

Revised Strategy for Supporting School Improvement

2015 - 2018

Updated for 2017/18 with a revised overview of arrangements for supporting school improvement, pupil outcome data and priorities & improvement plans.

Updating our strategy for 2017 - 18

The Local Authority, Poole School's Association and Poole teaching schools continue to work in partnership to improve pupil outcomes in Poole schools.

In 2016/17 the Borough of Poole and schools delivered against the improvement plans in our Strategy for Supporting School Improvement. We can report that:

- Attainment for pupils who attend Poole schools at Early Years Foundation Stage, Key Stage 1 and Key Stage 4 are all above the national average.
- Pupils who attend Poole schools also do significantly better in Phonics than in other areas.
- For pupils at Early Years Foundation Stage attending Poole schools our achievement gap, between all children and the lowest 20%, was the 6th smallest of the 152 Local Authorities in England.
- At Key Stage 2 apart from reading at greater depth, the percentages of pupils reaching the expected standard and greater depth across the authority increased. Further work is required for pupils reading at the expected standard.
- Progress of pupils between Key Stage 2 and Key Stage 4 continued to improve in 2017 and was better than National, all our statistical neighbours and also all South West local authorities. This was recognised by the South West Regional Schools Commissioners' Office in their November 2017 update.
- All Special School provision in Poole is now currently rated as Good or Outstanding by Ofsted.

We continue to set high ambitions and to work together, and are committed to sustaining the improvements. In 2017 Standards Board appointed an Independent Chair and representatives from Chairs of Governors and the office of the Regional Schools Commissioner (RSC) also joined Standards Board. This broader membership and range of expertise supports the updating of priorities and improvement plans as well as providing a clear focus on the accountability of the RSC for academies and the role of governors in school improvement.

In the Autumn term 2017/18 Poole School Standards Board considered the focus of our partnership work in 2017/18, our revised priorities are set out in section D of this strategy. This was informed by:

- Analysis of available pupils outcome data and identifying strengths and areas for development across Poole
- Reviewing progress against the Strategy for Supporting School Improvement and the 2016/17 improvement plans
- Reviewing the school led system in Poole

Poole School Standards Board remains committed to the ambition and approach to school improvement set out in this strategy. The strategy has been updated to include updated analysis of pupil outcome data, current working arrangements and our revised priorities and improvement plans.

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A. Our ambition for Poole schools

We are committed to ensuring all children and young people have the chance to achieve their full potential. To achieve this all partners will work together:

So that every child and young person attends a school which is Good or Outstanding and every child has the opportunity to achieve and succeed in life

To ensure that children and young people who are disadvantaged and children and young people who are vulnerable achieve the same educational standard as pupils achieve nationally

We are committed to developing a school led system where education leaders and teachers are the key drivers of improvement, and they can work together to raise aspirations and deliver high outcomes for children and young people, especially the most disadvantaged.

Through Standards Board, the Borough of Poole, Poole Schools Association and our local teaching schools, have worked together to implement this strategy based on:

- A partnership approach built on strong collaborative working
- A relentless focus on our improvement priorities, with clear holding to account where progress is not rapid enough or targets are not met
- Reliable data, in-depth analysis and rigorous evaluation of the impact of our work
- Increasing the capacity of the Borough of Poole and schools to secure rapid improvement
- A targeted approach to improvement

We remain committed to our ambition and for further improvement, with a particular focus on progress across Key Stages and for our vulnerable children and young people.

In the Autumn term of 2017 - 18, informed by a review of 2016 – 17, Poole School Standards Board reviewed its priorities for 2017 - 18 and agreed a new set of priorities and improvement plans:

Improvement priority 1: Accelerate progress between KS1 and KS2

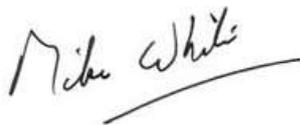
Improvement priority 2: Ensure the gap is diminishing for disadvantaged pupils across all stages

Improvement priority 3: Improve outcomes for pupils with SEND

Improvement priority 4: Improve all schools' commitment to contributing to a self-improving school-led system and further develop mechanisms to share effective practice

Our ambition is for Poole to be achieving outcomes in line with high performing local authorities in the top 20% nationally by 2018 and for every school in Poole to:

- match the best performance of similar schools in other local areas
- provide confident and creative learning environments that offer a range of innovative and exciting learning opportunities for all young people
- enable all young people to leave education as learners for life with the skills they need to be successful whatever they choose to do next



Cllr Mike White
Portfolio Holder
Children, Young People &
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Jan Thurgood
Strategic Director People Theme
Borough of Poole



Vicky Wales
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B. Our approach to supporting school improvement

Recognising the challenges we faced in Poole improving pupils outcomes, the Borough of Poole commissioned a leading national organisation to review our approach to improving educational standards in 2015¹. This review was swiftly followed by an Ofsted inspection of the Borough of Poole's arrangements for supporting school improvement². They both identified key improvements that schools and the Borough of Poole should make to drive improvement in attainment and progress across all Poole schools.

The pace of improvement needs to be accelerated and consistently sustained across all learning provision

As a direct response, partners worked together to develop this strategy and implement new ways of working. The Borough of Poole committed additional resourcing to increase the Council's strategic and operational capacity to improve educational outcomes. This has resulted in key aspects of our approach to school improvement being strengthened and embedded in 2015 - 16:

- Increased capacity in the Borough of Poole for data analysis and supporting schools to understand the impact of support.
- Poole teaching schools led the development of Specialist Leaders in Education (SLEs) to share practice and support improvement in individual schools.
- Poole teaching schools and Poole School's Association increased the range of networks and collaborative forums for schools to work together and share good practice, focussed on identified needs; including for example special educational needs and disabilities and subject specific.
- The introduction of the Education Improvement Board and Raising Educational Standards Working Party has increased the challenge and holding to account of officers by elected Members.
- The establishment of a new secondary focussed teaching school in Poole strengthened and widened the support available to schools, and provides focussed support the collaborative working of secondary schools.

¹ ISOS Review of the Local Authority arrangements for supporting school improvement <http://ha2.boroughofpoole.com/akspoole/users/public/admin/kab14.pl?operation=SUBMIT&meet=66&cmte=CYP&grpId=public&arc=71>

² Borough of Poole Local Authority arrangements for supporting school improvements were inspected June and July 2015 <http://reports.ofsted.gov.uk/local-authorities/poole>

Strengthening our self improving school led system:

Poole School Standard's Board is the key partnership where the Borough of Poole, Poole Schools Association (PSA) and Poole teaching schools come together to ensure school to school support is effectively driving up standards in Poole schools and building an effective and sustainable model for school to school support (see diagram 1).

In 2016 Poole School Standards Board commissioned an external review of the progress in delivering the strategy. Implementation of those recommendations was an important part of our improvement plans in 2016 - 17 to further strengthen Poole's arrangements for supporting school improvement and our school led system.

In 2017 Standards Board appointed an Independent Chair and representatives from Chairs of Governors and the office of the Regional Schools Commissioner (RSC) also joined Standards Board. This broader membership and range of expertise supports the updating of priorities and improvement plans as well as providing a clear focus on the accountability of the RSC for academies and the role of governors in school improvement

Our focus on strengthening the school led system continues in 2017/18 with Improvement Priority 4 (Improve all schools' commitment to contributing to the school led system and further develop mechanisms to share effective practice).

Poole's School Monitoring and Intervention Policy sets out in detail our approach to supporting school improvement, key aspects are:

- The Local Authority establishes its view of the category for each school through review meetings with individual schools, data analysis and wider contextual information from other teams in the Local Authority (where available).
- The Poole School Standards Board, via the Strategy for Supporting School Improvement 2015-2018, identifies common themes for improvement and develops strategies for partners to develop to deliver improvement.
- Schools work together to develop wider school to school support on common areas for improvement.
- Officers in the Local Authority are held to account for their work with schools by the Educational Improvement Board which is chaired by the Portfolio Holder for Children's Services and attended by the Chief Executive. Members also have a Raising Educational Standard's Working Group to look in detail at particular aspects of overall educational performance in Poole.
- The RSC, via the Sub-Regional Board (SRB) and Headteacher Boards (HTB) can gain a picture of performance in academies and maintained schools.

The education landscape also continues to evolve alongside our partnership working. Locally Poole and Bournemouth councils are bringing together their school support teams, with a new joint Strategy Lead for Education Partnerships with Bournemouth appointed in 2017. This is within the wider context of possible Local Government Reorganisation across Bournemouth, Poole and Dorset.

How we work together

We are ambitious for all our children and young people and continue to work at pace to achieve improvements in outcomes. Our approach to working together enables this and is evidenced in how we act and deliver our work.

1. Improvement is built on **collaborative working**, using our expertise and passion for education.
2. We **focus relentlessly on our improvement priorities**. Through Standards Board, the Borough of Poole, Poole Schools Association and Poole Teaching Schools Alliance give a consistent message about our improvement priorities and improvement plans and use our complementary roles to provide a coherent system of support to schools. Consistent and robust arrangements for evaluation of progress and impact and challenge within the Borough of Poole, and with our partners, ensure that those responsible for delivery are held to account where progress is not rapid enough or targets are not met.
3. Our frequent **analysis of reliable data**, and rigorous evaluation of the impact of our work, gives us the timely understanding of where we need to target resources; identify what works and is good practice; and identify what does not work, enabling us to change interventions. The Borough of Poole supports schools to collect and share reliable in year pupil outcome predictions.
4. We have **strengthened the capacity** of the Borough of Poole and schools to make rapid improvements in 2016 and 2017. We continually look within Poole and externally to identify **good practice**, share it, and make it our own to drive up the pace of improvement. We will **celebrate our successes**.
5. We take a **targeted approach to improvement**. Individual targets for schools drive improvement in outcomes across all key stages, and ultimately across Poole as a whole. For some schools target setting will secure rapid increases of standards while for others it will drive continued improvement to supplement already high standards.

We expect to see improvement in all our schools. This includes supporting Poole schools that are already Good or Outstanding to become even better and enable pupils to achieve further.

Diagram 1

Poole Schools Standards Board

- Determines the overall strategy for school improvement and promotes this to schools
- Reviews the data and evidence about the progress of schools individually and collectively
- Identifies priorities for improvement and agrees how to commission support to meet them
- Oversees the use of all resource to ensure it is being used to meet core principles
- Regularly reviews the impact of the work of all partners to support school improvements



RSC Office

- Provides its views on the collective priorities for the Local Authority.
- Sets out its planned activity to meet collective agreed priorities.
- Shares its categorisation of schools and assessment of their progress openly with Standards Board.
- Commissions interventions in at risk Academy / Free schools.
- Provides regular updates on the use of the resources available to the RSC office and their impact.

Local Authority

- Provides its view on the collective priorities for Poole.
- Sets out its planned activity to meet collective agreed priorities.
- Shares its categorisation of schools and assessment of the progress of schools openly with the Poole Schools Standards Board.
- Commissions interventions in LA schools that are RI/SM or at risk.
- Flags concerns about Academy performance to the RSC and discusses potential support.
- Provides regular updates on the use of the commissioning budget and the impact of this resource.

Poole Schools Association

- Provides its views on the collective priorities for Poole on the basis of feedback from its members.
- Sets out its planned activity to meet collective agreed priorities.
- Provides feedback on the progress of schools based on intelligence gathered from its work.
- Supports all types of school to improve inc. Good and Outstanding.
- Helps to review how capacity for S2S support is developing in Poole.
- Helps to build leadership capacity at all levels of the system in Poole.
- Provides regular updates on the impact of its work against priorities.

Teaching School Alliances

- Provides their views on the collective priorities for Poole.
- Provides a view on the capacity and expertise of different TSAs to potentially meet these needs.
- Encourages/nurtures opportunities for collaborative working to ensure high standards in all Poole Schools.
- May provide and/or broker school-to-school support for schools.
- Bids for national funding available to support Poole schools to meet their identified priorities.
- Provides regular updates on the impact of an TSA's work against the agreed priorities for Poole.

C. Setting our improvement priorities

To identify what we need to improve, and how to make those improvements, in the Autumn Term of 2017 Standards Board:

- analysed school performance data and trends, including data at individual school level. This has also been shared with schools;
- reviewed key issues identified by our local teaching schools, using priorities identified by Headteachers through their school development plans;
- assessed the impact our current work is having;
- analysed PSAs review of the school led system against the Hargreaves model
- reviewed good practice and research from elsewhere.

Headteachers, Chairs of Governors, the Education Improvement Board and the Raising Educational Standards Working Party, have been part of the process of informing the final priorities and improvement plans.

The latest published data analysis as presented to the People Overview and Scrutiny Committee (Children and Young People) is available online at <http://ha2.boroughofpoole.com/akspoole/users/public/admin/kab71.pl?cmte=PCY>³

Improvement priorities identified

From the analysis, we know that it is critically important that we increase the pace of improvement in four areas:

Improvement priority 1: Accelerate progress between KS1 and KS2

Improvement priority 2: Ensure the gap is diminishing for disadvantaged pupils across all stages

Improvement priority 3: Improve outcomes for pupils with SEND

Improvement priority 4: Improve all schools' commitment to contributing to a self-improving school led system and further develop mechanisms to share effective practice

An improvement plan has been developed in partnership with schools to address each priority.

³ Available for 24th January 2018 meeting

D. Target setting and ensuring delivery of outcomes

Target setting

Poole's approach to target setting is set out in the School Monitoring and Intervention Policy.

Targets for our looked after children are based on a more personalised approach. Individual targets, for pupils under the care of the Borough of Poole, are set by the school they are attending. Due to the small cohorts and the movement of children in and out of these cohorts it is not appropriate to set 3 year targets for their achievement and attainment.

For pupils who attend schools in Poole the targets they are set will be to achieve in line with the expectations of all pupils in Poole. For children placed in schools outside of the borough, the aspiration of the target setting process is monitored for the individual by the Head of the Virtual School for Looked After Children.

All targets are reviewed on an individual process, recorded and monitored through the personal education plan and tracking arrangements.

The attainment and progress of each looked after pupil is monitored and scrutinised by the Corporate Parent Working Group.

Ensuring delivery of outcomes

We have consistent and robust arrangements which hold to account officers in the Borough of Poole and our partners for the delivery of the strategy and identify where progress is not rapid enough or targets are not met. This includes monitoring pupil progress and the school review process. These arrangements identify risks at a early point so that swift action is taken to mitigate risks.

At each stage those responsible for delivery will be held to account, below is an overview of these arrangements:

- Through a mature partnership approach the Borough of Poole, Poole Schools Association and the local teaching schools will hold each other to account for delivery of their actions through Standards Board
- The Director of Children's Services has overall accountability for improving outcomes for all children and young people within the Borough of Poole, particularly those who are vulnerable and disadvantaged. The Director is accountable for ensuring that the Council delivers the Strategy for Supporting

School Improvement comprehensively and effectively and with positive impact on educational standards.

- The Head of Children Young People and Learning, through all the teams within the services, and through the School Monitoring and Intervention policy, will hold individual schools to account for their pupil outcomes
- The Head of Children and Young People liaises with the Regional Schools Commissioner on pupil outcomes and progress for academies
- Lead Elected Members and the Chief Executive hold senior officers to account for delivery of the strategy through the Education Standards Improvement Board. The Board meets six weekly to oversee and monitor the further development, delivery and in-year impact on raising education standards. The Board receives reports from Council officers and the Education Improvement Partner
- Elected member scrutiny of raising educational standards is led by a cross-party Raising Education Standards Working Party which reports to the People Overview and Scrutiny (Children and Young People), which includes two parent governor representatives.

Reliable and robust performance data to enable clear accountability

Annual reporting of performance

Annually the following information is reported to Standards Board, Educational Standards Improvement Board and the Raising Educational Standard's Working Party where progress and impact is assessed and appropriate action taken to correct performance if required:

1. The performance indicators from each improvement plan will be accompanied by an overview of progress in each improvement plan and the impact of the actions (including against the success criteria)
2. Analysis of our EYFS, KS1, KS2, KS3, KS4, post 16 data, broken down by individual schools and our groups of vulnerable pupils

In year assessment of progress

Throughout the academic year the following information is reported to Standards Board, Educational Standards Improvement Board and the Raising Educational Standard's Working Party where progress and impact is assessed, and risks identified in the delivery of the strategy, and appropriate action taken to correct performance if required.

1. Progress against improvement plan milestones

Poole Schools Association, local teaching schools and the Borough of Poole report progress against each milestone they are responsible for. A clear and simple RAG system is used to hold to account any partner where a milestone has/may not be met and what action is being taken to correct delivery

2. Assessment of the impact of actions

Outcome criteria clearly define what impact we expect each action to have.

Standards Board also shares more operational information such as:

- Updated risk assessments of schools (Borough of Poole)
- Collective view of Headteachers on the impact of work and improvements in priority areas (Poole Schools Association)
- Collective view on further commissioning required to meet needs (Poole Schools Association)
- Teaching school provided training, commissioned by Standards Board, undertaken by schools and its impact (local teaching schools)

Improvement Priority 1: Accelerate progress between KS1 and KS2

| Improvement Plan 1: Accelerate progress between KS1 and KS2 | | | |
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| Action | Milestone | Lead Accountability | Outcome |
| <p>1. Collect data from schools on their expectations for the end of KS2 by 10th November 2017. Provisional targets are set for schools based on FFT/prior attainment/2017 norms.</p> <p>Provisional targets are communicated to schools</p> <p>Progress against targets reviewed</p> | <p>Schools submit targets based on known pupils and progress data by 10th Nov 2017</p> <p>11th Dec 2017</p> <p>Spring Summer</p> | <p>John Spracklen/Susan Watts Borough of Poole</p> | <p>By 8th December SW discusses targets with schools where expectations do not appear to be high enough. Agreed targets are established.</p> |
| <p>2. Good practice schools who have accelerated progress KS1 to 2 identified by LA and effective strategies /lessons learned identified</p> | <p>By Feb 6th Standards Board meeting 2018</p> | <p>John Spracklen/Susan Watts Borough of Poole</p> | <p>Good Practice schools are identified Case studies of schools who are accelerating practice are collected – on web site and shared at Poole Directors briefings and PSA meetings</p> |
| <p>3. PSA “conduit” to sharing practice at termly meetings.</p> | <ul style="list-style-type: none"> Dates of PSA Meetings | <p>Chair / Executive Officer PSA</p> | <p>PSA members know where good practice is, can visit to learn more.</p> |

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| 4. Effective practice schools invited by Standards Board members to be open to visits from identified schools or host seminars for twilights | <ul style="list-style-type: none"> • By May 2018 | Angela Malanczuk, Kate Carter, Paul Howieson | Schools offer support sessions/twilights to other schools supported by Standards Board members attending |
| 5. Targeted moderation: facilitate moderation between schools where correlation between scaled score and teacher assessments in 2017 was low and high. Ensure that this is used explicitly as a focus in formal moderation 2017/18 | <ul style="list-style-type: none"> • Spring 2018 • Summer 2018 | Susan Watts Borough of Poole Lead moderators | Improved accurate assessment practices are in place Targeted schools demonstrate reduced differences between test scores and Teacher assessment |
| 6. LA to provide sessions for shared moderation between Y2 and Y3 teachers, especially where there are traditional 'feeder school' relationships and especially at Greater Depth. These sessions to become school led in 2019 | <ul style="list-style-type: none"> • Spring 2018 • Summer 2018 • Autumn 2018 Spring 2019 | Susan Watts Borough of Poole | Y3 have a heightened understanding of what Y2 GD looks like and how it compares with Y3 expectations. Year 2 improve understanding of Year 3 expectations |
| 7. Access to Quality 1 st Teaching programme – T&L bid. Schools who meet the eligibility criteria to be strongly encouraged to participate. | Bid finalised during autumn 2017 in line with required timescales. | Dani Goulding, PTSA | Key schools able to access funding and support to direct into raising quality of teaching. |
| 8. The Graduated Response is published for all schools followed by support workshops | Spring and Summer Terms 2018 | Teresa Jones Borough of Poole | The graduated response is used effectively by schools |

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| <p>9. Support from Networks on the progress agenda</p> <ul style="list-style-type: none"> • English • Maths • Assessment <p>NQTs</p> | Termly | PTSA | Network agendas provide a focus on accelerating progress |
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Improvement Priority 2: Ensure the gap is diminishing for disadvantaged pupils across all stages

| Improvement Plan 2: Ensure the gap is diminishing for disadvantaged pupils across all stages | | | |
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| Action | Milestone | Lead Accountability | Outcome |
| 10. Directors Partnership Briefing used to share the priorities of all Standards Board plans including the gap diminishing plan | Spring term Directors Partnership Briefing | Vicky Wales, BoP | Schools are aware of the plans and understand how partners are working together |
| 11. LA data team identify schools in Poole with effective practice in closing the gap | By Feb 6 th Standards Board Meeting | John Spracklen Borough of Poole | Effective practice identified locally and shared |
| 12. Data conference and cluster meetings for schools, PVI's and settings to share information and plan together to diminish the gap in Early Years | Annual EYFS data conference Autumn Term 2017 Cluster meetings Termly | Claire Harvey, Borough of Poole | Schools have plans in place to diminish the difference Schools where targets will not lead to the gap diminishing are identified. |
| 13. Pupil Premium Champions network used to share good practice | Termly meetings | Sam Davidson, Carter | Good practice is shared amongst schools |
| 14. Disadvantaged bid - Access to QITP - Pupil premium reviews - PP networks | Disadvantaged bid implemented if successful or bid again in next round Dates tbc | PTSA and Sigma | Schools have been supported to diminish gaps |
| 15. Through the Primary Advisor, schools are challenged to diminish the gap at KS2 | Primary schools are challenged where targets will not lead to the gap diminishing | Susan Watts, Borough of Poole | Schools are challenged to diminish the gap at KS2 |

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| | Meetings with school/trust leaders include a focus on disadvantaged pupils | | |
| 16. RSC office identify schools in the South west region who have been effective at closing gaps and collect case studies and invite headteachers for PSA summer term conference | For Feb 6 th Standards Board meeting | RSC office | PSA conference with focus on diminishing the difference date is set and schools who will be contributing from the region will be identified |
| 17. Standards Board commission case studies from effective schools in Poole | By March 20 th Standards Board | Sally Rundell/ Claire Webb | Case studies from effective schools are ready to share across Poole and the SW region |
| 18. RSC office collect feedback from LAs already funded for disadvantaged projects on impact of the project and lessons learned | For March 20 th Standards Board meeting | RSC office | Feedback from successful bids and lessons learned is provided to SB and all schools |
| 19. Implementation of the Southern Universities network national Collaborative Outreach Programme to increase access to level provision for pupils in 6 specified wards in Poole and Bournemouth | Programme implementation starts - Nov 2018 All schools have projects and funding per pupil in place January 2018 programme lead appointed | 14-19 Team | Increased access for identified young people to level provision by age 19: <ul style="list-style-type: none"> - Apprenticeships - Students knowledge about university options - Targeted work - Upskill career leads/teachers about options available |

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| <p>20. Peer reviews (primary and secondary) across Poole and Bournemouth and beyond the locality</p> | <p>Peer reviews promoted through PSA, teaching schools and at Directors Partnership Briefing</p> <p>Programme of Pilot peer reviews for secondary schools Spring & Summer Terms 2018</p> <p>Schools who participate feedback at Standards Board and PSA meetings on the impact September 2018</p> | <p>PSA, PTSA, SIGMA, Vicky Wales</p> <p>Andy Baker</p> <p>PSA</p> | <p>Headteachers report the value of peer review to support improvement in diminishing the difference through attendance at SB with outcomes evidence</p> |
| <p>21. Plan for targeted programme of governor training to be offered for those schools where gaps are not diminishing</p> | <p>Autumn 2018 to July 2019</p> | <p>NLG and Teaching schools</p> | <p>Governors in schools where gaps are not diminishing are supported to provide greater challenge</p> |
| <p>22. Develop a research approach in schools to increase the use of evidenced based practice</p> | <p>Autumn 2018 onwards</p> <p>Access the Research Schools Network through the Rosendale Research School</p> <p>Schools identify evidenced based practice to inform teaching in their schools</p> | <p>PTSA and Sigma</p> | <p>Evidence of improved teaching practice, good practice shared</p> |

Improvement Priority 3: Improve outcomes for pupils with SEND

| Improvement Plan 3: Improve outcomes for pupils with SEND | | | |
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| Action | Milestone | Lead Accountability | Outcome |
| 23. Briefing session for schools on SEND provision in Early Years | Briefing session held at PSA November 2017 | Sue Mogg, PSA | Schools have an improved understanding of SEND provision in Early Years |
| 24. Poole schools agree to adopt Winchelsea's life skills tracking tool to enable progress/impact to be understood and evidenced | Life skills tracking tool shared Spring Term 2018 Training session held Spring/Summer Term 2018 | Geoff Cherill, Winchelsea | A baseline is established from which impact can be robustly assessed |
| 25. Produce case studies of schools where QFT in mainstream schools is of high quality and results in improved outcomes | BoP data analysis to identify potential schools and ask schools to self-identify where they have data to evidence impact Start of Spring Term 2017 Case studies produced via SENDCOs and Special School Outreach Spring/Summer Term 2018 Good practice shared at PSA, Directors Partnership Briefing (to increase Governor awareness) and via SENDCOs As per mtg dates | Teresa Jones, BoP | Identified schools adopt good practice, with evidence of improved outcomes for pupils |
| 26. Explore establishing an Inclusion Network | Agree if an Inclusion Network is viable January 2018 | Dani Goulding, PTSA Fritz Penn-Barwell, | Representative range of Poole schools participate Good practice and ideas are |

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| | | SIGMA | implemented and impact is reported (using the tracking tool) |
| 27. Include SEND on the agenda of the Secondary School Subject Networks | Participants asked to share good practice (the next set will be around Feb half term) | Andy Baker & Jo Perry | Good practice and ideas shared on differentiated teaching for specific subjects Good practice and ideas are implemented and impact is reported |
| 28. Twilight sessions on specific SEND needs | Continue running twilights to support teaching autistic learners Skills for Positive Behaviour Management and Leadership & Management Workshops For SENDCOs Nov 17 – Jan 18 Skills for Positive Behaviour Management and Leadership & Management Workshops For SENDCOs Nov 17 – Jan 18 | Dani Goulding, PTSA Fritz Penn-Barwell, SIGMA | Increased skill set within Poole schools to meet identified priority needs Objectives of each twilight session met |
| 29. Support schools to develop more creative and cost effective ways to meet needs e.g. training staff v buying in specialist support | SIGMA twilight session and SENDCO Briefings to include time on developing different solutions and a business case As per mtg schedule Implementation of the graduated response including session at PSA and Directors Partnership Briefing Spring and Summer Term 2018 | Jo Perry and Teresa Jones | |
| 30. Collaborative SSIF bid for | Agree needs to be met through the training | Fritz Penn- | Bid produced and submitted |

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| SEND related training submitted [initially identified speech & language and social skills as priority needs] | (using BoP data, destination data and using the tracking tool – reviewed by SENDCO Forum/briefing) Bid submitted to round 3 Spring 2018 or round 4 | Barwell, SIGMA | |
| 31. SEND SLEs deployed | As required by schools | Dani Goulding, PTSA Fritz Penn- Barwell, SIGMA | Evidence of positive impact Learning and good practice shared |
| 32. Primary and Secondary phases work together supporting SEND pupils through transition | Delivered through the Transitions programme 2018 | Fritz Penn- Barwell, SIGMA | Transitions is improved Pupil outcomes/progress improve |
| 33. Standards Board take an active role in contributing to the Graduated Response and its implementation | Identify any drivers from the ISOS High Needs Review and the Schools Forum High Needs Working Group Standards Board agenda item on the draft Graduated Response Standards Board identify risks to its success and agree actions to mitigate risks and how it will support implementation | Standards Board Teresa Jones | The graduated response is used effectively by schools |

Improvement Priority 4: Improve all schools' commitment to contributing to a self-improving school-led system and further develop mechanisms to share effective practice

| Improvement Plan 4: Improve all schools' commitment to contributing to a self-improving school-led system and further develop mechanisms to share effective practice | | | |
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| Action | Milestone | Lead Accountability | Outcome |
| <p>34. Define and illustrate a self-improving school-led system</p> <p>Sample range of stakeholders for comprehensibility</p> <p>Poole Standards Board approval</p> <p>Distribute. Include simple evaluation response. Post on appropriate website.</p> <p>PSA promote via comms, meetings, conferences etc.</p> <p>Target governors/ trustees via comms, training</p> | <ul style="list-style-type: none"> • Definition and visual representation 5/1/2018 • Check ease of understanding by 15/1/2018 • Standards Board 6/2/2018 • All key players receive definition, incl. govrs, trustees, heads, school staff • Comms timetable, conferences, themes identified by 2/2018 • T/S, PSA timetable drawn up 3/2018 | <p>PSA, T/S AM, SM, Fritz, Danni As above</p> <p>Standards Board PSA, MATs</p> <p>PSA, RSC</p> <p>T/S, PSA, RSC</p> | <p>A. All have access to a comprehensive, clear definition of a self-improving school-led system which can be widely understood and is approved by Poole Standards Board</p> |
| <p>35. Use collaborative process(es) to build common vision and engage partners</p> <p>Target MATs & governors where engagement is low especially to share good practice.</p> | <ul style="list-style-type: none"> • Shared statement of value and purpose of collaboration/SISLS by 03/18 - widely agreed by 06/18 • Promotion via PSA: dates of comms, conferences, themes identified by 2/2018 | <p>PSA, T/S, LA (already available with Sigma) PSA, T/S</p> | <p>B. All understand and are committed to the value, purpose and significance of the self-improving school-led system</p> |

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| <p>Circulate and consult widely on vision Protocol/MoU for SISLS (regional T/S group). Report impact to Standards Board</p> <p>Successful grant applications SSIF</p> | <ul style="list-style-type: none"> • By 4/18 • Protocol/MoU to increase collabor'n 08/18. • Increased uptake (>20%) of opportunities reported to DfE by T/S for 2019 • Applicants informed, trained 2/18 • Grant criteria flex to local priorities | <p>T/S, PSA</p> <p>Being undertaken by regional T/S group</p> <p>Teaching Schools Applicants,</p> <p>RSC</p> <p>RSC</p> | <p>C. Good commitment to SISLS expressed in good uptake of opportunities offered within SISLS - esp MATs (and better outcomes for children)</p> |
| <p>36. Explore holding a Coastal Challenge Conference</p> | <p>Summer term 2018</p> | <p>All partners</p> | <p>Conference is well attended by Poole and Bournemouth Headteachers</p> |
| <p>37. Ensure sufficient system leaders</p> <p>Target governors - create and use further NLGs Link NLGs to a teaching school Develop and implement coherent marketing strategy, esp CEOs of MATs (via events, training)</p> | <ul style="list-style-type: none"> • Full range of system leader designations ready by 8/18 • X no. new NLGs by 12/2018. X no. NLG days used p.a. • Agreement to link from RSC • Marketing strategy created for system leaders by 6/18 (ensure regional matches local) | <p>T/S AH T/S (PSA) RSC Regional T/S group (with PSA support and RSC)</p> | <p>E. Extensive use of ALL system leader designations, sufficient in number and availability to match local needs</p> <p>F. Each school/MAT has full and easy access to all system leaders</p> |
| <p>38. Every school reports to Govs via SEF areas of good practice (strengths) which could be shared with the system. 09/18</p> | <ul style="list-style-type: none"> • PSB/PSA communicate to all schools the expectation to report good practice via SEF) - and monitor response by 6/18. • Practice confirmed by RSC | <p>PSA, SM, AM</p> <p>RSC</p> | <p>G. Wide system knowledge of and access to good practice</p> |

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| <p>LA analyse pupil performance data to identify exceptional attainment / performance</p> | <ul style="list-style-type: none"> • Each year, all KS | <p>LA</p> | |
| <p>Ensure effective mechanism to gather and share good practice.</p> | <ul style="list-style-type: none"> • Mechanism effective 08/18. Calendar shows availability of system leaders. 09/18 | <p>T/S, PHA</p> | |
| <p>Create reward / payback system 'SISLS Adviser'⁴ system in consultation with all schools/MATs</p> | <ul style="list-style-type: none"> • System of reward and celebration, e.g. regional award, payback/pension credits? 08/18 | <p>PSA, RSC</p> | <p>H. Sense of reward and public recognition of good practitioners makes system sustainable.</p> |

⁴ A closed QA system similar to TripAdvisor which allows participants to report their evaluation of training / advice / course.

Appendix 1 – Corporate Strategy priorities

Set out below are the priorities and commitments of the Corporate Strategy and the Children & Young Peoples Plan which are relevant to the strategy⁵.

Corporate Strategy and Children & Young People’s Plan

Improve the quality of life for the people of Poole:

Ensuring all children and young people have the chance to achieve their full potential

Commitment 1

Work with our schools to ensure that every child and young person attends a school which is Good or Outstanding and has the opportunity to achieve and succeed.

Commitment 2

Work with schools, early years providers, colleges and other partners to ensure that children and young people who are disadvantaged and children and young people who are vulnerable achieve the same educational standard as pupils achieve nationally.

Commitment 3 (contributing towards delivery)

Work to ensure children in our care and care leavers have good quality care, wherever possible in a local family and have good health, education and skills outcomes.

Commitment 5 (contributing towards delivery)

Working with all partners, to ensure that early years services for families work in an integrated way, so that all children have the right support to develop well in their first five years.

Promoting Poole’s economic growth and regeneration

Commitment 5 (contributing towards delivery)

Work with partners to develop the skills and opportunities for local people, especially young people, to meet the needs of current and future employers and support economic growth

⁵ NB only the corporate objectives where delivery is primarily, or in part, through this strategy are listed. The full list can be found in the Corporate Strategy, available on <http://www.poole.gov.uk/your-council/how-the-council-works/strategies-plans-and-policies/corporate-strategy-2015-2019/>

Appendix 2 – Glossary

Academy: A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

Disadvantaged pupils: Disadvantaged pupils are identified based on their eligibility for the pupil premium

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Regional schools commissioners (RSCs): Act on behalf of the Secretary of State for Education and are accountable to the National Schools Commissioner. Each RSC is supported by a headteacher board (HTB). HTBs are made up of experienced academy headteachers and other sector leaders who advise and challenge RSCs on the decisions they make.

Self-improving school-led system (SISLS): School led system to improve educational outcomes. In Poole we have also defined this as being a self-improving school led system

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Specialist leader of education (SLE): Experienced middle or senior leader who middle and senior leaders in other schools.

Teaching schools: Strong schools led by strong leaders that work with others to provide high-quality training, development and support to new and experienced school staff.

Virtual School Head (VSH): The Virtual School Head (VSH) is an officer of a local authority who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge this duty.