**SWALEDALE ALLIANCE SSIF PROJECT**

**Initial project plan as submitted**

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| **Overview** |
| 1. Title (short title for your project): | Schools in Service Communities: does the development of pupil metacognition and self-regulation improve whole school outcomes and accelerate progress for disadvantaged groups and Service Children in schools serving service communities? |
| 2. Brief summary of your application: | The 10 project primary schools serve forces communities around Catterick Garrison and the neighbouring RAF bases at Leeming, Dishforth and Linton-on Ouse. Collectively the schools have 2200 pupils on roll of whom two thirds – currently 1502 pupils - come from service families. The 10 schools between them have half of the primary age service pupils in the county. Due to the large proportion of Service Pupils, pupil mobility is high whilst free school meal eligibility, and hence apparent disadvantage, is low. Across the schools 28% of pupils joined last year’s Year 6 cohort in Years 5 or 6 compared to just 7% nationally; 7% of the cohort were receiving free school meals compared to 15% nationally. This is not indicative of the levels of the social challenge with young parents and children often removed from their support networks and unfamiliar with the local area. Collectively, outcomes at KS2 for all groups of pupils in the schools have been well below the national average for a number of years. In 2106 35% of pupils reached the expected standard in Reading, Writing and Maths – compared to 53% nationally. Attainment and progress in maths are particularly weak. This project seeks to improve outcomes for all pupils through the development of pupils’ metacognition and self-regulation - empowering pupils to understand their own learning and to develop skills to enable them to take more responsibility for their own progress. As well as impacting on standards across the schools this approach will also help pupils to take useful skills with them in any future change of primary school – mitigating against the impact of high Service Pupil mobility - and in the transition to secondary school. The project schools will develop a whole school approach to developing pupils’ skills which will have lasting impact.  |

**Schools Involved**

Alanbrooke CP Carnagill CP Dishforth Airfield CP Hipswell CE VC

Le Cateau CP Linton-on-Ouse CP Michael Syddall CE VC RAF Leeming CP

Wavell Infants Wavell Juniors

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|  | **Main activity / Milestone** | **Key Performance Indicators (KPIs) that success of this activity will be measured against** *(max 500 characters)* |
| Autumn 2017 | Recruitment of Lead Practitioners and engagement with external delivery providers | Recruitment of two Lead Practitioners who meet Specialist Leader of Education (SLE) criteria to start Jan 2018. Development needs identified at interview. Enrolment of all project schools with PiXL Primary Edge, GL Assessment |
| Launch of project with key stakeholders | Launch event for all Project Schools (Headteachers, teachers and governors), project partners, Risedale College (secondary school serving Catterick Garrison) and Local Authority. Attendance of schools recorded via register. Understanding and commitment confirmed via survey. |
| Project baselines established. | Leeds Beckett undertake their research and assessments to establish baseline for external evaluation. GL PASS survey administered to all pupils to establish baseline of pupils understanding and attitudes. Pupils attainment in maths assessed in each school outcomes collated and moderated. |
| Project Board established | Project Board established with terms of reference. Board receives and develops project action plan and agrees identification of project risks and actions to mitigate. |
| Spring 2018 | Training and development of Lead Practitioners and school coordinators. | Lead Practitioners induction undertaken. Action plan to address development needs identified at interview, agreed and implemented. Lead Practitioners and Leading Edge coordinator from each school trained in use of PiXL. |
| Development of bespoke materials, initial training of teachers in use of Primary Edge and engagement with school governors | The Lead Practitioners allocated 5 project schools and undertake twilight training on implementing Primary Edge. Lead Practitioners develop bespoke materials to introduce metacognition approaches in to maths lessons. Strategy Manager attends governor meetings. Governors briefed so that they are able to hold school to account for their engagement in the project. |
| Development of school engagement and teacher expertise | The Lead Practitioners work for one day a week in each of their project Schools with teachers in their own classrooms to introduce PiXL Primary Edge to pupils. Lead Practitioners assess school engagement and staff confidence. |
| Project support mechanisms established | Headteacher challenge groups agreed and protocols established. Headteachers visit schools in their triad. On-line support group established for teachers to enable them to share experiences and ideas. |
| Review of progress | Project Board receives reports and feedback from Project Schools, Lead Practitioners and alliance Strategy Manager. Project plan and risk register updated and adjusted as required. |
| Summer 2018 | Development of metacognition in maths lessons | Teachers and pupils apply skills and knowledge developed through Primary Edge in maths lessons supported by Lead Practitioners. Lead Practitioners provide regular feedback to Strategy Manager and Headteachers assessing engagement implementation in their Project Schools. Agreed additional support and training provided as required. |
| External quality assurance of implementation of the project. | The External Consultant observes implementation in Project Schools. Quality assurance report completed. |
| Interim evaluation of impact . | Leeds Beckett university undertakes assessment and surveys and produces interim report of progress against their baselines. GL PASS survey administered to all pupils and report showing change in attitudes and knowledge of own learning produced. Schools assessment of pupil progress in maths made and moderated. |
| Review of progress | Project Board considers all interim evaluation and quality assurance reports, updates project plan and risk register. Revised project plan in place for start of next academic year |
| Autumn 2018 2018 | Project re-launch | Project conference on agreed common training day for all staff from Project Schools, staff of Risedale College and delegated invited from Local Authority, DfE, Teaching School Council, Education Endowment foundation and Regional Schools Commissioner. Feedback and survey confirms continued engagement of schools. |
| Continued delivery and development of teachers | All teachers in Project Schools using Primary Edge with their classes and developing pupils’ metacognition specifically through maths. Lead Practitioners continuing to support one day a week in each school. Lead Practitioners continue to provide feedback on schools engagement and teachers implementation of metacognition. New staff provided with induction and necessary training by Lead Practitioners. |
| Monitoring | GL PASS survey administered to all pupils. School assessment data in reading writing and maths collected and moderated. Programme of visits to all Project Schools by external QA consultant and report produced. Headteacher challenge groups continue to visit schools. |
| Review of progress | Project board considers all evidence of impact. Progress against project plan assessed. Risk register updated and any additional actions agreed. |
| Spring 2019 | Project continues | Lead Practitioners continue to support Project Schools. Lead Practitioners produce a summary report for each Project School. |
| Project evaluation. | Leeds Beckett University undertake evaluation activities and produce final external evaluation report. Schools produce self-evaluation of impact of project including pupil moderated assessment data. Alliance Strategy collates overall evaluation report. |
| Final progress review | Project Board considers all internal and external evaluation evidence and makes recommendations to Teaching School Alliance about future sustainability and development of the project. |