

Cambridgeshire School Improvement Board

Draft Action Plan

March 2016



Priority 1 Define and promote a Cambridgeshire entitlement for leadership development

| Objective | Lead | Tasks | When | Resources | Success criteria | Impact |
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| Develop the ideas discussed at the meeting on 23 rd March into a short action plan to include consideration of how the school-led system can better develop and train the next generation of strong school and system leaders. | Richard Thomas, Independent Chair | <p>Prepare a short plan, paying attention to:</p> <ul style="list-style-type: none"> Defining entitlement; reciprocal agreements with minimal funding implications; communication; and sharing resources. Consider incorporation and development of Wisbech Schools Partnership's Career Stage Professional Development pathway. | 4 th May 2016 | Independent Chair time | Plan agreed and successfully implemented. | <ul style="list-style-type: none"> There are clearly identified pathways for career development from NQT through to headship/executive headship. CPD opportunities/offers from all TSAs and LA are coherently mapped. The quality of teaching and leadership in all schools is strengthened leading to improved outcomes for all pupils. |
| Continue to drive the recruitment of high quality NQTs in Cambridgeshire | Helen Manley | <ul style="list-style-type: none"> Develop offer for 2016-17 to launch alongside the new Primary | May 2016 | LA officer time | <ul style="list-style-type: none"> Number of schools signing up for this increases by 30% from 2015. | <ul style="list-style-type: none"> All schools who wish/are eligible to recruit a NQT are successful in this. |

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| through the 'Teach in Cambridgeshire' initiative | | Offer. | | | | |
| A joint CPD offer for Fenland schools. | Fenland Teaching School Alliance and Elliot Foundation Multi-academy Trust | <ul style="list-style-type: none"> • Explore opportunities for working together on a combined offer. | September 2016 | Chargeable events | <ul style="list-style-type: none"> • Implementation of agreed programme. • Cancellation rates below 5%. • Participant evaluations (90% good or better). • Informs participant practice (at least 80%). | <ul style="list-style-type: none"> • As above |

| Priority 2 Commission programmes to accelerate the achievement of our disadvantaged groups | | | | | | |
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| Wisbech Schools Partnership Conference for Governors | Wisbech Schools Partnership / Elliot Foundation Multi-academy Trust | <ul style="list-style-type: none"> Organise conference for Wisbech / Fenland Chairs of Governors and Headteachers. Content developed to address the issues identified in the needs analysis. Presentations by HMI, the RSC and CCC's Director of Learning, with workshops on the governing body's role in data management and holding schools to account. | Autumn 2016 | Chargeable event, to cover costs. | <ul style="list-style-type: none"> Participant evaluations (90% good or better). Informs participant practice (at least 80%). | <ul style="list-style-type: none"> More effective governance, with governors better able to carry out their role and meet their responsibilities. |
| 'Developing Reading, Developing Readers' Project Project with 4 large | LA | <ul style="list-style-type: none"> Identify schools and invite to participate in project. Organise the following training: | Sept 2015 Autumn 2015-Summer 2016 | LA resourced | <ul style="list-style-type: none"> All invited schools agree to participate Identified teachers attend all CPD and engage | <ul style="list-style-type: none"> There is improved quality of teaching of reading in Y5 and Y6 and |

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| primary schools (Huntingdon Primary, Thongsley Fields Primary, St John's Primary, and Glebelands Primary) | | <ul style="list-style-type: none"> • Face to face CPD with upper KS2 teachers and senior leaders. • A range of GAP tasks which will also involve LA advisers working alongside teachers supporting with planning and classroom delivery. • Author visits. • Provision of two texts to build work around. | | | with GAP tasks and LA advisers | hence pupil outcomes in the identified schools increase with proportions reaching ARE being at least in line with National for reading in 2016. |
| 'Getting Reading Right' Conference | Wisbech Schools Partnership / Elliot Foundation Multi-academy Trust | <ul style="list-style-type: none"> • Organise conference for 125 participants from schools in Wisbech, March, Chatteris and Peterborough. • Presentations from HMI, the National Literacy Trust and successful schools from outside the region. | Spring 2016 | Chargeable event, to cover costs. | <ul style="list-style-type: none"> • Participant evaluations (90% good or better). • Informs participant practice (at least 80%). | <ul style="list-style-type: none"> • Positive impact on reading engagement and outcomes. |
| Closing the Gap Conference | Elliot Foundation Multi-academy Trust | <ul style="list-style-type: none"> • Organise conference that will draw on research evidence of what works in practice. | October 2016 | Chargeable event, to cover costs. | <ul style="list-style-type: none"> • Participant evaluations (90% good or better). • Informs participant practice | <ul style="list-style-type: none"> • Better informed and better quality interventions, leading to the |

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| | | | | | (at least 80%). | accelerated achievement of vulnerable groups. |
| Bridge the Gap | Cambridge, Diamond and Kite Teaching School Alliances, Cambridge University and the Local Authority | <ul style="list-style-type: none"> • Launch conference at Cambridge University, with HMI presenting. • Schools to work in clusters, with a lead school supporting two other schools, to close achievement gaps. | April 2016 onwards | £15,000 support from LA. Contribution in kind from Teaching School Alliances and Cambridge University. | <ul style="list-style-type: none"> • Participating schools rate quality of programme at 90% good or better. | <ul style="list-style-type: none"> • Individual closing the gap targets are being set for the participating schools. |

| Priority 3 Champion raised aspirations for Cambridgeshire, to include a cultural entitlement for all children | | | | | | |
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| Action | Lead | Tasks | When | Resources | Success criteria | Impact |
| Champion/promote Educational Excellence Everywhere in Cambridgeshire | LA and TSAs/Independent Chair | <ul style="list-style-type: none"> Ensure that all schools understand and are aware of the 4 CSIB priorities and the role of CSIB in the development of a school-led school improvement system for Cambridgeshire. Raise awareness by including on agendas for Leadership and governor briefings. | <p>April 2016</p> <p>Summer term 2016</p> | LA officer time/Independent Chair Time | <ul style="list-style-type: none"> Leaders and governors are aware of CSIB role and priorities Live action plan available on Learn together website | <ul style="list-style-type: none"> CSIB has a positive impact on educational outcomes in Cambridgeshire. |
| Through Priorities 1 and 4 all teachers have high expectations for every child and are appropriately supported to meet their needs through a school-led | LA/TSAs/Independent Chair | <ul style="list-style-type: none"> Implement tasks as in P1 and P4 | Sept 2016 | LA Officer/Independent Chair Time | <ul style="list-style-type: none"> Data sharing agreement in place. The use of data informs priorities for school to school support within clusters | <ul style="list-style-type: none"> Outcomes for pupils in Cambridgeshire schools improve and are at least in line with those seen Nationally. The |

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| system. | | | | | | <p>proportion of good and outstanding primary schools increases and is at least in line with the National figure.</p> <ul style="list-style-type: none"> • The proportion of good and outstanding secondary schools improves to at or above the national average by August 2017. |
| Cambridgeshire School Improvement Board to assume responsibility for Cambridgeshire Culture Strategy Group and funding. | Local Authority | <ul style="list-style-type: none"> • Present proposal to Cambridgeshire Culture Strategy Group • Two representatives of CSIB to meet with Cambs Culture to plan the detail of how the new arrangement will work. • Establish the new strategy | <p>March 2016</p> <p>2nd June 2016</p> <p>September 2016</p> <p>First half</p> | <p>Cambridgeshire Culture Fund</p> <p>Grants / sponsorship</p> | <ul style="list-style-type: none"> • A successful transition to the new operational arrangements. • A cultural entitlement available to children and young people across the whole of the county. | <p>Improved aspiration and motivation, and a lifelong engagement with cultural and/or sporting activities.</p> |

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| | | group. • Develop and implement a county-wide strategy to ensure a cultural entitlement for all children. | autumn term 2016 | | | |
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| Priority 4 Agree and implement a county-wide, cross phase data sharing agreement | | | | | | |
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| Action | Lead | Tasks | When | Resources | Success criteria | Impact |
| Promote the use of the FFT Collaborate tool in order to share performance data to inform collaborative action within and between primary and secondary phases. | Cambridgeshire Primary Heads, Cambridgeshire Secondary Heads, Local Authority | <ul style="list-style-type: none"> Secure agreement from CPH to establish a primary data sharing agreement. Agree with CPH and CSH the cross-phase sharing of data. Prepare a primary school data sharing agreement for signature by all primary schools, to supplement the existing agreement for secondary schools. Implement sharing agreement. Work with schools to develop the use of this data to inform collaborative | <p>Spring 2016</p> <p>Spring 2016</p> <p>April 2016</p> <p>September 2016</p> <p>Autumn 2016, ongoing</p> | Independent Chair, Local Authority: Senior Adviser and Performance Data Management Team | <ul style="list-style-type: none"> All schools agree to share data. Data is used to identify cluster and Alliance priorities, including transition work. | <ul style="list-style-type: none"> School to school support is finely targeted on appropriate priorities, leading to improved outcomes for pupils in Cambridgeshire schools and an increased proportion of Cambridgeshire schools being judged to be good or better. |

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| | | school improvement activity. | | | | |
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