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| **Objective** | **Actions** | **Responsible** | **Success Criteria** | **CPD/ Resources** | **Timescale** | **Monitoring/ Impact** |
| To share data in core subject areas across the collaboration.  To analyse data and use information gained as a key focus for the collaboration | * 2019 Data analysed by schools and collaboration as a whole (HT meeting held September 19) * Key areas of focus identified | All HTs | * All Head Teachers agree to share data * All Head Teachers attend the data session led by Doug Gilbert * Agreed focus points for the collaboration based on data | Doug Gilbert INSET /  HT meeting | Oct 19 | Collaboration data analysed and used to identify areas of improvement as a focus for the academic year. |

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| To raise attainment and progress in maths  To improve teaching and learning in maths | * Maths subject leaders will complete an action plan detailing measurable targets leading to school improvement | All maths Subject Leaders  PS/KJ | * An collaboration maths action plan will be completed by maths subject leaders and agreed with all Head Teachers | Maths subject leader meetings  CPD – Jurassic Hub | The action plan will be written in October 19 and implemented throughout the academic year | The impact of the action plan will be analysed using school data/ intervention data/ collaboration and national data |
| Collaboration Head Teacher meetings | * Head teachers will meet each half term to review the Development Plan, discuss school priorities and next steps for improvements |  | * Collaboration will meet the predicted targets on the Development plans * Head Teachers will provide effective supervision for each other * Partnership work between schools will be in place | Beaminster will provide meeting points | Each half term | Head Teachers will work effectively together, evidencing impact from the measureable targets on the Development plan |
| Lesson studies will lead to improvement in teaching and learning | * The Lesson study action plan will be reviewed and next steps discussed and agreed * New lesson study proposals are agreed by HTs and led by staff |  | * New lesson study proposals with clear success criteria are developed by teachers and are agreed by Collaboration to go forward e.g. KS2 writing. * Staff agree and present findings to HTs demonstrating impact of studies * Teachers have opportunity to improve pedagogy | Release time for teachers to be involved in lesson study.  Agenda time at HT meetings | Spring/ Summer 2020 | HT reports back to Collaboration HTs group  Impact statement of study shows that teachers have improved pedagogy in light of their involvement. |
| Assessment across the collaboration is secure and accurate | * Moderation meetings are held to support teachers with judgements in writing and maths * Moderation will be completed regularly in each school, as a collaboration for all year groups and as part of the council moderations for EYFS/Y2 and Y6 | All teachers | * Moderation evaluations evidence that teachers are reaching agreements with the judgements of colleagues * Moderations leading to secure, confident and accurate assessments in writing and maths across the collaboration | All schools will host moderation sessions replacing a staff meeting | Each half term | Teachers are making accurate judgements / evidenced through county moderations / formal assessments |

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| Collaboration based events will take place regularly to expand experiences and opportunities | * Develop the range of enrichment opportunities available * A new sports coordinator will be appointed * Agreed programme of tournaments will be in place ensuring wide variety of experiences for children * Pupil voice will be evaluated | RH /HTS | * Children across the collaboration access a wide range of sporting opportunities and events * Children’s views are sought following events and used to plan future next steps | Sports Coordinator role | Opportunities will be available throughout the year | Sports funding is used effectively to ensure that children across the collaboration access wide range of events and opportunities |
| Develop opportunities for SENDCO training and collaborative working | * Regular SENDCO meetings * Sharing of good practice between SENDCOs * Parent questionnaire responses collated from across schools * Share outcomes of SEN reviews |  | * SENDCOs are kept up to date with current developments * Individual schools are supported in addressing items from parental questionnaire * SENDCOs feel supported and confident in their roles | Release time for SENDCOs to attend meetings | Termly meetings | Pupils on the SEN register make good progress from their individual starting points at statutory assessment points |