

Final Draft

Partnership Agreement 2008
Primary Excellence Project Headteachers

Appendix 2: Aims Exemplars Grid

This grid is intended to be used to support Partnerships and PEP Headteachers through action planning in response to Local CYPPs and through the setting of objectives in performance management. It contains exemplars showing a range of possible outcomes and functions / activities that could be undertaken to achieve the identified aims. It is not an all-inclusive list.

Aims	Outcomes	Functions / Activities
Children		
<p>1. Achieve the highest possible achievement for all children in core subjects and the wider curriculum including how to stay safe and healthy</p>	<p>Attainment raised in Key Stage2: L4+ in Literacy, Maths, Science To drill down locally to identify key components for improvement L5+ Higher attainers</p> <p>Progress of 2 levels in English, Maths and Science</p> <p>Vulnerable groups are identified, tracked and pupils make appropriate progress. In many cases this needs to be greater than the average progress.</p> <p>Evidence of quality work produced in class and through project or enquiry based learning.</p> <p>Cluster identified priorities and outcomes in the wider curriculum eg Generic Teaching and Learning skills, Assessment for Learning, Foundation Subjects, New models of curriculum.</p> <p>Children have the opportunity to engage in understanding and controlling risk to their safety and health both in and out of the curriculum (includes Healthy Schools).</p> <p>They feel they are safe and know how to achieve good health.</p>	<p>Identify using data and local knowledge priorities for the Partnership, facilitate and commission improvement and evaluate outcomes.</p> <p>Networking similar and supporting schools to engage in practitioner led developments, supported by local school based ASTs / leading teachers and schools.</p> <p>Advise on strategies for improvement.</p> <p>Support Leadership in raising standards through commissioned support and in targeted schools in the Kent Leading for Impact Programme.</p> <p>Share good practice, including facilitating CPD for NQTs,</p>
<p>2. Improve attendance to ensure each child receives their entitlement to learn – link to parents / carers.</p>	<p>Schools in the Partnership achieve or exceed their attendance targets.</p> <p>Partnership actions support the ethos that promotes progress in learning being related to attendance at school, including challenging inappropriate absences.</p> <p>Pupils value their education, enjoy school and want to be in school.</p>	<p>Support Partnership initiatives that foster an ethos of attendance and valuing learning.</p> <p>Provide challenge in their SIP role</p> <p>Links to item 3 curriculum and personalisation</p>
<p>3. Ensure strategies are employed that engage pupils and develop learning behaviours and thereby reduce exclusions</p>	<p>An increasing personalisation of learning, empowering and engaging pupils in an appropriate curriculum.</p> <p>Pupils know where they are in their learning and how to improve. They enjoy and see the value in what they are learning. Schools engage in listening to their pupils views and enable them to contribute to improving their learning.</p>	<p>Encouraging and facilitating schools to explore new models of curriculum underpinned by personalisation strategies including AfL. Eg school based action research / curriculum development projects, sharing of good practice, pupil voice activities.</p>
<p>4. Are able to take steps in transition between stages in their learning</p>	<p>Increased participation between phases and Key Stages in transition activities to ensure children are informed and that schools are able to provide an appropriate curriculum.</p> <p>Pupils know what to expect and are looking forward to moving onto the next steps in their education.</p>	<p>Support curriculum and pastoral projects across schools, settings and phases.</p> <p>Share good practice.</p>

Aims	Outcomes	Functions
Staff		
5. To improve the range and quality of Leadership and Management at all levels.	<ul style="list-style-type: none"> - Appropriate headteacher appointments are made - Senior leadership teams are strengthened and this impacts on standards and achievement. - School leadership and management makes good use of school self evaluation to plan and monitor its progress and to raise standards. Schools know their strengths and weaknesses and take appropriate actions to improve provision and outcomes. - School Leadership is judged by the school, LCSP / LA Advisers and Ofsted as at least satisfactory and in most schools as good or better. - There is an effective Leadership sustainability strategy being implemented in the Partnership. To include developing leadership roles at all levels, across all staff and including students. - Schools are actively exploring collaborative leadership across the Partnership to include new models of leadership as appropriate to local context and needs. This includes developing Community Leadership and extended services in collaboration with partners in the Statutory and Private / Voluntary Sectors. - Deputy headteacher’s continued professional development needs identified and met at local level. Deputies more confident in their role - Further aspiring leaders identified and supported 	<ul style="list-style-type: none"> - Provide additional expertise as professional adviser for headship appointments - Support the leadership and management of schools in developing appropriate and new models of leadership to secure the L&M of schools - Support Leadership in raising standards through commissioned support and in targeted schools in the Kent Primary Leading for Impact including the developing Community Leadership role. - Facilitate and contribute to continued professional development and the sharing of good practice eg for deputy headteachers, middle managers through LCSP and LLN / ITN - Support the identification of aspiring leaders, facilitate at aspiring leaders courses and support future development of these leaders - Support the trial of the Performance Management of Children Centre Teachers providing the education expertise.
6. To improve the quality of Teaching and Learning through the identification, dissemination and development of good practice.	<ul style="list-style-type: none"> - Teaching and Learning is judged by the school, LCSP / LA Advisers and Ofsted as at least satisfactory and in most schools as good or better. - Partnership schools have current teaching and learning policies, guidelines and practice so that teachers understand and consistently deliver quality teaching and learning opportunities. - Schools engage in activities to gather and act upon pupil views of the aids and barriers to improving their learning. - Schools engage their parents as partners in their children’s learning. 	Facilitate the identification and sharing of good practice across LCSP and LLN and measuring impact Facilitation of local CPD to include supporting networks of school based practitioner action research / curriculum development and measurement of impact. Prioritise use of locally based Advanced Skills Teachers and lead teachers to support good practice Commissioned joint lesson observations with senior leadership teams to build capacity in schools
7. Ensure that school staff identify and focus support on vulnerable groups to ensure appropriate progress.	<ul style="list-style-type: none"> - Vulnerable groups are identified, including the use of data to underpin and track vulnerable groups by all schools at leadership and classroom level i.e. disaffected, disadvantaged and underachieving individuals. - Strategies to support identified groups in place with progress tracked to ensure that vulnerable groups make rapid progress. - Schools engage their focus groups / communities in their children’s learning. 	<ul style="list-style-type: none"> - Advise LCSP on vulnerable groups through drawing together local data and knowledge and by identifying strategies to support their progress - Provide a challenge to local schools to ensure vulnerable groups make more rapid progress - Facilitate CPD on strategies to raise attainment for specific groups

Aims	Outcomes	Functions
Partnership Advisory		
8. To ensure data and local knowledge is collated and used appropriately to identify priorities to inform the LCSP CYP Plan and action plans in order to raise standards and improve life chances of children and young people.	Kent data is used to compare the LCSP to National and County standards. Local data and knowledge is used to identify priorities and Vulnerable groups by all schools and at LCSP level Robust strategies to support identified groups in place. Strategies impact on standards and achievement so that vulnerable groups make more rapid progress	Support Partnership colleagues in exploring Kent’s 19 key indicators and draw together local data and knowledge of vulnerable groups across the Partnership. Analyse local data in comparison to LA and national. Advise LCSP of priorities and strategies to raise standards and achievement. To support the LCSP in monitoring and evaluating progress and outcomes against the action plan and priorities.
9. To identify local good practice including links and transition between preschool and primary schools and from primary into secondary schools.	Good practice is identified and shared Good practice is proactively used to improve outcomes CPD needs identified, opportunities are provided and impact on practice Provide a smooth transition for pupils between phases, Key Stages and transitions between schools and settings, at both normal and interim points of entry.	Support LCSPs in identifying and auditing local good practice in curriculum and pastoral transition within and beyond the Partnership. To evaluate outcomes and impact of transition activities.
10. To facilitate the sharing of this good practice to improve provision in appropriately targeted schools through commissioning appropriate interventions and CPD opportunities.	Good collaboration between the giving and receiving institutions with sharing of pupil data and high quality and relevant induction available for all.	Facilitate, share and commission good practice to support the ECM agenda to raise standards and achievement. Co-ordinating a Learning Conference that draws together good practice across phases and the LLN
11. To work as a key member of an local integrated team, to provide educational expertise in collaboration and partnership working with locally based staff and outside statutory and Private and Voluntary Agencies.	PEPs act as an advocate for primary pupils within the LCSP in raising educational achievement and improving school provision. Community leadership within the Partnership is based on a collaborative sharing of resources and opportunities so that schools plays an appropriate part in improving family and community lifelong learning and life chances through extended services and the schools acting as a centre in the community.	To provide the school improvement expertise and focus for the LCSP’s integrated team acting as an advocate for pupils and parents / carers. To explore opportunities for collaboration in action planning, pooling funding, shared implementation including lead professional, monitoring and evaluating provision
12. To act as a School Improvement Partner to approximately 10 schools including those in the intensive and substantial support category.	Headteachers report that the process provides for a valuable third party view which supports and challenges the school and its leadership. SIP visits completed and information shared through notes of visit and schools are supported and challenged in engagement of pupils, parents and the community, standards, provision and leadership.	Support and challenge through 3 school visits per annum, target setting (Autumn), provision (Spring) and leadership (Summer) and Performance Management. Use knowledge of schools to inform Partnership priorities and locally commissioned work.