



Collaboration Action Plan

2017

Amended and updated following
review by head teachers –
November 2017



The overriding objective of the formal collaboration is to improve pupil outcomes through:

1. Demonstrating a commitment to a sustained partnership between the Schools, creating a secure foundation in order to maximise chances of successful future partnerships.
2. Continually reviewing and demonstrating, in a clear and transparent manner, the ways in which the Schools are and will continue to work together.
3. Enhancing teaching, learning and curriculum opportunities for children of both Schools to improve learning outcomes and wellbeing.
4. Enhancing the skills of, and career opportunities for staff.
5. Improving the ability to meet the complex needs of a wide range of children.
6. Enabling a more effective deployment of resources – both human and material – across both Schools in order to maximise opportunities for children and staff, through economies of scale.
7. Strengthening the school links with the parent community across both Schools; to draw on the joint parent community for the good of both Schools; and to strengthen links with external parties.
8. Validating teacher assessment and quality of provision at both Schools through joint evaluation and moderation exercises.
9. Enabling greater problem solving opportunities through having a broader base of knowledge, experience and skills.
10. All of the above objectives to be in line with local and national initiatives and statutory requirements.



Collaboration objective reference	Key Objective/Action	Specific actions to achieve key objectives	The intended outcome/impact	Impact top date (July 2017)
Safeguarding Links: Objective 1 Objective 2 Objective 5 Objective 10	<p>To ensure policies, procedures and arrangements to protect children and learners meet statutory requirements.</p> <p>To audit the content, application and effectiveness of safeguarding policies.</p>	<ul style="list-style-type: none"> Peer review by head teachers to check the five main aspects of each settings safeguarding arrangements. <p>Autumn 2017</p> <ul style="list-style-type: none"> Safeguarding governors from both schools to compare Safeguarding audits 	<p>Both schools have a culture of vigilance where children and learners welfare is promoted. Leaders and governors fulfil legislative requirements. Children and learners feel safe.</p>	<ul style="list-style-type: none"> Peer Head Teacher review 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> <p>Links: Objective 1 Objective 2 Objective 3 Objective 4 Objective 5 Objective 8 Objective 9 Objective 10</p>	<p>To enhance teaching and learning through senior leaders monitoring and review.</p>	<ul style="list-style-type: none"> Joint senior leaders work scrutiny Joint senior leaders informal learning walks. <p>Autumn 2017</p> <ul style="list-style-type: none"> Informal learning walks to take place by HTs at both schools 	<p>Teaching and learning practices have been enhanced.</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> <p>Links: Objective 1 Objective 2 Objective 3 Objective 4 Objective 5 Objective 6 Objective 8 Objective 9 Objective 10</p>	<p>To impact pupil progress through link teachers 'development' days</p>	<ul style="list-style-type: none"> Identify key strengths and areas of development Compile impact evaluation reports for middle leaders, to identify elements of development as a direct result of development days <p>Autumn 2017</p> <p>Lead teachers to meet to discuss priorities for the year ahead</p> <ul style="list-style-type: none"> SENcos to meet (5 December 2017) EYFS leads – to meet (date TBC) Maths leads to meet Spring 1 English leads (4 December) 	<p>To support each schools evidence building and continuous improvement. To have an impact on pupil outcomes. To share good practice. To share honest self-evaluation between colleagues.</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> <p>Links:</p> <p>Objective 1 Objective 2 Objective 3 Objective 4 Objective 5 Objective 6 Objective 8 Objective 9 Objective 10</p>	<p>To share CPD opportunities linked to the development needs of staff</p>	<ul style="list-style-type: none"> • Share CPD throughout both schools – Staff meetings, INSET and external training. • Staff collaboration to ensure training is shared. <p>Autumn 2017</p> <ul style="list-style-type: none"> • WL to send staff to twilight training on EHWB (15 January at BR) • Sally Beardsley to lead staff meeting at BR on Growth Mindset 	<p>For staff to effectively apply new knowledge or skills. For a change in practice to impact on pupils' learning.</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 / assessment</p> <p>Links:</p> <p>Objective 1 Objective 2 Objective 3 Objective 4 Objective 5 Objective 6 Objective 8 Objective 9 Objective 10</p>	<p>Moderation: To ensure all teachers understand assessment structures and that teachers are secure in their assessment judgements.</p>	<ul style="list-style-type: none"> • Staff to meet termly to ensure teachers are applying assessment systems consistently. • To share and discuss all types of evidence. • To moderate end of key-stage judgements against key criteria. 	<p>Assessment judgements are</p> <ul style="list-style-type: none"> • Consistent: different teachers make the same assessment judgements on the same pupil • Comparable: different assessments are comparable • Fair: the context and character of assessment has given pupils the chance to demonstrate what they know. 	<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> <p>Links: Objective 1 Objective 2 Objective 3</p>	<p>Pupils: for school council members to represent the views of the pupils at each school. For school council to support and develop their school and peers. To develop the partnership, involving all members of the schools' communities.</p>	<ul style="list-style-type: none"> • Visits to each others schools. • To form a joint school council. • Agendas for these meetings will focus on real and positive action and includes the core business of the collaboration agreement. • Pupils at each school to create termly reports. <p>Autumn 2017</p> <ul style="list-style-type: none"> • School council members to spend afternoon at each other's school. Spring 1 – BR to WL, Spring 2 WL to BR - Tour of school, playtime, discussion around roles of joint school council 	<p>Consultation with pupils to lead to better school performance. Children to understand what it means to be a 'good citizen' in your own community. To enable children to take an active part in school decision making. The ethos of the partnership schools will be seen in the values and attitudes of the school council representatives.</p>	<ul style="list-style-type: none"> • The children have visited each others schools and have an awareness of the 2 schools and this will be developed further in the Autumn term.
<p>Pupil Premium</p> <p>Links: Objective 1 Objective 2 Objective 3 Objective 5 Objective 6 Objective 9 Objective 10</p>	<p>To ensure that the pupil premium funding is used to implement targeted additional intervention to provide support for eligible pupils. To ensure that pupil premium is 'ring-fenced' and spent only on raising the attainment of disadvantaged pupils and closing the gap between them and their peers. To ensure clarity of the strategic vision of both schools coupled with relentless attention to detail.</p>	<ul style="list-style-type: none"> • To audit the allocation of pupil premium funding, through peer review, using audit tools. • To share good practice and reporting (e.g case studies). • Link governors to meet. <p>Autumn 2017</p> <ul style="list-style-type: none"> • Pupil Premium lead teachers to meet at BR (16 November) - Look at Action Plans Share Case Studies Plan to carry out audit of PP provision in Spring term 	<p>More children make expected and good levels of progress Quality of teaching and curriculum accelerates progress. Improved outcomes for pupils. Using both schools are able to effectively plan for provisions that are working well (withdrawing or modifying interventions found to be ineffective).</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. • This area will be focus to share good practice further throughout the next academic year.



<p>Parents</p> <p>Links:</p> <p>Objective 1 Objective 2 Objective 7</p>	<p>To ensure parents are kept informed of impact of collaboration agreement.</p>	<ul style="list-style-type: none"> Sending summary reports, detailing the aspects of collaboration activities inc. JCC minutes, action planning, school council reports, collaboration 'newsletters'. 	<p>Enhanced pupils' education through parent and community involvement.</p> <p>Fostering a partnership between the school communities.</p>	<ul style="list-style-type: none"> Information has been shared regarding the Collaboration School council reports on school websites JCC minutes on display in school foyers when ratified Newsletters updated with Collaborative activities
<p>Governors</p>	<p>To ensure that the governing boards are monitoring the effect of inter-school collaboration both formally and informally. To ensure the JCC makes recommendations, but individual governing Boards authorise decisions and plans.</p>	<ul style="list-style-type: none"> Chair of GB of WL to attend full Governing Board meeting at BR on 12 December 2017 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.) 	<ul style="list-style-type: none"> To give members of both governing boards opportunities to observe and share practice To drive forward school improvement by learning from and supporting one another To create distribution of professional knowledge Each governing board to remain flexible to the needs of their school and the communities they serve 	<ul style="list-style-type: none">



<p>Combined SIP priorities</p> <p>(2017-2018)</p>	<p>To provide mutual support in driving forward school improvement priorities</p> <p>To share common goals:</p> <ul style="list-style-type: none"> - EHWB - Writing - Middle leaders - 30 Hrs provision in F1 	<ul style="list-style-type: none"> • Provide more opportunities for CPD between schools for staff to recognise that sharing practice amongst colleagues is a powerful tool and will have a positive impact on practice. • Staff to share ideas towards development areas 	<ul style="list-style-type: none"> • Staff to have greater willingness to try new ideas and display increased confidence to solve problems and self-reflect on their own practice. • By sharing ideas and CPD linked to SIP priorities, curriculum development will be enhanced 	<ul style="list-style-type: none"> •
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THIS ACTION PLAN WAS MONITORED AND REVIEWED BY THE HTs and MEMBERS OF THE JCC ON 11TH July 2017.

This action plan was reviewed by the JCC in July 2017

Signed:

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THIS ACTION PLAN WAS MONITORED AND REVIEWED BY THE HTs November 2017.

Signed:

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This action plan was reviewed by the JCC on 14th November 2017

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