

## CREWKERNE and ILMINSTER SCHOOLS PARTNERSHIP

**Strategic goal – “Empowering and enabling our learning community to be proactive in contributing to an effective transition process”**

Objectives	Activities	Stakeholders to engage	Indicative budget	Outcomes
<p><b>INTRODUCTION</b></p> <p>The Crewkerne and Ilminster Schools Partnership (CISP) consists of 12 schools that include both two and three tier phases. As such, it recognises the enormous importance of ensuring effective progression across these phases to maximise children’s development and achievement. We recognise that the learning community is diverse and therefore seek to involve and engage with all partners including staff, pupils and parents in achieving our goals. The broad focus of our project will therefore be to develop a continuum of delivery recognised and adopted by the entire learning community which will enhance progress for young people.</p> <p>This plan outlines the activities to be undertaken across two main strands throughout a three year programme. The first will address the broader aspect of a consistent approach in pedagogy and will straddle the duration of the project. The second strand will be more subject specific and will see schools collaborate on the development of consistent strategies for the delivery of Mathematics and Literacy across the CISP Partnership. The two strands will work in parallel with and will be mutually supportive throughout.</p>				
To ensure effective leadership and management of the project across the partnership	Increase the hours of the CISP Co-ordinator by 0.1/0.2 (+208 hours, + 416 hours)		Approx £2400.00/£4800.00 per annum	Project Coordinator in post to work for approximately half a day/one day per week over the period from January 2015

To develop a consistent progression of delivery and agreed key skills which will enhance children's learning and minimise the impact of change.	Create a cross-phase Progression Steering group to meet at least termly.	Existing Schools progression managers/ KS2&3 Liaison leads	£1800 per year approx	Regular focus group <i>including 'Progression Champions'</i> across all phases in place to develop, review and evaluate on-going project
	Research successful progression strategies and identify practise, which will have most impact in the CISP area.  Visit to at least one other CLP with proven track record of successful progression development.	Progression Steering group	Travel for visit to other CLP	Progression strategies identified and implemented within our own Partnership as appropriate
	Student and parent consultation events and opportunities	Progression Steering Group Parents and students		Staff, parents and pupils are involved in reflecting and evaluating current arrangements to ensure continuous improvement.  Student perceptions and motivations understood and embedded within progression strategy and planning.  Improved parental confidence of transition process within CISP.
	Establishment of baseline progress data of pupils at Year 4 and 8 prior to transition  Sharing of existing interventions in place for pupils	Progression Steering Group		Percentage of Year 4 and 8 pupils at, above and below age related expectations known and agreed by all schools.  All establishments better prepared to progress children's

				learning.
	Creation of a range of agreed 'Essential Tools for Learning' for all students to include identification of main profiling points and key skills to support progression	Progression Steering Group group. Subject leaders		<p><i>Key learning milestones agreed and used consistently across all schools.</i></p> <p><i>Pupils understand their preferred learning styles enabling clarity and ownership of their own strengths and areas for improvement.</i></p> <p>Quality information is given to parents about their contribution to supporting learning and encouraging their children to become effective learners.</p>
	Development of departmental working days and inter school visits.	Head Teachers, Subject leaders, all staff, pupils from all phases		<p>Improved staff awareness of good practice and strategies used to enhance learning in each others' schools.</p> <p>Greater consistency of pupil performance across phases</p> <p>Pupils inspired by peers</p>

The development of a consistent approach for delivery of Mathematics and Literacy with new and exciting opportunities across the Partnership.	Continuation of day conferences/partnership progression group meetings to steer subject specific progression development  Strategies to be identified by Progression groups to promote the development of Mathematics and Literacy across the Partnership	Appropriate strategic leaders from each school Numeracy Co-ordinators Maths subject leaders Literacy Coordinators English subject leaders SENCOs	Venue and delegate costs	Improved knowledge of practice and development of new and exciting opportunities occurring across the family  Students will progress through and beyond our Partnership at or above age expectations for Mathematics and English.
	Establish shared policies for Written Calculations and Spelling Punctuation and Grammar including appendices of 'Learning Language'	Mathematics Focus Group Literacy Focus Group	Schools' current budgets	Common and agreed policy for the delivery of calculations and SPAG in use across the Partnership.
	Development of a media-based skills catalogue to support knowledge and understanding of key skills using students as deliverers.	Mathematics Focus Group Literacy Focus Group	Cost of equipment and possible training to be considered	A video resource available to all partners to support common and consistent provision.
	Identification of joint CPD requirements and training opportunities and implanting these where appropriate	Project Coordinator As agreed by SLTs Outstanding Teachers		Appropriate and effective CPD for allocated staff across all members of the partnership
	Project information and opportunities available on the Partnership website to help link best practice, pupils work and staff forum	Mathematics Focus Group Literacy Focus Group	Nil	Partnership web site to contain up to date information on Project Impact and provide a medium to access supportive learning materials by staff, parents and pupils