



## Teaching schools - Action Plan April 2016 – March 2017

<b>1 Initial teacher training/School Direct</b> Build on the success of the current School Direct programme. Through increasing capacity through alliance members			
<b>Success criteria</b> <ul style="list-style-type: none"> <li>Develop marketing to recruit a larger number of trainees – 8</li> <li>Increase the number of schools able to support placements and mentoring capacity - 4</li> <li>Develop a one stop offer with i2i and Potential Alton Group</li> <li>Develop training opportunities using areas of expertise in alliance schools</li> </ul>	<b>Progress</b> <ul style="list-style-type: none"> <li></li> </ul>		
<b>How will performance and impact be measured?</b>	<ul style="list-style-type: none"> <li>Aim for 8 trainees across four schools with training offer across minimum 3 schools</li> <li>Feedback from trainees and external accreditor verifies quality</li> </ul>		
<b>Action steps</b>	<b>By whom</b>	<b>By when</b>	<b>How measured</b>
Collaborative work with i2i and Bushy Leaze, (Alton Group) Sitting alongside potential for work with East Sussex	Debra Ward & Jayne Moore	03/17	Joint offer on website
Marketing of places, working with Mark Sharman i2i	Debra Ward	10/16	Information leaflet produced.
Advertise and promote through a new revised Website using social media	Debra Ward	10/16	Develop Blog and Twitter following

<b>2 CPD / Leadership development</b> Having established a training programme to produce advertising materials to both promote existing CPD and identify the option for bespoke packages as part of an outreach style model.			
<b>Success criteria</b> <ul style="list-style-type: none"> <li>Demand for courses up</li> <li>Requests for bespoke offers</li> <li>Leaflet produced to market and promote</li> <li>Profile raised within the Private School network cost covered</li> <li>Training materials clear and promoted through the website</li> </ul>	<b>Progress</b> <ul style="list-style-type: none"> <li></li> </ul>		
<b>How will performance and impact be measured?</b>	Increased Alliance membership with training identified and in progress. Impact provided through follow up		
<b>Action steps</b>	<b>By whom</b>	<b>By when</b>	<b>How measured</b>
Development of promotional materials	Darryl Morgan	11/16	Materials produced, on website and circulated across networks Hits and requests through the new Website
Network with different sectors and groups, SENCOs, Private Schools, Alton Group etc	Darryl Morgan	01/17	Additional interest and Alliance membership
Network with Haslemere schools	Darryl Morgan	06/16	Develop Alliance Links with interested parties.



### 3 Succession planning and talent management

<b>Success Criteria</b> <ul style="list-style-type: none"> <li>Research Cohort members recognise potential for leadership development and move to leadership training.</li> <li>Leadership offer on website for application through STSN</li> <li>Working in partnership with Surrey Teaching School Network, (STSN) to deliver Leadership programmes</li> <li>Increase understanding in leaders of how to undertake evaluation and feedback on provision across other schools and their own</li> </ul>	<b>Progress</b>		
<b>How will performance and impact be measured?</b>	Numbers of staff identifying NPQML, NPQSL and other Leadership programmes across the Alliance		
<b>Action steps</b>	<b>By whom</b>	<b>By when</b>	<b>How measured</b>
Complete Facilitator Training and run training	Darryl Morgan	03/17	Evaluation from Training
Work with Research Leads to look at pathways through NPQSL etc	Darryl Morgan	10/16	Audit level of engagement and support from their Heads for on-going development and any identified increased potential/capacity
To promote the structure and system developed to encourage inter school review and evaluation	Darryl Morgan	01/17	Participation of Schools in the process and feedback identifies greater understanding and capacity in participants.

### 4 School to school support

To look at a model for supporting SEN within the Mainstream system

<b>Success criteria</b> <ul style="list-style-type: none"> <li>Schools are engaging with the Teaching School to identify areas for development of SEN provision in their schools</li> <li>Schools are developing their own practise as a result of learning from others</li> <li>Develop Pupil Premium Review Format</li> </ul>	<b>Progress</b> <ul style="list-style-type: none"> <li></li> </ul>		
<b>How will performance and impact be measured?</b>			
<b>Action steps</b>	<b>By whom</b>	<b>By when</b>	<b>How measured</b>
Teaching School undertaking Audit of SEN across a mainstream group of schools	Darryl Morgan	11/16	Participation of Schools in the process and feedback identifies learning is impacting on actions and benefits for pupils in participating schools.
Identifying best practise and disseminating to improve outcomes across a group of schools	Darryl Morgan	02/17	Data shows increased participation in learning, engagement and attainment for SEN students
Costed programme of SEN support and development identified with impact	Darryl Morgan	07/17	Marketing outcome produced for circulation
Pupil Premium Format Review	Darryl Morgan	07/16	External Review of The Ridgeway and then offer as a model following modification



<b>5 Specialist leaders of education</b>			
Develop the role of the SLE and designate 10 SLEs across the Teaching School Alliance			
<b>Success criteria</b>	<b>Progress</b>		
<ul style="list-style-type: none"> <li>Identified areas of expertise</li> <li>SLEs trained through local provider</li> <li>SLEs marketed and deployed</li> </ul>			
<b>How will performance and impact be measured?</b>	Numbers of SLEs and evidence of deployment and impact		
<b>Action steps</b>	<b>By whom</b>	<b>By when</b>	<b>How measured</b>
Potential SLEs identified	Jayne Moore	05/16	SLEs identified
Training provider identified	Jayne Moore	06/16	Training arranged
SLEs qualified and marketing brochure, pictures and pen portraits of support available produced	Jayne Moore	10/16	SLEs trained and marketing in place

<b>6 Research and development</b>			
Through the on-going provision of the two year Research programme to undertake a third Cohort programme with a Conference in October 2017			
<b>Success Criteria</b>	<b>Progress</b>		
<ul style="list-style-type: none"> <li>Cohort 3 in place</li> <li>Conference in place</li> <li>Findings published and disseminated</li> <li>Changes in practise identified through research findings and impact measured on impact on learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		
<b>How will performance and impact be measured?</b>	Evidential impact of evidence based pedagogy in practise		
<b>Action steps</b>	<b>By whom</b>	<b>By when</b>	<b>How measured</b>
Promote and recruit to Cohort 4	Debra Ward	06/17	10 participants signed up
Advertise the Conference	Debra Ward	06/17	Requests for places

<b>7 Governance</b>			
Governor attendance at Steering Group meetings to develop understanding of the direction of the Teaching School and confirmation that works meet the remit and ethos of the Teaching School Programme			
<b>Success criteria</b>	<b>Progress</b>		
<ul style="list-style-type: none"> <li>Governor able to report to Governing Body on Impact and benefits</li> <li>Governor supporting the work across the alliances</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		
<b>How will performance and impact be measured?</b>	Measurable improved outcomes for pupils and confidence of SEN support in Mainstream staff		
<b>Action steps</b>	<b>By whom</b>	<b>By when</b>	<b>How measured</b>
Governor reporting to governing body and providing external challenge on aspects of both direction and financial management	David Savage & Pam Carr Barney	On-going	Minutes and confidence of Governors in the work of the Teaching School