

**APPENDIX D**

Schools Funding Forum 18<sup>th</sup> June 2015

**REPORT ON USE OF 2014-15 DSG SCHOOLS PARTNERSHIP AND SCHOOLS CAUSING CONCERN BUDGET**

School A Supporting School	School B Supported School	Purpose/focus	Monitoring/reporting arrangements if relevant	LA officer	Start/end date	Type of partnership/support	Focus/outcomes/evaluation	Cost £
Crowlands	Clockhouse	Coaching partnership with specified teachers in four year groups (Y1, 2, 4, 5) to improve the quality of teaching with the result that teaching moves to consistently good	PRMs/ internal external monitoring of quality of teaching	GS	May 2014 – July 2015	15,000 Crowlands £5,000 Clockhouse	<ul style="list-style-type: none"> <li>• Clear impact for all 4 teachers that have paired up with staff at Crowlands:               <ul style="list-style-type: none"> <li>- Y1 teacher (from RI to Good)</li> <li>- Y2 teacher (from RI to Good)</li> <li>- Y4 teacher (from RI to RI with good features)</li> <li>- Y5 teacher (from Good to Good with outstanding features)</li> </ul> </li> <li>• HTs have shared management processes and improvement strategies (eg data; management info for PRMs; improving teaching)</li> <li>• Looking to focus on new staff now to include Good to Outstanding</li> </ul>	20,000
Brookside infants	Newtons	EY leader coaching and coaching with EY teachers to improve the quality of teaching with the result that teaching moves to consistently	PRMs/ internal external monitoring of quality of teaching	PP	July 14- July 15	£15,000 Brookside Infants £5,000 Newtons	<ul style="list-style-type: none"> <li>• shared good practice . Newtons adopted the use of cutlery trays on dining room tables and cutlery for children to use independently during snack time.</li> <li>• EY leads produce a tracking sheet that show small steps of progress. Newtons Assessment Leader developed this further in school.</li> <li>• shared resources for planning ideas.</li> <li>• challenged each other on the use of adults and their effective interaction with the</li> </ul>	20,000

		good					<p>children to further develop their Speaking and Listening and Writing skills.</p> <ul style="list-style-type: none"> <li>• members of staff visiting each setting. Joint learning walks</li> <li>• worked remotely on looking at each area of learning and how Speaking and Listening activity linked to them and that Writing was evident in continuous provision, including the outdoor area. Now have Writing as a key area in both Reception classrooms.</li> </ul> <p>Impacts:</p> <ul style="list-style-type: none"> <li>- Every child in Reception is now part of the Speech Link programme and all take part in Dough Disco</li> <li>- A part-time Nursery Nurse (0.4) uses 75% of her time modelling speaking and listening and Writing in different areas.</li> <li>- The EY Lead now has 0.2 of her week observing all FS staff and giving effective feedback</li> <li>- SIP gave external validation to Newtons by carrying out a Learning Walk and observations which showed improvement in all areas of Ofsted concerns</li> <li>- HMI recognitions: The partnership with Brookside Infant School has already begun to influence the learning environment and practices in the Early Years and Foundation Stage.</li> <li>- Newton's SIP recognition of newly refurbished FS setting, new resources which have enhanced the children's learning and adults who are making a difference to this.</li> <li>- Additional time for FS Lead to observe practice in the setting and offer advice and challenge has improved the quality of Teaching and learning.</li> <li>- Routines established in school with children</li> </ul>	
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							<p>now signing themselves in in the morning. Writing has now become part of the daily routine.</p> <ul style="list-style-type: none"> <li>- Parents report that children are making progress (evidence-comments made on forms filled in with parents during parents' evenings and WOW certificates)</li> <li>- Lesson observations/ scrutiny of pupils' work show improvement in confidence in Writing.</li> <li>- The Helicopter Story Telling project, which we put in place for both our Nursery and Reception children, developed the children's confidence in speaking in front of an audience. This was particularly evident for our Reception children.</li> </ul>	
Hacton	Harold wood	Coaching partnership with specified teachers to improve the quality of teaching with the result that teaching moves to consistently good	PRMs/ internal external monitoring of quality of teaching	MT	Nov 2014- July 15	£15,000 Hacton £5,000 Harold Wood	<ul style="list-style-type: none"> <li>• Hacton head teacher has made several visits to Harold wood and helped the SLT evaluate areas to develop in T and L.</li> <li>• He has modelled his approach to monitoring and evaluation.</li> <li>• SLT has visited Hacton to record and take back example of high impact strategies for improving provision in relation to development areas from OFSTED/HMI report.</li> <li>• Teachers at HW have undertaken book scrutinisees and moderation visits with staff at Hacton and this has resulted in an improvement in the Quality of Teaching and Learning.</li> <li>• HW recent awarded 2 for T and L/ leadership in Mid Ofsted review.</li> </ul>	20,000

St Edwards	Parklands Junior	To support to move to Good	LA PRMs	MT	June 14- June 15	£ 15,000 St Edwards £ 5,000 Parklands Juniors	<ul style="list-style-type: none"> <li>Support to teaching staff to share good practice and CPD for staff</li> </ul>	20,000
St Ursula's Catholic Junior	Squirrels Heath J	<p>Coaching partnership with specified teachers in two year groups to improve the quality of teaching with the result that teaching moves to consistently good</p> <p>Enhanced mentor for acting HT</p>	PRMs	IG	April 14- July 15	£15,000 St Ursula's J £5,000 SHJ	<ul style="list-style-type: none"> <li>1:1 coaching with a teacher in Year 5.</li> <li>Member of St Ursula's staff met with senior staff at SHJ to identify actions</li> <li>Team teaching, observations, marking and planning support all supplied;</li> <li>Analysis of StU books and expected standards during visit from SHJ</li> <li>Learning walk at StU with SHJ staff focus on identification of best practice and classroom organisation to improve learning outcomes for children.</li> <li>SHJ observed teaching at StU and then held feedback debrief to identify key features of outstanding teaching.</li> <li>StU teacher observed SHJ teacher over terms gave feedback and held coaching conversations after observations.</li> </ul> <p><b>Impact:</b> practice of SHJ teacher radically improved particularly in aspects of transition within the lesson, pupils behaviour for learning; differentiation for more able. Feedback given to acting head teacher throughout the process to keep informed of developments.</p> <p>Monitoring partnership between schools set up. Teachers from SHJ initially visited StU – for learning walk followed by literacy and numeracy moderations. This has developed further with shared problem solving in maths across both schools and year 6 writing moderations</p>	20,000

							<p>Moderation of new NC– ensuring teachers’ knowledge is secure and ability to assess using new year group expectations; sharing best practice; marking skills; challenge and support for more able pupils within the new NC improved.</p> <p>Shared role of middle leaders taking accountability / job responsibilities focus for SHJ was G&amp;T; PSLD (Performance skills level descriptors) shared with middle leader focus; job descriptions and day to day responsibilities and accountability empowering of SHJ middle leader to take responsibility and act to improve experiences for both pupils and staff.</p> <p>Support for Squirrels Heath Acting HT through coaching, learning walks at SHJ and St.U, sharing of School Development Plans and discussion through to SEF; support preparing key documentation; coaching in HR matters; on Asset Management documentation; emotional wellbeing support. Acting HT able to lead school after difficult inspection, through appointment of new HT, challenging Governor meetings, day-to-day running of school.</p>	
Benhurst	Wykeham	To support grade 3 school/ HT sickness/leadership fragility	QA/ PRMs	SS	Nov 14- Feb 15	<p>SCC funded 7,200 to Benhurst</p> <p>Wykeham also subsequently supported £20,000 through SCC funding to support secondment of deputy head from St Patrick’s and interim head teacher following non return of head and</p>	<ul style="list-style-type: none"> <li>• Head’s responsibilities discharged during absence October- January.</li> <li>• Coached three teachers. One became good two moved on.</li> <li>• DHT supported as SENCO- SENCO duties covered.</li> <li>• Liaison with HMI successful outcome.</li> <li>• Provided informal initial support to the school after appointment of interim head.</li> <li>• Developed on-going school to school cooperation in subject areas and curriculum, moderation and middle leadership.</li> <li>• Interim head and deputy have secured all</li> </ul>	7,200

						subsequent resignation.	aspects of the school. Deputy now substantive and headship interviews in May	
Broadford	Brady  Also some partnership working with Towers Infs and Engayne teaching School	Consistency of teaching  Coaching for HT  Embedding consistent school practices  Early Years development	Through monitoring boards/SMG  HT has completed own detailed evaluation of the partnership	GS	Dec 2014 to July 2015	£8,330 – transferred to Brady	<ul style="list-style-type: none"> <li>• Reduction in number of surplus TAs (value for money)</li> <li>• Ofsted and HMI recognition of ‘capacity to improve is clear’ and ‘taking effective action’ respectively</li> <li>• Grammar lessons established in Brady literacy lessons. Data showing improvements in this area</li> <li>• Parents/children /teachers report that the school is improving rapidly</li> <li>• Lesson observations/ scrutiny of pupils’ work show that standards are improving and all requires improvement teaching is moving to good.</li> <li>• Shared leadership meetings has modelled L&amp;M for Brady SLT</li> <li>• Benefited from seeing outstanding provision and systems at Broadford</li> </ul>	8,330
St Ursulas	La Salette Catholic Junior	G to O p To move to outstanding at next inspection To provide capacity within the wider system in having – including strengthening of the teaching schools Alliance.	Through conditions of the project letter/ SIP Externally commissioned Ofsted inspector	JP	Oct 14- July 15	LA/ schools partnership funded 1,500 each	<ul style="list-style-type: none"> <li>• HTs visit schools with recent Ofsted rating of outstanding in Diocese of Brentwood or other local Dioceses and outside of the LA to identify outstanding features in own school and partner school and support identification of “good” practice that could become outstanding.</li> <li>• Reflective practice and accurate self-evaluation of current practice in schools informing school development priorities</li> <li>• HTs accurate knowledge of own schools identify areas requiring further development to consolidate “outstanding” rating</li> <li>• Teachers in partner schools shared best practice confidently supporting colleagues</li> <li>• Both schools are developing features of</li> </ul>	4,500

							outstanding with a view to securing this at next inspection. The focus areas were literacy. Marking and feedback and enhancing curriculum.	
Nelmes	Elm Park	Ofsted recommendation- link with an outstanding school Informal and ad hoc support as required.	Through PRMs	SS	Dec 14- July 15	1,500 each G to O	<ul style="list-style-type: none"> <li>The head has provided informal coaching to the head at Elm Park.</li> <li>Sharing of work on pupil data and middle leader visits. Middle leaders now fulfilling their full remit.</li> <li>Elm Park signed off all actions on POAP and are in developing stage.</li> <li>HMI required the partnership so has contributed to this.</li> <li>Elm park outcomes 2015 look set to support a good at next Ofsted.</li> </ul>	3,000
Consultancy support								728
EXPENDITURE								123,758

2014-15 BUDGET	196,000
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UNDERSPEND	72,242
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## OTHER SCHOOL PARTNERSHIPS

### FUNDED FROM 2013-14 SCHOOLS PARTNERSHIP BUDGET

Hylands Primary	Towers Infant	Coaching partnership with specified teachers in KS 1 to improve the quality of teaching with the result that	PRM	PP	July14- July 15	£15,000 Towers I £5,000 Hylands	Schools shared: <ul style="list-style-type: none"> <li>moderation of writing</li> <li>Phase Leader visits – EYFS and KS1</li> <li>JL visited Hylands to look at books in KS1</li> <li>KS1 staff visited /observed lessons for pace / challenge / questioning</li> <li>how marking is used to challenge/move</li> </ul>	20,000
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		teaching moves to consistently good					<p>children’s learning forward. Both schools have subsequently updated marking policies.</p> <ul style="list-style-type: none"> <li>• Phase Leaders supported through discussions and observations.</li> <li>• Hylands -significant improvement and upward trend in KS1 results / significant increase inL3s</li> <li>• HMI (September 2014) identified that Hylands’ ‘partnership for positive impact.</li> <li>• Writer of the Week established in-class and whole school at Hylands based on Towers Infants- school now has children more engaged and challenged in writing. Children aspire to develop their writing style and move to the next level.</li> <li>• PP during learning walk (September 2013) and VY (March 2015) notes improvement in books.</li> </ul>	
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FUNDED FROM BY THE NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP (NCTL)

Whitefields Special school	Ravensbourne	To support grade 3 school Focused on assessment /tracking and using Assessment in teaching	PRM Integral to post Ofsted Action Plan, including internal and external monitoring arrangements MI monitoring	IG	Nov 2014- April 15	SCC funded partnership Teaching school bid submitted partially supported cost 13,300	<ul style="list-style-type: none"> <li>• A Curriculum Framework will have been developed for Ravensbourne.</li> <li>• A format for pupil progress files established.</li> <li>• Teachers received training/support about Curriculum Framework and progress guidelines for new curriculum</li> <li>• A Post 16 Curriculum Framework being developed for Ravensbourne.</li> <li>• Teachers will see new curriculum and processes delivered at Whitefields.</li> <li>• Staff have an informed knowledge of how Whitefields EY systems feed into whole school assessment.</li> </ul>	13,300
Hall Mead	Brittons	- Support maths	- Hall Mead (Teaching	IG	Jan - Jul	£10,000 funding from the National College	<p>Intended outcomes:</p> <ul style="list-style-type: none"> <li>• Move out of Ofsted Grade 4 by</li> </ul>	10,000



		<p>leadership and progress in maths</p> <ul style="list-style-type: none"> <li>- Improve outcomes in science</li> <li>- Support SLT</li> </ul>	<p>Alliance) to monitor through sharing milestones with HMI lead on school and using interim monitoring reports to assess impact of programmes.</p> <p>- Monitored by LA Monitoring Board</p>		2015	<p>for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.</p>	<p>autumn 2015.</p> <ul style="list-style-type: none"> <li>• Move 2 Science teachers from Requires Improvement to Good by May 2015.</li> <li>• Improve quality of leadership in Maths to raise outcome</li> </ul> <p>To be evaluated following 2015 GCSE outcomes.</p>	
Hall Mead	Sanders	<ul style="list-style-type: none"> <li>- Leadership to develop rigorous monitoring to increase the quality of teaching.</li> <li>- Develop student response to marking and acting on formative feedback</li> <li>- Focus on improving progress of more able students .</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation by Hall Mead (Teaching Alliance)</li> <li>- Monitored by LA Monitoring Board</li> </ul>	IG	Jan - Jul 2015	<p>£5,000 funding from the National College for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.</p>	<p>Intended outcomes:</p> <ul style="list-style-type: none"> <li>• Identify named teachers currently at Requires Improvement and secure Good teaching over time by summer 2015.</li> <li>• Improve pupil outcomes and exceed floor targets for pupil progress for GCSE results summer 2015.</li> <li>• Raise progress for HA students to at least national average levels for 2015 results.</li> </ul> <p>To be evaluated following 2015 GCSE outcomes.</p>	5,000
Hall Mead	Marshalls	- L&M: adding	- Evaluation by	IG	Jan -	£5,000 funding from	Intended outcomes:	5,000

	Park	capacity and developing strategic thinking (SEF and action planning; - Raising achievement in maths and science.	Hall Mead (Teaching Alliance)  - Monitored by LA Monitoring Board		Jul 2015	the National College for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.	<ul style="list-style-type: none"> <li>• Move school as rapidly as possible towards securing a Good Ofsted judgement.</li> <li>• Improve pupil outcomes and exceed floor targets for pupil progress for GCSE results summer 2015.</li> <li>• Identify named teachers currently at Requires Improvement and secure Good teaching over time by summer 2015.</li> </ul> <p>To be evaluated following 2015 GCSE outcomes.</p>	
Hall Mead	Albany	- Improve quality of teaching and implement raising achievement programme, with particular emphasis on in-school variation. - Targeted intervention for science and maths.	- Evaluation by Hall Mead (Teaching Alliance)  - Monitored by LA Monitoring Board	IG	Jan - Jul 2015	£5,000 funding from the National College for Teaching and Leadership's (NCTL) 'School to School Support Fund' (StSS), through Teaching Schools.	<p>Intended outcomes:</p> <ul style="list-style-type: none"> <li>• Raise progress in Maths above floor target for 2015 results.</li> <li>• Improve Science results to at least expected levels of progress for 2015 results.</li> </ul> <p>To be evaluated following 2015 GCSE outcomes.</p>	5,000

#### SUPPORTED FROM EARLY YEARS FUNDING

Ardleigh Green Infants School	Squirrels heath Infants	G to O project	Through conditions of the project letter	SW	Nov 14- July 15	LA/ Teaching school initiated- early years funded 1,000 each	<p>Outcomes- Squirrels Heath Infant School</p> <ul style="list-style-type: none"> <li>• Improved teaching and learning displayed through more effective planning meeting the needs of all groups of learners. Higher levels of expectation and more challenge for higher achieving learners.</li> <li>• Improved writing progress and attainment.</li> <li>• Increased confidence and competence in middle</li> </ul>	2,000
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							<p>leaders</p> <ul style="list-style-type: none"> <li>•Coaching methods used effectively to improve practice</li> <li>•Evaluation of Teaching and Learning and Marking and Feedback Policies</li> </ul> <p>Outcomes – Ardleigh Green Infant School</p> <ul style="list-style-type: none"> <li>•Coaching used as a tool for school improvement</li> <li>•Opportunity to share good practice and enhance teaching within own school</li> <li>•Developed teacher expertise through the coaching of others</li> <li>•Developed middle leaders</li> <li>•Increased capacity of SLT to support another school</li> <li>•To reflect on current practice and to evaluate impact of collaboration.</li> </ul>	
Towers Infants	Ardleigh Green Juniors	G to O project	Through conditions of the project letter	SW	Nov 14- July 15	LA/ Teaching school initiated- early years 1,000 each	<p>Areas for consideration during the collaboration</p> <ul style="list-style-type: none"> <li>•How the new Ofsted framework will impact on your monitoring?</li> <li>•How you can link the new framework to the teaching standards and be secure about your judgements?</li> <li>•How you can be more efficient in scrutinising pupils' learning?</li> </ul>	2,000

## OTHER SCHOOL PARTNERSHIPS

Uplands, Crowlands, Scotts	Uplands, Crowlands, Scotts	G to O Project ( see above)	Through conditions of the project letter	JP	Oct 14- July 15	LA/ schools partnership funded	<ul style="list-style-type: none"> <li>• HTs and middle leaders visited out of borough schools recently awarded an outstanding Ofsted and had discussions and learning walks with the HTs</li> <li>• HTs and middle leaders systematically shared the identified outstanding practice drawing on a range of expertise across the schools</li> </ul>	
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						<ul style="list-style-type: none"><li>• In addition, identified practice not yet outstanding with collective suggestions and strategies for improvement.</li><li>• worked remotely on making changes related to improvements identified from activities above</li><li>• Our LA strategic Leads gave external validation through QA visits</li><li>• developed stronger relationships between staff through the introduction of joint professional development</li><li>• Teachers report that joint professional development has led to increased reflective and collaborative practice</li><li>• LA QA evidences Scotts outstanding all judgements. Upminster J QA expected April 2015</li><li>• Crowlands review Feb 2015 evidences behaviour and EY close to the boundary of outstanding with rapidly closing performance gaps and a strength in marking and feedback in English and maths</li><li>• HTs confident to show case their schools and engaged in a variety of partnerships to support local schools</li><li>• Middle leaders can articulate impact of leadership in terms of improvements in teaching, curriculum and pupils' outcomes (ref: interviews Feb 2015 Crowlands and interviews planned 26/03 Scotts and 20/05 Upminster J)</li><li>• Improvements in EY provision, timetabling and organisation of resources in readiness for a</li><li>• bulge class in Scotts</li></ul>	
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Benhurst lead partner with NAHT/Eddison Aspire project	Benhurst Primary Dame Tipping Elm Park Primary Squirrels Heath Infant Squirrels Heath Junior Towers Infant Wykeham Primary  <i>Also includes x 2 out borough schools</i>	Develop a strong partnership of schools where teaching and learning can be developed to move rapidly to good or beyond	Through half termly reviews by Eddisson external consultants /PRMS / peer challenge	SS	May 2015- July 2017 ( possibly 18)	75% funding year 1 £10,000 per school 50% funding year 2 £ 5,000 per school ( reviewable summer 2016) (year 3 TBC)  Funded from HSIS	<ul style="list-style-type: none"> <li>Launched May 2015. LA links allocated and training programme scheduled.</li> </ul>	
Sanders Harold Court Primary Branfil Primary Upminster Junior Camden collaboration		Developing higher order maths (looking at mastery in maths) key stage 2-3 Developing lead practitioners	Monitored through external evaluation by Cambridge University and London Borough of Camden	KR	Nov 2014- July 15	Informal research based developing good practice- supports schools in increasing proportions of pupils at higher levels- Schools partnership funded	<ul style="list-style-type: none"> <li>Teachers have taken part in training sessions and networks to share good practice</li> <li>This will continue until the end of the current school year and possibly beyond. Impact will continue to be measured during the next school year.</li> </ul>	4,000
Brookside Infants	Brookside Drapers Junior Academy	Secondment of head teacher to transition the school from category	LA SIP visits/ internal monitoring		July 14- July 15 initially	Salary paid for by Drapers Academy brokered by LA	<ul style="list-style-type: none"> <li>The head is providing strong strategic and operational leadership on a daily basis and using well established systems from the infants' school to improve quality of teaching, use of data and assessment, the learning environment, parental engagement and behaviour.</li> </ul>	

							<ul style="list-style-type: none"> <li>• Visits by the SIP confirm excellent progress in many areas. The school is working towards good in its first inspection as an academy</li> </ul>	
Hornbeam Trust	Dycorts	To remove school from Special measures and transition to a sponsored Academy	By Special School Advisor/monitoring board	AM	March 2014-Sept 2015 (becomes academy)	Leadership support from Hornbeam Trust	<ul style="list-style-type: none"> <li>• Executive head teacher performing strategic and operational duties of head</li> <li>• POAP accepted by HMI</li> <li>• Staffing issues being resolved through close working with HR</li> <li>• Academy order being progressed rapidly</li> <li>• Curriculum and teaching arrangements reviewed and reorganised</li> <li>• Sharing of systems and expertise from Hornbeam in all areas including assessment (training completed)</li> <li>• Health and safety and safeguarding reviewed and addressed</li> </ul>	

### SCHOOLS CAUSING CONCERN

Wykeham Primary	to support additional leadership costs	20,000
Dycorts	to support additional leadership costs	18,000
Interim Executive Board expenses		<u>1,965</u>
		39,965
2014-15 BUDGET		40,000
UNDERSPEND		35