

Schools Forum Strategic Partnership Funding Outcome report: Round 1 2012-2013

Name of Project/EIP	Description	Outcomes	C/fd and disseminated to other schools
Switch-on Aspire EIP	<ul style="list-style-type: none"> • Pupils to be able to participate more fully in the classroom by becoming more confident and active, independent learners able to use a range of effective reading and writing strategies to achieve literacy potential. • Initial professional development and follow-up support for teaching assistants to extend skills, knowledge and understanding of teaching literacy so are better able to support pupils in literacy development across the school 	<ul style="list-style-type: none"> • Gains in pupil confidence, concentration and self esteem. Moved from 'can't do' to 'can do' attitude. • More actively engaged in classroom. • Increased volume of output and being proactive about reading at home. • Pupils moving into higher phonic phase groups, moved literacy tables and moved into higher Guided Reading groups 	<ul style="list-style-type: none"> • 4 trained TAs at Rise Park will continue to offer Switch-on next year. • Stanstead Primary would like to train additional TAs next year and develop their work with parents and carers. • Every class at Glade Hill has a trained Switch-on TA. And lowest achieving pupils will be targeted for support. • 6 TAs at Southglade Primary will continue to support pupils next year. Plan to share principles and practice across the school. • At Westglade the coordination of the project given a high profile in the school. The school plans to build on this work next year.
Bulwell Readers Bulwell EIP	<ul style="list-style-type: none"> • To raise reading standards in Bulwell partnership of primary schools and improve the quality of teaching. • Launch of a reading strategy across the partnership of Bulwell schools. • Audit current practice in all six schools, followed by implementation of a range of methods employed to support reading tailored to the needs of each 	<ul style="list-style-type: none"> • 6 Literacy leaders in primary schools had significant benefit (SLE input). • 37 staff attended training on specific topics. • Children across KS1/2 in all school will have indirectly benefited. • Bulwell Readers week: - Over 80 children and parents 	<ul style="list-style-type: none"> • Relationships built by coordinators working together sustained through shared area (on OPEN HIVE) to enable shared ideas and practice at no cost (other than time). • Disseminate the idea of shared areas for partnership work across the city with other EIPs.

	<p>school in response to the audits.</p> <ul style="list-style-type: none"> • SLE support work with class teachers to improve the quality of teaching. 	<p>involved in themed family sessions around reading including baby play and Play on the Wildside sessions.</p> <ul style="list-style-type: none"> - 180 children attended day time sessions at Bulwell Library with an author. - 30 children attended an after school session with an author. <ul style="list-style-type: none"> • All children in Bulwell primary schools working to same guided reading strategy. • Literacy leaders increased skills and confidence. • Area developed on OPEN HIVE for reading resources to be shared across schools with staff forum for sustaining dialogue between schools. • Staff delivering literacy have increased skills and resources. • Partners involved in joint planning for Bulwell Readers Week and delivering reading sessions. 	
<p>Relishing Reading CLP</p>	<ul style="list-style-type: none"> • Focused on parents, children and all literacy staff including TAs to target children with low reading levels across years N2, 1, 3, 5 and 7 and pre nursery age children. • To develop new approaches to reading at an early age and create a joy of reading culture across the learning 	<ul style="list-style-type: none"> • 700 pupils, 14 schools, 43 members of staff having a direct positive outcome and connection to the programme. • Evidence that project has played an important part in creating a new demand within local libraries for borrowing books. 	<ul style="list-style-type: none"> • Work carried forward by delivering more interventions aimed specifically at children with low level attainments across KS2 and Year 7.

	<p>community of partnership schools.</p> <ul style="list-style-type: none"> • Model based on: <ul style="list-style-type: none"> - Further Development Stage and CPD programme. - Liaison with Children's Centres, Libraries and delivering with parents. - Delivery within schools. 	<ul style="list-style-type: none"> • Liaison with Library Service proved a key factor in engaging children and staff with their local libraries - will be built on in further projects. • The project has played a significant part in schools now working collaboratively and drawing upon community resources and expertise to enrich the curriculum. • Pupils more confident and classes have developed an approach to storytelling to be used next year as part of weekly school life. • Standards of reading amongst the main focus pupils have increased. • Schools looking next year at creating higher attaining reading groups in each year group to boost skills and enjoyment for more able pupils. Also paired reading/sharing of texts/storytelling between classes in diverse year groups. • Work on reading with pre-school children & baby/toddler area for further development. 	
<p>'Second Story' – Writers in Residence, 2012/13 (Ellis</p>	<p>This project originated from action research undertaken by the Ellis Guilford EIP Senior Leaders Group which analysed the gaps in teaching and learning which prevented an improvement in writing outcomes. Gaps identified (Autumn Term 2011)</p>	<p>The year group projects were delivered as per attached timetable for the year. The total number of children involved across the Partnership was as follows. (£44 per unit cost).</p>	<p>The experience of Second Story has informed the delivery of 'From Play to Pencil' 2013/14. We have learnt from this initial project and therefore made changes to improve the organisation of our work with Key Stage One.</p>

Guilford EIP)

included the:

- Lack of opportunity for cross-curricular extended writing
- Paucity of 'writing- rich' experiences for our pupils
- Limited ability to apply writing skills, 'real-life' implementation
- Inconsistent modelling of excellent practice
- Variable quality and consistency of feedback to pupils to aid self-reflection and independent learning.
- Quality of writing skills secured at KS3 transition, despite apparent levels achieved.

Which mirror those highlighted in the recent national overview, Moving English Forward Ofsted March 2012.

Taking the recommendations of that report into account, Second Story was a multi-modal, creative approach to increasing skills in a range of writing genres, using national and local providers.

School	Y3	Y4	Y5	Y6
Ambleside	74	75	74	65
Heathfield	37	32	40	28
Hempshill	54	51	52	48
Old Basford	60	59	56	54
Rossllyn Park	63	58	68	54
Whitemoor	57	58	58	54
Total	345	333	348	303
Overall total	1,329			

All schools provided a portfolio of evidence June 2013, which included.

- a) Work scrutiny/impact of 3 children per year group per project. Schools were free to determine which children. This included an initial assessment and a later one to show progress. Staff provided a short case study / explanation of each child to give the context. These will be retained by schools for Ofsted inspection evidence.
- b) Pupil voice responses.
- c) Staff evaluations – After each project the Senior Leaders' Group representative facilitated the review discussion between the provider and the staff involved to maximise the impact and further impact in the classroom.

Information about providers has been shared through the EIP Manager network and more widely, the national Chair of The Children's Writers and Illustrators' Group, Helena Pielichaty is aware of the overall project. Work undertaken through the Y4 Playhouse project has informed the learning of the Roundabout Education Team and the touring company involved.

		<p>d) Evidence of parental engagement through feedback.</p> <p>Key learning to date includes;</p> <ul style="list-style-type: none"> • The need to pace and plan a number of projects effectively. • How to better engage the key staff groups with the project content at the planning stage. • Refining the evaluation process. 	
<p>Closing the Gap EPIC EIP</p>	<ul style="list-style-type: none"> • To raise levels of attainment for targeted groups of children by creating effective, positive and complementary home and school learning environments. • Through strong local partnerships create opportunities for children and families to work together to build relationships, esteem and aspiration, whilst nurturing the learning element through the family. 	<ul style="list-style-type: none"> • Underachieving pupils have raised levels of attainment and made accelerated progress. • 110 children across a range of age groups identified. All schools reporting progress in attainment levels ranging from +1 to +6 points. • Where improved attendance has formed part of the target, individual rates have improved with one child shifting from 67% in Sept to 97% in May. • Partnerships between schools and local services have a greater focus on closing the gap for targeted children. • Increased parental engagement with targeted children and increased 	<ul style="list-style-type: none"> • School support staff and teachers continue to engage with target group and build on relationships. • Continue with interventions showing positive impact e.g. support midday supervisors to work with future targeted children.

		<p>parental support for learning and progress.</p> <ul style="list-style-type: none"> Improved home learning environment – resources provided, learning activities and resources shared with parents. 	
<p>Reading for Success K2S EIP</p>	<p>Overall aim of project was to provide targeted intervention at an early stage to improve the language and literacy skills of vulnerable children. This initiative operated through two complementary strands:</p> <ul style="list-style-type: none"> Strand 1, aimed at nursery-aged children and their families, designed to improve vocabulary and communication skills and inspire a love of stories, song and rhyme. Strand 2, the partnership piloted Switch On programme to assess its impact on the literacy learning levels of children. Provided daily, targeted literacy support by trained Teaching Assistants working to the Switch On, teaching assistants were trained to deliver one-to-one, personalised literacy intervention based on <i>Reading Recovery</i> principles. <p>Objectives:</p> <ul style="list-style-type: none"> To help young children broaden their vocabulary and become more confident talkers. To involve parents in their children's 	<p>Strand 1(60 Days of Storytelling)</p> <ul style="list-style-type: none"> 312 Foundation children attended and participated in a programme of Family storytelling and drama activities over a 12 week period in 5 schools – delivered by Lakeside Arts Centre. Approximately 155 parents attended and participated in these sessions. The sessions delivered by Lakeside were very interactive, successfully engaging both children and adults.. Many Foundation parents, including those with literacy difficulties, discovered the joy of bringing stories to life. They became enthused about story-telling with their children and increased their self-confidence in this area. Lakeside ran separate workshops for parents at some schools in response to this interest and have been signposting parents to local storytelling sessions in libraries and elsewhere. One school, which previously found it difficult to engage parents, has been overwhelmed by the response. 	<ul style="list-style-type: none"> The Switch On training delivered to TAs has been cascaded and embedded within schools. The primaries have committed to continuing Switch On as a key intervention next year. One primary now has an ECaR teacher and another is in the process of training one up - these teachers will help to lead and embed Switch On within the partnership schools. The EIP primaries have committed funding from school budgets to continue the Foundation family storytelling sessions with Lakeside next year. Lakeside is exploring the development of resource materials for parents and teachers aligned to the new Early Years curriculum. We will be exploring, with Lakeside, how to continue developing parents' new-found skills, confidence and enthusiasm around storytelling. Information about this project has been shared with other EIP Managers and schools will share through word-of-

	<p>learning.</p> <ul style="list-style-type: none"> • To inspire a love and tradition of story-telling in families. • To provide effective support to children struggling with reading and writing as early as possible. 	<ul style="list-style-type: none"> • From evaluation questionnaires 95% felt that children had benefited from the programme. <p>Strand 2 (Switch On)</p> <ul style="list-style-type: none"> • 42 children received daily (20 mins) 1:1 personalised literacy support over an average of 11 weeks. • 22 TAs improved their skills and understanding to enable them to more effectively deliver literacy support to vulnerable children. • 51 staff raised their awareness of this literacy intervention through dedicated CPD. • Data collected showed, on average, the group of children receiving the intervention made 8 months reading progress compared to the control group which made 4 months progress (over an 11 week period). Two Yr 6 children who had not been predicted to achieve Level 4 in Reading before the intervention have gone on to achieve it. • 22 TAs improved their skills and understanding enabling them to more effectively support children struggling with reading or writing. • 100% of TA's who completed the evaluation questionnaire said they had 	<p>mouth with the various other networks they're involved with.</p>
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		benefited from Switch-on and felt that the child/ren they supported made progress as a result of the programme.	
Developing and Embedding Consistently Outstanding Teaching Sherwood EIP	<ul style="list-style-type: none"> • The Outstanding Facilitator Programme (OFP) trains outstanding teachers to deliver professional development to other teachers through the teaching and learning programmes. Trained facilitators will deliver both the Outstanding Teacher Programme and Improving Teacher Programme to groups of teachers in, and beyond their own schools. • The Outstanding Teacher Programme. The end result is a networked group of teachers who can reflect on their teaching with the tools to enable raised levels of engagement in learning, through providing consistently outstanding lessons; innovative teachers who are willing to take risks 	<ul style="list-style-type: none"> • Nov-Dec 2012 6 facilitators went on the OFP and then on the Power of Coaching course. • Jan-Mar 2013 18 'good teachers with potential to be outstanding' went on OTP. • Mar-Jul 2013 Improving Teacher Programme (19 staff attending), and Outstanding Teacher Programme (23 staff attending) delivered in EIP and linked schools by own trained facilitators. • Newly accredited Outstanding Teachers are beginning to lead on aspects of teaching and learning in their schools and coach others to achieve excellence in their practice. 	<ul style="list-style-type: none"> • ITP and OTP to be run on a commercial basis in academic year 2013-14
Learning for All Trinity EIP	<p>Aim of this project was to improve the language and literacy skills of children within the partnership.</p> <p>The objectives:</p> <ul style="list-style-type: none"> • To inspire a love of books and stories in families. • To engage parents with their children's 	<ul style="list-style-type: none"> • 95 pupils (Yrs 3-7) and 12 staff across the partnership attended two partnership literacy workshops led by experienced male practitioners Mark Curwood (Lakeside Arts) and author, Andy Cope. • 192 targeted KS2 boys took part in TIY (Tell it Yourself) after-school clubs led by Lakeside Arts Centre – each school 	<ul style="list-style-type: none"> • Most of the primary schools involved in this project have committed to continuing the Reception family storytelling sessions with Lakeside Arts next academic year, funded through school budgets. In addition, the EIP is applying for grant-aid to extend the storytelling sessions to Years 4/5 and their parents through after-school clubs. Lakeside is

	<p>learning.</p> <ul style="list-style-type: none"> To enable Reception-aged children to broaden their vocabulary and become more confident speakers. To engage reluctant boys in speaking, reading and writing through imagination and creativity. 	<p>group collaboratively produced and filmed their own stories which were then shared in school and with parents.</p> <ul style="list-style-type: none"> 160 Reception children and 36 parents took part in family storytelling sessions delivered by Lakeside Arts Centre. Children developed speaking and listening skills. 	<p>currently exploring how best to align their Storytelling work with the new Early Years curriculum. The learning from this project has been shared with other EIP managers and will be disseminated by word-of-mouth through the various networks which schools are part of.</p>
<p>Improve Teaching and Learning to increase Aspiration and Attainment for Children and Young People with Special Educational Needs</p> <p>West 8 Partnership</p>	<p>Enhance the learning, attainment, enrichment and social/emotional experiences of children and young people with Special Educational Needs in mainstream and Special schools through a planned, peer Teaching and Learning programme across the West 8 partnership group of schools. The programme will contribute towards meeting the local and national attainment targets at Key Stage 2 and Key Stage 4. It also meets some of the new criteria in the OFSTED School Inspection Handbook June 2012, including:</p> <ul style="list-style-type: none"> How effectively the school ... works in partnership with other schools ... to improve the schools, extend the curriculum and increase the range and the quality of learning opportunities for pupils; The accuracy with which best practice is identified and modelled. <p>Each school in West 8 Partnership has</p>	<ul style="list-style-type: none"> Approximately 1,800 pupils attending the 8 schools within the West 8 Partnership who will be benefitting either directly or indirectly from the programme. Once the programme becomes embedded, more and more pupils will benefit from a direct, positive, impact of the project by receiving good and outstanding teaching. In the first instance, those pupils on school action, school action plus and with statements (approx. 650) are making increased progress, which is currently being measured and further data will be available in September 2013. 	<p>The programme has acted as a catalyst to generate further partnership working and training across schools and will ultimately be embedded in day to day activities.</p> <p>Next steps are:</p> <ul style="list-style-type: none"> to continue a planned training and development programme, using the matrix of expertise; use the Autism Education Trust competency framework to identify best practice and gaps and seek to fill those gaps through support from within West 8 schools, Norsaca and the IES team; continue to work with the Transform Teaching Schools Alliance to develop and pilot an SEN toolkit for NCSL and DfE to be available nationally to other schools; upload details onto the West 8

	<p>skills, expertise and experience in teaching children with SEN to offer to other partnership schools. We will establish a project management group, represented by each school, to identify the strengths and weaknesses within each school, draw up a matrix of expertise in Teaching and Learning and a programme of peer to peer observations and teaching and learning sessions. The programme will be monitored and evaluated on a half termly basis at project management review meetings.</p>		<p>Partnership website (currently under construction)</p>
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