

‘An aspiring Community - Suggestions to support the development of a self-reliant community’

Aim	Action	Lead	Resources	Progress
Set up a Heads Partnership Group	Half term residential (facilitation by Barry Gow/Helen Littlewood from the Clifton Partnership EAZ) Succession planning Acknowledgement that investment in staffing and retention of skills, knowledge and expertise in the cluster is crucial	Sandra Swift Heads Partnership Group		
Establish Professional Learning Teams	Cluster wide half termly meetings of subject Coordinators where <i>all</i> school staff attend – Primary focus but secondary staff will attend to offer subject expertise	Sandra Swift		
Develop learning skills curriculum	Transfer experience from Clifton EAZ psychological and educational theory – detailed guidance booklet available Identify Family Learning Coordinators (Member of school teaching staff + Mentor – meet as a group ½ termly, share information with parents, plan 1	Sandra Swift Professional Learning Team		

	family learning activity day each ½ term – all schools) Cluster CPD – <i>all</i> teachers, common theme, 1 day eg Learning Skills	Professional Learning Team		
Attract people with the right skills and attitude	Provide a Recruitment and Retention Package	Richard Worth		
Attract people with the right skills and attitude	Develop a Schools based PR Strategy	Gemma Styles		Draft Strategy completed.
Promote innovation in learning	Set up a challenge fund to support innovation in teaching practices particularly in respect of the socila and emotional aspects of learning	Richard Worth		
Establish Multi-Agency Support Team (MAST) meetings	Set up Half Termly 'problem solving' meetings to discuss 'stuck' children/families Once established to be facilitated by Secondary School. Each school to appoint a Professional Learning Team Leader.	Janet Bagnall.		
Support for Transition (Y7)	Set up Steering Group	Janet Bagnall		
Establish Locality Working Team	Explore possibility of linking key professionals working in the area eg Health, social care, education, Youth Offending Service, Police to work	Graham Hunt		

	alongside School Inclusion Unit.			
Provision Mapping	Identify additional/different provision and its costs, manage different funding streams, target particular patterns of need, plan staffing, demonstrate how resources are being used to improve pupil progression and evaluate provision effectiveness.	Richard Worth		
Mapping Attainment Grids (cross-cluster)	An electronic package designed to be used cluster wide to track and monitor pupils across a wide range of areas – not just academic. The whole educational history of a child can be accessed at the touch of a button.	Derrick Golland		
Develop a programme of Festivals (sport, music and drama)	Link with local clubs eg hockey, rugby. Led by School Sports Coordinator. Mini-festivals based at the High school where pupils have chance to showcase what they've been doing – by Year group or Key Stage. 'Pyramid of performance' ie class, year group, whole school, zone-wide.	Graham Hunt. Once established Play Partnership and Community Sports Network to take lead.		
Engaging parents	Develop the Family SEAL system throughout the cluster	Judy Tideswell		
Engaging parents	Produce a School Improvement Planning Framework	Chase Valley		

		Community and Learning Partnership		
Start a dialogue with the wider community about shared expectations in respect of behaviour and citizenship.	Investigate the establishment of a Behaviour and Attendance Partnership.	Graham Hunt		
Sustain improvements	Link actions to the wider process of locality Working. In particular explore the potential to use the emerging Aspiring Communities Initiative and other neighbourhood management models to provide sustainability	Graham Hunt		