



WILTSHIRE WORLD CLASS PRIMARY PLAN

Vision and Strategic Direction

Introduction

This plan seeks to build on and further develop the existing practice within Wiltshire. The vision, values and strategies which underpin the practice have been developed in collaboration with a range of stakeholders. Aspects of the practice and the plan are continuing to be refined with the plan being presented to Members through Children's Select Committee in June 2010.

Vision

We want children to be part of a **dynamic learning society** in which **autonomous schools** work in **partnership to engage, inspire, enable and include all learners**:

- encouraging a **love of learning**,
- establishing **strong partnerships**,
- reinforcing that **every child matters**,
- creating confident, **effective leaders**,
- developing **learning communities**,
- promoting the **highest aspirations**.

We want Wiltshire to be known as an Authority:

- **with the highest aspirations for all our learners with assessment for learning at the heart of raising achievement;**
- **where high quality partnership support is provided to enable all leaders to be successful and fulfilled;**
- **where importance is placed on the ethos and culture that is established in schools, with collaborative leadership to enable and empower all to succeed.**

Wiltshire Local Authority (LA) seeks to continue working in partnership with **all** Wiltshire schools in school improvement, building on the good relationships with schools that have been strongly established. Key components of this are through promoting **school autonomy; tailoring support** to the needs of each school; and 'tapping in' to the **excellent practice** already in place in many schools thereby spreading best practice for the benefit of the whole learning community in Wiltshire.

It is essential that this shared vision for what we want to achieve in Wiltshire, continues to direct and drive our school improvement agenda so that the 'Every Child Matters' priorities: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being, become a reality for all our children. Improving pupils' well-being and raising standards are equally important. Every child must be given the best start in life through being part of a good school where they can reach their full potential.

Values

In seeking to achieve these aspirations, the following values will mark how the LA relates and works with schools:

- each school's self evaluation will be used to identify school's strengths, areas for improvement and targets for further improvement
- school autonomy is respected, encouraged and enabled by appropriate LA strategies, rooted in transparent, open and honest conversations
- the service is matched to the needs of individual schools, working in partnership, thereby ensuring that any concerns raised with schools are never a surprise.

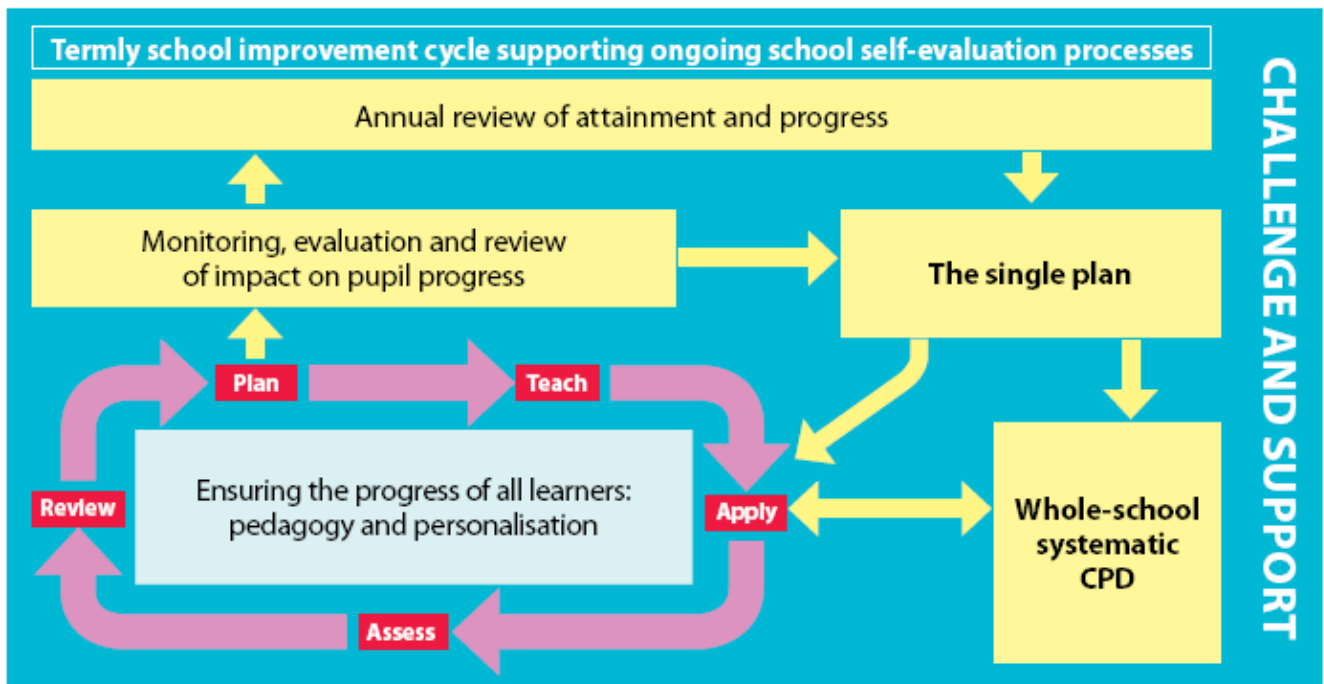
There are a number of key components underpinning the vision and strategic direction which drive the work of many LA teams, especially colleagues working in the context of School & Learning, particularly those within Primary School Improvement.

These key components include:

1. Sustainable Schools and Settings
2. Narrowing Gaps
3. Raising Standards
4. Improving Well-Being
5. High Quality Federations
6. Schools and Learning Commissioning
7. Partnership Working

School Improvement Cycle

The LA has a key role in enabling, encouraging and supporting all schools to improve regardless of where they might be placed on a school improvement 'spectrum'. Rigorous and precise self evaluation is crucial so that schools have a detailed and accurate picture of their strengths and areas for improvement. The school improvement cycle below captures how we work with all schools.



This highlights six core areas for school improvement:

- self evaluation using the school improvement cycle - self evaluation identifies strengths and areas for improvement. This feeds directly into the school improvement plan identifying what the school is going to do to make a difference
- tracking pupils' progress at whole-school and classroom level – essential to identify children or vulnerable groups of children who are under-achieving at an early stage so that effective intervention can be implemented
- the single plan – highly focused with sharp timescales
- whole-school systematic CPD – key driver for school improvement which needs to be clearly led by the senior leadership team and provides a great opportunity for cross-school collaboration
- an explicit focus on learning, teaching and assessment for learning
- monitoring, evaluation and review – assessing whether the actions having an impact, so that plans can be re-adjusted if necessary

It is this approach which the SIPs use for all our schools regardless of where they are on the school improvement spectrum.

Self Evaluation

Self evaluation processes need to take in a wide range of data and information including:-

- Raise online
- Fischer Family Trust report
- LA data summary
- latest Ofsted report
- pupil's achievement across the school
- pupil and parent voice
- broader data from the ECM agenda

These all play a part in composing an accurate picture of school strengths and areas for improvement. In

Wiltshire 15% of schools have cohorts of less than 10 and 52% have a cohort less than 25. Any conclusions drawn from results of cohorts of these sizes need to be validated against what other data and evidence is saying about the school. End of key stage assessments are clearly a very strong indicator of school strengths and areas for improvement and this is given a heavy weighting in forming a detailed picture of where a school is in its school improvement journey. In taking into account a wide range of data, a more accurate picture of the school is assured, which helps to determine more effective solutions to enable the school to improve.

School Improvement Partner

The **School Improvement Partner** (SIP) is a key player in school self evaluation so that it is accurate, robust and evidence-based. The outcomes of their visits need to be forward looking with clear future objectives to measure impact and build the capacity of schools to drive their own improvement wherever possible. The role of the SIP is to:

- explore with the headteacher and school leadership team including governors, the school's self evaluation so that the school can accurately evaluate how well it is serving its children and what it needs to do to improve;
- provide professional support, working alongside the headteacher to provide guidance and challenge in school improvement including the setting of suitably ambitious targets;
- ensure that school performance data is used to evaluate progress of **all** children including those vulnerable to under-achievement;
- supporting governors to take the lead on headteacher performance management;
- where appropriate, validate the school's judgements, through joint lesson observations, work scrutiny, discussions with children, staff, senior leadership team and governors;
- agree with the headteacher and governors support to secure school improvement.

The SIP will work with the school leadership to explore in greater depth key themes and areas for improvement in the school, thereby identifying solutions that will make a difference. These discussions and conclusions are captured in the SIP's note of visit which contribute to the SIP's annual report i.e. Moderated School Self Evaluation (MSSE) report. The notes of visit will provide an ongoing record of the SIP's engagement with the school, responding to the school's individual needs and the need to address identified areas for improvement. Over the year the SIP's visits focus on different areas for self evaluation so that this builds up a shared understanding and agreement in forming the annual report. The timetable for SIP visits is shown below.

Wiltshire is a regional lead for the SIP PLLA and as part of our pilot working we are keen to explore how the SIP will increasingly lead on the brokerage of support to schools into the future. We are currently considering a pilot group of SIPs and schools as part of our action plan. We are anticipating the final selection of SIPs and schools will be linked to the categorisation of schools.

The Annual SIP Programme

Month	School	SIP	LA
July-Aug	<ul style="list-style-type: none"> SIP visit 6 – moderation of school self evaluation in most areas LA data summary available on FSP, KS1 and KS2 including comparisons against LA average, trends, gender etc. Schools review achievement and attainment using key questions producing ‘data hypotheses’ Termly heads meeting with LA One to one SIP meeting 	<ul style="list-style-type: none"> SIP visit 6 – moderation of school self evaluation in most areas Review LA data summary for each school Produce ‘data hypotheses’ using key questions One to one SIP meeting 	<ul style="list-style-type: none"> LA data summary made available Quality assuring SIPs moderation RAG rating wide range of indicators across ECM agenda Termly heads meeting with LA One to one SIP meeting
Sept	<ul style="list-style-type: none"> SIP visit 1 – explore independent ‘data hypotheses’ (including trajectory, progress and attainment) and agree school improvement priorities agree actions, feed into school improvement plan, identify further support needed Complete moderation of school self evaluation Share with governors as the SIP’s annual report 	<ul style="list-style-type: none"> SIP visit 1 – explore independent ‘data hypotheses’ (including trajectory, progress and attainment) and agree school improvement priorities agree actions, feed into school improvement plan, identify further support needed Complete moderation of school self evaluation Broker support for the school to enable improvement 	<ul style="list-style-type: none"> Quality assure SIP’s moderation Initiate or adjust the support for schools through discussion with SIP RAG rating wide range of indicators across ECM agenda
Oct	<ul style="list-style-type: none"> FFT data to schools Validated FSP and KS1 data to schools LA writes to all schools to confirm categorisation and support available 	<ul style="list-style-type: none"> One to one SIP meetings following visit 1 SIP & LA confirm categorisation and support available 	<ul style="list-style-type: none"> One to one SIP meetings following visit 1 Validated FSP & KS1 data to schools LA writes to all schools to confirm categorisation and support available
Nov	<ul style="list-style-type: none"> Raise online data to schools Termly heads meeting with LA Target setting information to schools including key questions SIP visit 2 – target setting and update ‘Achievement’ in SEF, predict current Y6 performance in line with previous targets identifying further support needed 	<ul style="list-style-type: none"> Heads, Advisers and SIPs conference Target setting information to schools including key questions SIP visit 2 – target setting and update ‘Achievement’ in SEF, predict current Y6 performance in line with previous targets identifying further support needed 	<ul style="list-style-type: none"> Raise online data to schools Termly heads meeting with LA Target setting information to schools including key questions
Dec	<ul style="list-style-type: none"> Targets sent in to LA <i>SIP visit 3 – performance management of headteacher</i>, review initial impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> <i>SIP visit 3 – performance management of headteacher</i>, review initial impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> Targets sent in to LA Collate Y6 predictions, check trajectory, with SIP & School identify & facilitate differentiated additional support for Y6 to help them reach target Y5 targets identify any further vulnerable groups and schools
Jan-Feb	<ul style="list-style-type: none"> SIP visit 3/4 – focus agreed between school and SIP Reflect on & action any further activity based on the targets 	<ul style="list-style-type: none"> SIP visit 3/4 – focus agreed between school and SIP Reflect on & action any further activity based on the targets One to one SIP meetings 	<ul style="list-style-type: none"> Targets sent to DCSF SIP visit 3/4 – focus agreed between school and SIP One to one SIP meetings
March	<ul style="list-style-type: none"> Termly heads meeting with LA 		<ul style="list-style-type: none"> PLT to follow up SIP one to ones Termly heads meeting with LA
April	<ul style="list-style-type: none"> Review of ‘Improving Schools’ partnership working SIP visit 5 – focus agreed between school and SIP, review impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> SIP visit 5 – focus agreed between school and SIP, review impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> Review of ‘Improving Schools’ partnership working SIP visit 5 – focus agreed between school and SIP, review impact of any support to address school improvement priorities
May	<ul style="list-style-type: none"> SATs 		<ul style="list-style-type: none"> SATs
June	<ul style="list-style-type: none"> Heads, Advisers and SIPs annual conference 	<ul style="list-style-type: none"> Heads, Advisers and SIPs annual conference 	<ul style="list-style-type: none"> Heads, Advisers and SIPs annual conference

LA Summary Data and Data Hypotheses

In this timetable a key part in supporting schools with their self evaluation is the 'LA summary' data and the SIP working with the school leadership team to generate data hypotheses that emerge from this data. The LA produces a summary of 'first-rush' data on the basis of unvalidated Foundation Stage Profile, KS1 and KS2 results during July and August. This provides a comparison of the school's performance against LA and national averages, trend over the last 3 years, results by gender, against targets and against Fischer Family Trust predictions (see appendix 1). This is produced for schools so that they have a clear picture, albeit unvalidated, of their latest attainment.

SIPs and heads are asked to complete 'data hypotheses' independently (example appendix 2). Key questions to ask are circulated to SIPs and heads (appendix 3). At the first meeting in the autumn term SIPs and heads are asked to explore their data hypotheses together and agree implications emerging from these which feed into the school improvement plan. This ensures that schools understand, own and are equipped to respond speedily to their latest attainment and achievement data. In this way they are well placed to respond and secure improvement. Agreed hypotheses are captured on the SIPs note of visit. The questions provided to SIPs and heads include some exploration of:-

- trends over the last three years,
- variations between English and maths,
- fluctuating attainment.

Pupil progress year by year is a crucial part of this discussion so that achievement and attainment are given due weighting in arriving at school strengths and areas for development which feed into the school improvement plan. This is to ensure that even for schools below the local or national average there is a trajectory of improvement across the school.

The Wiltshire Tracker has been created by our own 'Data and Assessment' team to facilitate school's ability to track every child and vulnerable group. This is provided for all primary schools in Wiltshire with support and is now in place in more than 80% of schools. The remaining schools have purchased commercial packages so that every school has secure tracking in place which enables judgements to be made swiftly on pupil progress. Significant developments, engagement and implementation of 'Assessing Pupil Progress (APP)' has ensured that the teacher assessment at the heart of any tracking system is secure and reliable. This is a real strength in Wiltshire and there has been a very high level of engagement of APP by primary schools. These systems inform schools of children who are making less than expected progress at an early stage and 'pupil progress' meetings enable effective discussion of appropriate intervention (in-class including quality first teaching and out-of-class) which will make a difference for that child. This is monitored and evaluated at the next round of pupil progress meetings to ensure that they are 'on-track' and that the intervention is being successful.

These developments are part of Wiltshire's 'Keys to School Improvement' which we expect to be in place in every Wiltshire school. SIPs have a key role in driving this forward in all our schools and there has been good engagement from schools with this.

Keys for School Improvement

Headteachers clearly have the responsibility for school improvement and will use the 'keys' to school improvement outlined below, to help to focus the areas which need development. Headteachers, in professional dialogue with SIPs, will use these to support their school self evaluation. The LA works in partnership with all schools to establish an effective school improvement cycle using these keys for school improvement.

School Improvement Cycle	<ul style="list-style-type: none"> ▪ Robust and rigorous self evaluation ▪ Identifying and prioritising key areas for improvement ▪ Securing effective school improvement planning, identifying the most effective actions to address areas for development ▪ Ensuring that actions build capacity and sustainability for further improvement ▪ Monitoring and evaluating the impact of actions to bring about improvement ▪ Reviewing the school improvement plan, and re-aligning the plan as appropriate ▪ Ensuring actions have been taken to address the previous Ofsted key issues ▪ Raising awareness with the governing body of the school improvement priorities ▪ Ensuring that the SEF/MSSE reflects the right school improvement priorities
Plan for Improving Achievement	<ul style="list-style-type: none"> ▪ Using a single plan on focused activity for improving achievement ▪ Identifying key actions to address identified areas for improvement with clear timelines ▪ Evaluating on a regular basis (3 times per year), informed by pupil progress ▪ Ensuring that there are clear lines of accountability for actions and outcomes
Focus on improving teaching and learning	<ul style="list-style-type: none"> ▪ Placing teaching and learning at the heart of school improvement ▪ Exploring CPD needs against areas for development in the plan for improving achievement ▪ Identifying effective use of curricular targets to raise expectations and focus on a key area of learning ▪ Focusing on quality first teaching for all children as an entitlement ▪ Providing context for increasing children's involvement and ownership of their learning ▪ Improving teachers' understanding of progression in learning ▪ Valuing and supporting the learning of the whole school community ▪ Supporting change in classroom practice to impact on children's progress ▪ Embedding the principles of assessment <u>for</u> and <u>of</u> learning and Assessing Pupil Progress (APP) ▪ Ensuring that curricular targets are used to raise expectations and focus on a key area of learning ▪ Wide range of opportunities to develop skills
Tracking children	<ul style="list-style-type: none"> ▪ Securing clear understanding of progression in learning ▪ Embedding accurate, reliable and consistent teacher assessment throughout the year to inform planning and teaching ▪ Capturing this assessment on a regular basis (3 times per year) ▪ Building a picture of individual children's progress ▪ Identifying children who are not progressing thereby 'actioning' intervention to be considered (not necessarily out-of-class) ▪ Providing a means of measuring the impact of intervention ▪ Spreading teacher responsibility for children's progress ▪ Supporting pupil conferencing, enabling children to reflect on, control and improve their learning
Pupil progress meetings	<ul style="list-style-type: none"> ▪ Enabling regular discussion of all the key players (teacher, TA, SLT) of each child's progress ▪ Sharing evidence of pupils' progress ▪ Establishing that there is a shared responsibility for children's progress ▪ Celebrating success and learning from what works well ▪ Identifying the next steps for children's learning

Data Dashboard

In helping to form a 'rounded' view of school strengths and weaknesses and to take into account a wider range of data other than just the latest attainment, key summary information on each school is being developed on-line. This is achieved through dialogue and agreement between the SIP and the head with clear criteria for a Red/Amber/Green (RAG) judgement and comment in each area. This enables the school,

the SIP and the LA to identify developmental needs from an individual school to the whole county level. This is referenced to the self-evaluation form (SEF) which then becomes the focus for identifying priorities for the school improvement plan. The areas which have a RAG rating include:-

- Foundation Stage outcomes
- KS1 outcomes
- KS2 outcomes including 2 levels progress from KS1
- KS1-KS2 CVA
- Y1 and Y4 progress data
- Ofsted judgements
- moderated self evaluation judgements
- governance
- leadership succession planning
- finance
- number of children increasing/decreasing
- staffing
- buildings
- safeguarding
- Behaviour and Attendance/Exclusions
- SEN

Categorisation

Discussion of all these areas feed into the moderation of school self evaluation process. This is explored at length in the summer term (and depending on the category will be re-visited through out the year) with the SIP and school senior leadership team including governors and the school categorisation of **inadequate, satisfactory with satisfactory capacity to improve, satisfactory with good capacity to improve, good or outstanding** is agreed. This takes into account an in-depth look at a broad range of data and information including that identified above. Achievement is explored in detail including trends and current pupil progress. The head and SIP will explore the underlying reasons behind why a school might have been:

- stuck at 'satisfactory' for many years
- showing inconsistent results
- having satisfactory attainment but poor achievement
- high degree of leadership turbulence or staff turnover
- declining trend in attainment and/or achievement.

These will be clearly recorded as part of the final categorisation. A key aspect of the categorisation is the judgement regarding the schools capacity to improve. The final categorisation is confirmed at the first meeting in the autumn when the latest attainment and achievement data is available.

In the moderation of school self evaluation the SIP and head will identify the school's improvement priorities in the school improvement plan. They will then discuss the most effective means of enabling the school to improve in these identified areas within clear timescales and again this is captured in the note of visit. Typically the kind of support that is available to schools is as follows, although this is tailored to the needs of each school and will vary from school to school depending on the 'whole picture' of where a school is in its school improvement journey.

Summary Profile of Differentiate Support

Universal provision

- 5 days of SIP time (3 days in school)
- Access to CPD programme
- Leadership development programme
- Collaborative partnership development
- Community learning opportunities through subject leader and other networks
- Access leading teacher programme

- Access to support from teams supporting vulnerable learners – EMAS, Learning Support (SEN), Traveller Education, Gifted and Talented consultant
- Partnering with similar schools from within the Local Authority and beyond, for good practice transfer and support
- Accessing support through developmental programmes from Bath University and Bath Spa University

In addition, good and outstanding schools are encouraged to explore:

- becoming a National Leader of Education (NLE) and a National Support School (NSS)
- becoming a Local Leader of Education
- becoming an Accredited School Provider/Accredited School Group
- becoming a Leadership Host school
- becoming a Leadership Champion for the cluster
- becoming part of the 'Partners in Leadership' programme as part of the ISP Leadership Programme
- being part of the 'Good to Great' development in Wiltshire
- being part of the 'Outstanding' schools network in Wiltshire

For schools that are 'satisfactory' with good capacity to improve

- support from a Local Leader of Education
- becoming part of the 'Partners in Leadership' programme as part of the ISP Leadership Programme
- support from Leading teachers
- support from schools within a Collaborative Partnership or Cluster area
- becoming part of the 'satisfactory to good in one year' development in Wiltshire

The SIP will work with the school leadership to identify the best support available to help the school in its school improvement journey. In arriving at a 'single plan', there will be a review of current concerns and strategies to address these concerns, identifying any particular vulnerable groups who are not making

For schools that are Inadequate (Schools in an Ofsted category or LA category of 'Inadequate')

- 5+ days from SIP (3+ days in school)
- Advisory Headteacher (AHT) allocated to 'gate-keep' support for the school
- Working with an NLE, partnering the school alongside a NSS to provide multi-levelled support
- Support plan written by AHT/NLE and reviewed following each HMI visit or case conference
- Consultancy support (English, maths, Early Years, science, ICT, Gifted and Talented, PHSE/SEAL)
- Consultant governor to work with the governing body particularly if delegated powers have been withdrawn
- Case conference to review progress against the action plan every 3 months, held in the school with all those supporting the school attending
- External evaluations to assess progress against the action plan where necessary

For schools that are 'satisfactory' with satisfactory capacity to improve

All of the provision for inadequate schools is possible, tailored to the needs of each school. This will be identified in a single plan (re-written 3 times each year) written by Head and SIP to take the school from 'satisfactory' to good within two years

In addition:

- 5+ days from SIP (3+ days in school)
- support from a Local Leader of Education
- becoming part of the 'Partners in Leadership' programme as part of the ISP Leadership Programme
- support from leading teachers
- support from schools within a collaborative partnership or cluster area

expected progress. The plan will identify key actions and strategies which will make a difference to bring about the required improvement, with clear success criteria. The SIP will monitor and evaluate the impact of

the actions in this plan and record this on their note of visit.

Schools below 'floor targets'

For all schools that are below the floor target or those schools which are in danger of falling below the floor target (on the basis of targets set, tracking data and risk assessment), a single plan will be established by the Head and the SIP to ensure that they will be above the floor target as soon as possible. In nearly all cases this is within one year.

In the review and planning process there will be an exploration of the reasons why the school has or is in danger of falling below floor targets. This will include a review of the actions and support the school has in place to address concerns and identification of any vulnerable groups in the schools that are at risk of not making expected progress. This discussion will take place in the school with the school leadership team and the SIP and, if appropriate, key LA personnel who have been involved with the school. The meeting will identify actions to ensure that developments are sustainable so that a school secures solid improvement to avoid falling below the floor targets at a later stage.

SIPs will make a judgement, effectively a risk assessment (high, medium, low) on the probability of the school falling below floor targets on each of their visits. This will be done on the basis of the latest tracking information that the school has and the impact of any actions that the school has put in place to secure improvement. The SIP will evaluate the effectiveness of these actions. This will be recorded on the note of visit as well as the latest predictions for the current Y5 and Y6. The SIP will work with the school to 'broker' the support the school needs in order to secure improvement. Schools can access all the support that is available for satisfactory schools.

Warning Letters

If a school disagrees with the SIP's moderation of self evaluation and does not engage with the appropriate school improvement agenda, despite evidence-backed judgements, the LA reserves its right to issue a 'warning letter' to the governing body setting out concerns and what the LA considers the school needs to do in order to address the concerns.

Portfolio of Support for Schools

Support that can be provided is through:

National Leaders of Education: - there are currently six primary schools in Wiltshire where the headteacher is a NLE and the school is a National Support School. The LA has used these schools extensively to support inadequate schools. This has ranged from amalgamating with two schools that were in Special Measures to working alongside schools with a 'Notice to Improve', working with schools in LA categorisation of inadequate to schools that are satisfactory but 'stuck'. In all these cases the working relationship the NLE Head has been able to establish with the Head of the supported school has been key to enable improvement.

Local Leaders of Education: there are currently 10 primary heads who have been accredited as LLEs. Training dates are 27 April, 25 and 26 May and 24 June. These heads are currently receiving professional development led by the NCSL. Once this is completed these heads will be deployed particularly to work alongside schools that are satisfactory (with satisfactory capacity) and need external support to enable them to improve.

Accredited School Providers/Groups: Wiltshire is promoting the development of Accredited Providers/Groups to lead improvement and build capacity to secure improvement. The LA is working closely with its first Accredited Provider (& NCSL) as a lead partner enabling all the schools it will work with to reach the same level of excellence. Our detailed strategy is in development and this work is closely linked with next stages of our small schools strategy.

Collaborative Partnerships: this has been a significant development in Wiltshire and is reflective of the Council priority and strategy to develop more resilient communities. Each collaborative partnership is linked with one of the 18 Community Area Boards which have been established across Wiltshire as part of the

development to one council. The collaborative partnerships bring providers and children services together to focus on improving the outcomes for children and their families in their local area. In these collaborative partnerships there has and is a growing range of activities which are supporting pupil learning and progress. There has also been an increased sense of responsibility and concern for schools that are within the area. This has led to support being arranged from within the collaborative partnership by collaborative partners. The SIP has maintained the role of ensuring that this has an impact on the aim of activity.

Leading Teachers: the LA has a strong track record for developing and deploying leading teachers. These are teachers who have expertise in both mathematics and English who must be approved by an external observer including a scrutiny of planning and assessment, who have ongoing quality assurance and receive extensive CPD in their role including partnering. Leading teachers are expected to take a lead role in driving improvements within their own school. Leading teachers are available to provide support for teachers either in their own school or by visiting the host school. In every case the support will address planning, teaching with a focus on learning and assessment.

Subject Leader Networks: the LA established these networks formally three years ago to ensure continuity and sustainability of mathematics and literacy support in every area in Wiltshire. These networks have dedicated subject consultant time allocated but with the view that these networks need to drive themselves. There is a common LA theme across the networks each year e.g. APP, talk which is explored through regular network meetings. These networks have facilitated 'lesson study' CPD models and have been a great support particularly for teachers who are new to the role of subject leadership.

Partners in Leadership programme (ISP leadership):- Wiltshire has been a pilot authority for developing this programme. The LA has developed the programme so that it pairs a number of schools together (currently 8 pairings) that share a common theme in seeking improvement. A judgement is made that there is capacity across the pair of schools to enable this improvement in both schools to happen. An LA Adviser works with each pair of schools to ensure that robust plans are in place following the ISP processes for school improvement.

LA Consultants (Maths, English, ICT, Science, EMAS, Traveller Service, Learning Support, PHSE/SEAL, Primary Language Learning, Gifted and Talented):- the LA currently has capacity across a wide range of areas to provide support in the areas identified above. In every case the consultant will be focused on whole school improvement and will engage with the school leadership team to ensure that improvements are 'owned' by the school.

Consultant Governors: the LA has a team of consultant governors who are deployed to work alongside governing bodies to bring about improvement. They often support governing bodies in auditing their role thereby identifying key areas for improvement.

Primary Leadership Plan

At the heart of achieving this inspiring and inclusive vision is highly effective school leadership. Leadership in Wiltshire primary schools will become increasingly systemic and effective leaders will play a bigger role in achieving this over the next two years. Leadership will focus on ensuring that teachers and schools work together going beyond networking to collaborate rather than compete in a culture where the strong help the weak. Leadership in Wiltshire primary schools is based increasingly within cultures of trust, co-operation and shared responsibility as a result of the partnership work between schools within clusters and with the LA. Leadership succession is live, well established and highly successful in Wiltshire. We are well placed to achieve this exciting vision through further development of current strategies and by introducing a few key targeted new ones. Details of these strategies are set out below.

Our self-evaluation evidence indicates that the following strategies will achieve this vision:

Leading and managing from the middle

This will be a mandatory seven session master's level programme for up to two middle leaders from every primary school focusing on improving standards and narrowing the achievement gap. The programme will ensure that every primary school has a robust and challenging middle leadership capacity to improve

teaching and learning. By July 2012 every primary school will have at least one teacher who holds this certificate. Areas with the lowest attainment will receive priority places during 2010-2011. It will align with the national standards for teachers and subject leaders.

Heads and Chairs of Governors working in partnership

Satisfactory school heads and chairs of governors will receive training and advice on the best practice in relation to performance management and how they can work together and with other schools to move to good. This programme will be in collaboration with a neighbouring authority. All satisfactory schools will have received this training by July 2011.

New Models of School Leadership

Wiltshire has an ambitious LMAP strategy that includes having 3 accredited providers in place by December 2011. One school is already accredited. This will lead to a series of chains of schools focused on underperforming school being led by the accredited school. An LA team has been set up to provide support, guidance and to break down the barriers so that schools can construct their own new models.

Leadership Succession Quality Mark

Wiltshire has created its own quality mark for leadership succession based on the NCSL framework. Five schools have achieved the award and a further 10 will be targeted in areas of lower attainment to ensure that leadership is systemic and sustainable.

Cluster Leadership Champions Programme

Wiltshire operates in well established collaborative 'clusters' of primary schools. This programme enables each cluster to nominate two leadership 'champions' who are trained and supported to design and lead their own leadership development programmes based on the needs of their communities. Of the 18 clusters, 14 have completed or are currently completing this programme. By December 2011 all 18 clusters will have completed the training and have this level of capacity within their own collaborative partnerships.

NPQH Graduates Group

For those who hold NPQH, an active learning group operates and this includes opportunities for acting headships. The current success rate in conversion to headship is very high.

Local Leadership Project/Targeted Support

We currently have 15 aspirant leaders undertaking internships in host leadership schools. This is building capacity in targeted areas of underachievement. A further 15 will take place in 2011 and 2012, including collaborative work within the south-west region.

Logical Chain Project

This Wiltshire programme enables leadership teams to focus on effective partnership working and community cohesion. A new cohort has been established for 2010 and includes collaborative work with an LA from a different and more diverse context.

New Heads

Our newly designed programme for new and acting heads has had a positive impact in its first year. The programme is bespoke being delivered locally and has both a taught element that builds on NPQH and a collaborative aspect where new heads problem solve with LA officers. The programme will continue into 2012 and ensure that new and acting heads are performing at the highest level. The programme also includes comprehensive mentoring and more recently NCSL's Professional Partners scheme.

Primary Headteacher Support Service

This service continues to provide support for our heads particularly those in challenging circumstances.

Service Schools Project

This project is in its second year and provides a collaborative forum for schools with service children and the resulting issues to identify and pilot effective ways of supporting their achievement and well-being.

Support, Challenge and Accountability within the Local Authority.

The Local Authority has a well established framework for monitoring its work with schools and the impact of its strategies.

Elected Members

Elected members have a role in ensuring that all Wiltshire schools are on a continuous cycle of improvement, focusing particularly on ensuring that schools of concern are improving. This is achieved through their involvement in:-

Members Panel

This group consists of Director of Children's Services, Service Director Schools and Learning, Head of School Improvement, Cabinet Member with responsibility for Children's Services, Portfolio holder for Schools, Portfolio holder for Youth and Skills, Portfolio holder for Vulnerable Children, Chair of the Primary Headteachers Forum, Chair of the Secondary and Special School Headteachers Association. The panel meets three times per year and provides governance through holding officers to account for the improvement secured in the schools which are judged to be of high risk, including all inadequate and below floor target schools.

Select & Scrutiny Committees

Officers regularly report to members through committees on school standards. Reports are also provided on the authorities' progress within key strategies, including the primary strategy. It is anticipated that progress within the World Class Primary Programme (overall strategy and the listed success criteria on page will be report through this framework. The next report on the Primary Strategy will be presented in June 2010.

Work with Higher Risk Schools

For high risk schools both the progress of the schools and the impact of the LA support are monitored and supported and challenged through:

School Case Conferences

The case conference takes place in the school and involves the School Leadership Team, key governors, Senior School Improvement Adviser ~ Schools of Concern, and other key LA officers who will be deployed to work with the school. The meetings review the evidence of impact against the improvement plan and consider what further actions may be required. The frequency of meetings is based on the schools risk assessment, for example monthly, termly or bi termly. Formal minutes are taken of these meetings

LA Strategy Meetings

The LA Strategy meetings are held between three and six times per year and focus on the schools (primary & secondary) that are considered high risk of underperforming and of greatest concern of failing to secure continuous improvement. The group consisting of senior officers of the LA and Dioceses (where appropriate) are presented with the evidence of progress in relation to individual schools, the group effectively review the evidence established through the case conferences. The group monitors the nature and rate of progress and provides a framework for discussion if significant strategy or policy changes are required to secure the improvement required. (The group provide a similar function to the secondary LNCB)

Detailed school level plans

Some examples of detailed anonymised school level plans are included in appendices 4-6.

Working with Strategic Partners to Support Schools

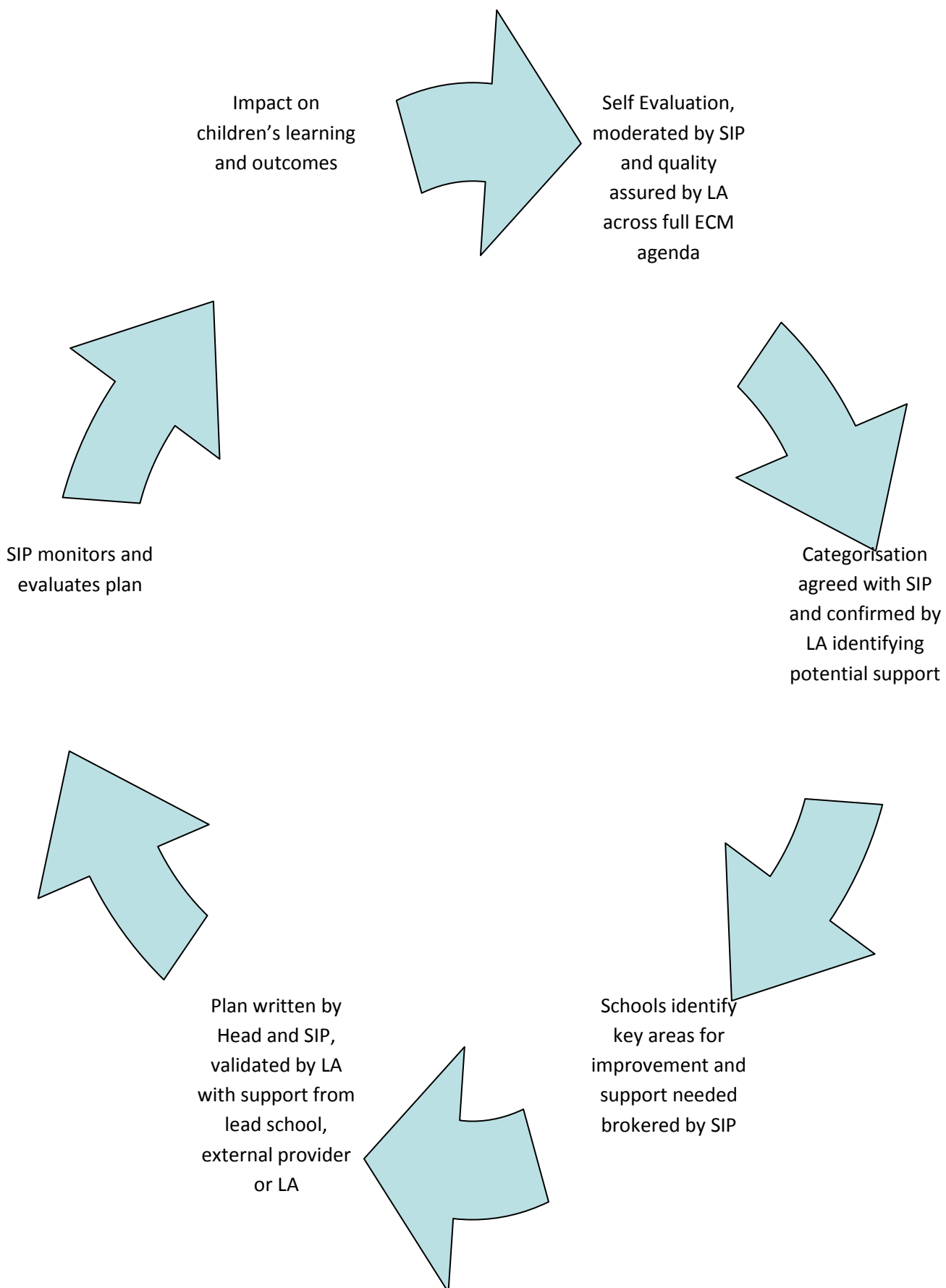
Diocese

About two thirds of Wiltshire primary schools are either Voluntary Aided or Voluntary Controlled. The LA works very closely with the dioceses that cover Wiltshire to ensure that there is alignment in the support that is provided to enable school improvement. This partnership includes regular meetings to share strategic direction, attendance at all case conferences to monitor and evaluate progress in schools and taking a shared role in headteacher appointments. There is a very successful and close working relationship between the LA and the Dioceses.

How will we know if we have been successful?

Success Criteria

- The number of schools in an Ofsted category will reduce from 4 to 2 by December 2010
- The number of schools that are inadequate (Ofsted or LA category) is reduced from 4% to 2.5% by December 2010
- The number of schools that are good or outstanding increases from 68.5% to 75% by October 2011
- The only 'hard-to-shift' school in Wiltshire will be above the floor target by July 2011 (based on current predictions for Y5 and Y6)
- The number of schools below the floor target will decrease from 9% to 5% by July 2010
- The LA % for 2 levels progress will increase to 90% in English and 90% in mathematics by October 2010
- By July 2011, over 33% of our schools are identified as having a lead role in good practice transfer through:- NLEs, LLEs, Accredited School Providers, Partners in Leadership programme, Leadership Champions and Leadership Host schools
- All schools receiving support from a lead school improve outcomes for children
- By July 2011, all lead schools are able to demonstrate improvements in leadership in the schools that they are supporting that impact positively on children's learning



Appendix 1 – example of a data summary report (September 2009)

Appendix 2 – data hypotheses emerging from the data summary report

Appendix 3 – questions to ask on initial school data

Appendix 4 – anonymised school level plan for a school that is 'hard-to-shift'

Appendix 5 – anonymised school level plan for a school that is in an Ofsted category

Appendix 6 – anonymised school level plan for a school below floor targets