the T&L and evidencing of children working at greater depth. <p>CPD:</p> <ul style="list-style-type: none"> • WL staff attended the Attachment training over 2 twilight sessions at Banks Road. • Subject leaders have shared good practice procedures following from CPD opportunities e.g Maths training on mastery in Maths, Literacy training on including elements of poetry as starting points for extended pieces of writing, EY objective led planning which has developed independent, resilient learners. <p>Moderation and Assessment:</p> <ul style="list-style-type: none"> • Moderation activities have been carried out in detail leading to accurate judgements across both schools as identified in LA moderation. <p>School Council:</p> <ul style="list-style-type: none"> • The children have visited each other's schools and have an awareness of the 2 schools and this will be developed further <p>Pupil Premium:</p> <ul style="list-style-type: none"> • HTs have discussed procedures currently in place to monitor and review impact of PP funding and interventions having impact. Good practice being in • Pupil premium lead teachers attending 'Closing the Gap' conference on

July 5.

Parents:

- Information has been shared regarding the Collaboration
- School council reports on school websites
- JCC minutes on display in school foyers and websites when ratified
- Newsletters updated with Collaborative activities

What we learnt

- Subject leaders will be required to write reports on the impact of their collaborative work
- Impact statement to be completed to highlight outcomes to date and to be regularly reviewed and updated
- Verbal feedback from subject leaders via governing monitoring is that they value the opportunities the collaboration offers to observe and share practice
- The shared CPD opportunities are proving to be cost and time effective
- In house CPD training is being offered across both schools where SIP priorities are shared across the schools
- Staff are showing more willingness to try new ideas and introduce good practice. In particular the behaviour procedures at WL have been adapted using positive behaviour management strategies used at BR
- Head teachers value the opportunities presented to peer review procedures in place for key areas such as Pupil Premium and safeguarding
- Moderation is highly valued by all parties to verify teacher judgements

Next Steps

- Safeguarding governors from both schools to compare Safeguarding audits
- Informal learning walks to take place by HTs at both schools
- Lead teachers to meet to discuss priorities for the year ahead
- SENCos to meet (5 December 2017)
- EYFS leads – to meet (date TBC)
- Maths leads to meet Spring 1
- English leads (4 December)
- WL to send staff to twilight training on EHWP (15 January at BR)
- Sally Beardsley to lead staff meeting at BR on Growth Mindset
- School council members to spend afternoon at each other's school. Spring 1 – BR to WL, Spring 2 WL to BR
- Pupil Premium lead teachers to meet at BR
 - Look at Action Plans
 - Share Case Studies
 - Plan to carry out audit of PP provision in Spring term
- Chair of GB of WL to attend full Governing Board meeting at BR
- WL governor training lead to contact training lead governor from BR
- Chair of BR to attend Full Governing Board Spring term meeting at WL (Tuesday 23 January 2018 6.00 p.m.)

Quotes here (stakeholders)

- See minutes of JCC meetings for governor input
- Staff