



Collaboration Action Plan

2018-
2019

Amended and updated following
review by head teachers –
October 2018



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.

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Collaboration objective reference	Key Objective/Action	Specific actions to achieve key objectives	The intended outcome/impact	Impact to date
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. To audit the content, application and effectiveness of safeguarding policies.</p> <p>To ensure all relevant policies, procedures and arrangements are GDPR compliant</p>	<ul style="list-style-type: none"> Peer review by head teachers to check the five main aspects of each settings safeguarding arrangements. Safeguarding governors from both schools to compare safeguarding audits Designated Data Protection officers to review procedures, ensuring they are compliant and evidenced. School Business managers to work collaboratively on assets register and other relevant documentation 	<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> <p>Both schools evidence accountability for GDPR compliance</p>	<ul style="list-style-type: none"> Peer Head Teacher review took place on 25th April. Good practice procedures adopted by both schools. Statutory requirements regularly shared through CP and safeguarding posters. Governor training shared. SCR – reviewed by HT and office staff. Collaboration action plan updated to include GDPR compliance arrangements. Safeguarding Governors have corresponded regarding Safeguarding compliance checklist and monitoring arrangements. ‘Safeguarding for staff’ A4 flyer shared throughout the collaboration.
Teaching and Learning Links: Objective 1 Objective 2 Objective 3 Objective 4 Objective 5 Objective 8 Objective 9 Objective 10	<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. Joint assessment review – how assessments are collated and shared to a wider audience. 	<p>Teaching and learning practices have been enhanced. Sharing of progress and attainment including data analysis and key areas for improvement identified.</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. Collaboration action plan updated to include HT review of how assessments are collated and shared to a wider audience. Teaching and learning discussed and strategies shared by HT at regular collaboration meetings. Sports and PE funding reports shared and compared. Improving teacher systems shared.

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<p>Staff</p> <p>Links:</p> <p>Objective 1</p> <p>Objective 2</p> <p>Objective 3</p> <p>Objective 4</p> <p>Objective 5</p> <p>Objective 6</p> <p>Objective 8</p> <p>Objective 9</p> <p>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 Autumn 2017 – Lead teachers to meet to discuss priorities for the year ahead. Autumn 2018 - Joint staff meeting to enable leaders to hold professional dialogue 14th November 	<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. Written impact reports to be shared with Governors from home school. Coordinators will have completed peer review document and planned next steps together</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 Raise online and in-house school data. English leads also looked at teaching and learning of spelling in order to enhance practice at both schools. Mastery in Maths and methods were shared at a work scrutiny and enhanced the teaching and learning and evidencing of children working at a greater depth. Collaboration action plan updated to include joint staff meetings. Regular correspondence between EYFS leads. Assessment leads met during assessment network – set up by Banks Road. Maths and English leads correspondence arrangements in place.
<p>CPD</p> <p>Links:</p> <p>Objective 1</p> <p>Objective 2</p> <p>Objective 3</p> <p>Objective 4</p> <p>Objective 5</p> <p>Objective 6</p> <p>Objective 8</p> <p>Objective 9</p> <p>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. Summer 2018 – <ul style="list-style-type: none"> Shared LA EAL training 13th June 2018 Shared GDPR training. Autumn 2018 <ul style="list-style-type: none"> Emotional Health and Wellbeing training led by primary mental health team (two twilight sessions) 	<p>For staff to effectively apply new knowledge or skills. For a change in practice to impact on pupils' learning. EHWP resources shared and being implemented across both settings</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 eg maths training on mastery in Maths, Literacy training on including poetry, EY objective led planning which has developed independent, resilient learners. Maths lead sharing training throughout correspondence. Joint GDPR staff meeting for staff and Governors completed in Summer term Joint EAL staff meeting led by LA carried out in June. Twilight sessions – EHWP completed by both schools in Autumn term.

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<p>Moderation / assessment</p> <p>Links: 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. • Summer 2018 – joint moderation activity introducing comparative judgements for writing. • Spring 1 moderation – writing moderation 	<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. • Moderation across EYFS completed in the Summer term to verify end-of-year judgements. • KS1 writing moderation organised for the Summer term ‘comparative judgements’ – new system of moderating as set out at LA assessment conference completed with WL, BR and Albany Infants.
<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. • School council members spend an afternoon at each school. • Tour of school, playtime, discussion around roles of joint school council. • Summer 2018 – Y1 multi-skills competitive sports afternoon (23rd July) • Spring 2018 – joint Y2 event at Banks road to be confirmed 	<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. • The whole school council have attended each others’ schools, reviewing similarities and differences and compiling report. • School council report shared within each school community. • School parliament attended by both Banks Road and William Lilley at William Lilley in Spring term. • Summer competitive sports event organised and completed, with parental involvement from both schools.

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<p>Pupil Premium</p> <p>Links:</p> <p>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.</p> <p>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.</p> <p>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. Pupil premium lead teachers to meet <ul style="list-style-type: none"> Look at action plans Share case studies Audit of PP provision Date for Pupil Premium leads organised for Summer term. 	<p>More children make expected and good levels of progress</p> <p>Quality of teaching and curriculum accelerates progress.</p> <p>Improved outcomes for pupils.</p> <p>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"> HT have discussed procedures currently in place to monitor and review impact of PP funding and interventions having impact. Pupil premium lead teachers attending 'close the gap' conference together and shared good practice. Banks Road shared Case studies for Pupil Premium children with William Lilley.
<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> <p>To encourage</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'. Parent newsletter to be shared by both parents – Spring 1 	<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 websites JCC minutes on display and on website Newsletters updated with collaborative activities. Impact statement updated and reviewed. JCC minutes on display in school foyers and websites. Newsletters updated with Collaborative activities. Impact statement renewed and shared. Positive parental feedback about joint sports event

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<p>Governors</p> <p>Links:</p> <p>Objective 1 Objective 2 Objective 3 Objective 6 Objective 9</p>	<p>To ensure that Governing boards are monitoring the effect of inter-school collaboration both formally and informally.</p> <p>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. Training Governors to liaise regarding joint priorities. 	<p>To give members of both governing boards opportunities to observe and share good practice.</p> <p>To drive forward school improvement by learning from and supporting one another</p> <p>To create a distribution of professional knowledge</p> <p>Each Governing board to remain flexible to the needs of the school and the communities they serve.</p>	<ul style="list-style-type: none"> Chair of BR attended full Governors meeting at WL. Chair of Banks Road attended Full Governors meeting at William Lilley on 23.1.18. Chair of Governors corresponded regarding collaboration agreement. JCC meeting to review impact of collaboration agreement in Spring term attended. Two Governing boards have formally agreed to extend the collaboration due to positive impact of work completed so far
<p>Combined SIP priorities 2018/19</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 Children working at Greater depth in Reading/Writing 	<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 standards. Staff to share ideas towards development areas. Autumn 1 – HT to meet to share priorities and CPD for upcoming year. 	<p>Staff to have a greater willingness to try new ideas and display increased confidence to solve problems and self-reflect on their own practice.</p> <p>By sharing CPD linked to SIP priorities, curriculum development will be enhanced.</p>	<ul style="list-style-type: none"> Headteachers have organised meeting to review joint priorities and plan for 2018/19.
<p>Additional impact</p>	<ul style="list-style-type: none"> Headteachers are finding the sharing of good practice invaluable in driving improvement throughout the school. Implementation of new arrangements for GDPR are greatly supported through collaboration including; 			



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| | <ul style="list-style-type: none">○ Staff training○ Governor training○ Peer reviews● Planning sharing opportunities to be collated on collaboration yearly overview ie – safeguarding audit, moderation etc.● Increased joint CPD opportunities presented throughout the year – these are shared by HT at the beginning of the term.● Some subject leaders have developed their professional working relationships as such they are a professional support when implementing new national and local initiatives.● Children have a greater awareness of each others' schools and the similarities and differences between the two after school-to-school visit afternoons.● Governors are supported by the collaboration arrangements with professional support in place to guide and offer suggestions to their role.● WL Governor monitoring arrangements have been amended following lessons learned and suggestions from BR. |
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THIS ACTION PLAN WAS REVIEWED BY THE HTs AND MEMBERS OF THE JCC ON 11TH JULY 2017.

DATE OF Ratification BY JCC: July 2017

DATE OF REVIEW BY HTs: November 2017 May 2018 October 2018

This action plan was reviewed and ratified by the JCC on 18th June 2018

Signed:

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