

## HSIP Delivery and Improvement Plan 2015-16

Focus Area	Priority	Key strands	Key actions	Lead	Key Performance Indicators
<b>School Improvement Strategy</b>	Strategic and operational implementation of the Harrow school improvement policy and strategy	School Monitoring Group	Interim Head of HSIP attendance at all SMG meetings.  Judgements shared to reflect thorough analysis and evaluation of all schools (HSIP risk assessments).	NB	Action points agreed at SMG meetings re school improvement work with schools taken forward by HSIP in subsequent work.
		Partnership Plans	Review of current processes and timescales for Partnership Plans: are they fit for purpose?  Revision of the Partnership Plans reporting template so it is fully aligned to the school improvement strategy framework.  Advisers to provide or broker relevant support to enable the school to improve against identified targets.	Advisers	Partnership Plan aligned in line with school improvement plan and trialled with school's causing concern.  Intended outcomes in Partnership Plans of all schools causing concern/vulnerable schools dovetail well with key priorities in school improvement plan and enable schools to make rapid progress.  Schools are judged to be making good progress against their targets

		HSIP School's risk assessment process	Carry out a full risk assessment of all schools based on the 2015 RoL (a lead inspector's perspective) and in-school tracking data supported by local intelligence gathered by the attached adviser.	NB	High level of clarity on where all schools are against all Ofsted judgements.
		Children's Centres			%good or better on Ofsted judgements for access, quality and impact, leadership and management, and overall effectiveness  Quality and impact of integrated working with key partners, including health
		Secondary Schools			%secondary schools judged as good or better across all aspects of the framework, including 16-19 programmes of study  No secondary schools judged as RI  %secondary schools moved from good to outstanding
		Special Schools			All special schools sustaining outstanding across all aspects of their work

					Positive responses for the impact of school improvement work
		Northants (Academy Trust)			%Northants MAT schools judged as good or better  No MAT schools judged as RI  %MAT schools moving from good to outstanding
			Carry out an end-of-year comprehensive risk assessment		A clear action plan in place (produced by senior advisers) on the specific support and challenge for all schools identified at a moderate or high level of vulnerability.
		Ofsted inspection analysis	Trawling through all Harrow school inspection reports to collate references to impact of the work of HSIP.	AMA	All references to impact of HSIP collated and two reports
<b>Leadership and Management</b>	Supporting schools to achieve outstanding leadership at all levels, including governance	Ofsted inspection training and briefings	Ofsted training events identified in CPD online – key events and periodic briefings.	NB	Delegates have a sound awareness about the implications for their schools of changes to the Ofsted framework and use this knowledge to further sharpen their practice (CPD online evaluations)

		School self-evaluation/external reviews	Following self-evaluation with the senior adviser, bespoke external reviews arranged with specific schools and calendared.	Advisers	Review reports are of high quality – analytical and evaluative – and strongly support the process of school improvement.  Clear recommendations in place for the school about the precise next steps for improvement.  Judgements for access
		Focused support during Ofsted inspections	Provision of bespoke support when the Ofsted call comes: checking through the evidence base to support the school's judgements.	Senior advisers	Almost all schools agree or strongly agree that the quality of support provided by HSIP during inspections is of high quality.
		Governor training and development	Promote and market the Governor audit so more schools use for self evaluation.  Governors to take a role in HSIP Leadership reviews  Leadership of Teaching and Learning reviews  Review the partnership and strategic role of AHGB with HSIP  Explore and develop further the role of "leaders of Governance" to work	AMA/ML	Evaluations of delegates on governance/courses/training (% positive responses)  % courses delivered  % schools where governance is judged as effective or better  Quality and impact of National Leaders of Governance

			<p>with schools needing bespoke support/SCC</p> <p>Provide a comprehensive and high quality CPD programme in partnership with Harrow schools &amp; the AHGB</p>		
		School leaders training and development	<p>In consultation with school leaders, design and deliver a comprehensive and challenging CPD programme for leaders at all levels</p> <p>Bespoke Leadership training for Senior, Middle and Early school leadership teams with opportunities for accreditation provided by HSIP</p> <p>Maintain and further enhance links with external partners/providers including LCLL, IOE, National College</p> <p>Strengthen partnerships with &amp; within HSTA &amp; Knowledge Centres</p> <p>Termly seminars for subject leaders in key areas to include relevant updates and development.</p>	AMA/ML	<p>Good take up of training, consistently positive evaluations &amp; improved impact of leaders' effectiveness at individual schools as measured by SSIsAs, Governors, and Ofsted etc.</p> <p>Schools who have had this programme of training are judged Good and O/S by Ofsted, SSIsAs etc. for Leadership. Leaders have improved knowledge &amp; understanding of their roles &amp; responsibilities</p> <p>Increased understanding and confidence of staff involved. School to school support identified as highly effective for improving pupil outcomes.</p>

		Primary Pool			<p>Evaluation (feedback) from schools</p> <p>The proportion of good and outstanding applicants placed in schools in Harrow</p>
		NQT Induction	<p>Provide monitoring and appropriate support for NQTs registered with Harrow as the Appropriate Body.</p> <p>Further develop in NQT induction: programme and training for induction tutors</p> <p>To meet the needs of NQT's and their school leaders</p>	DC	<p>The proportion of NQTs successfully completing the NQT year (state %)</p> <p>Outcomes of NQT evaluations on CPD online (% positive)</p> <p>Outcome of an independent review of provision</p>
		Develop further through Sharing best practice school to school support Knowledge centres and LSEF hubs	<p>Best practice identified by senior advisers on key aspects of school's work across Harrow.</p> <p>Sharing of good practice agreed with the knowledge centres. Knowledge Centres predesignated and new ones and hubs supported in setting up CPD offer.</p>	<p>All</p> <p>AA/NB</p>	<p>Almost all schools agree or strongly agree that sharing best practice has been mutually beneficial and very helpful in driving school improvement</p> <p>Quality and impact of the courses delivered</p> <p>Evaluations of delegates on CPD online (% stipulated)</p> <p>% courses cancelled/postponed</p>

<b>Assessment and data</b>	Improving school's skills and capacities in the effective use of assessment and data to improve pupil outcomes	Assessment without levels – 2 <sup>nd</sup> year of implementation	<ul style="list-style-type: none"> <li>To provide support for schools to implement and embed an assessment framework tailored to meet the needs of each school</li> <li>To provide opportunities for the moderation of assessment criteria within and across schools.</li> <li>Provide training for schools regarding new statutory assessment arrangements.</li> </ul>	RM/DC	<ul style="list-style-type: none"> <li>Forum for moderation Y1, 3, 4 and 5</li> </ul> <p>March 2016 – KS1 and KS2 training day</p>
		Monitoring and moderation	<ul style="list-style-type: none"> <li>Autumn attend training and take notes of all updates from DfE. Inform schools of moderation timetable and impact of changes.</li> <li>Spring 2016 identification of timetable for moderation visits</li> <li>Summer 2016 moderation visits take place</li> <li>Summer 2016 monitoring of KS1 phonics and KS2 tests.</li> </ul>	RM	<ul style="list-style-type: none"> <li>Quality reports from DfE on moderation process</li> </ul> <p>%positive responses for writing conference</p> <p>No complaints (on rare occasions where there are complaints, handled very well and speedily resolved)</p>
<b>Continuous Professional Development</b>	Support schools in continuous development around key priorities relating to context of	Subject specific briefing and training Provide s coherent, focussed and balanced CPD programme based	Calendar all subject briefings/training on CPD online, with clearly stated objectives and outcomes for central and in-school training Evaluate impact and effectiveness of	AMA	<p>% positive responses to a range of post CPD questions</p> <p>%courses cancelled or postponed</p>

	needs of individual schools and local and national priorities.	on evaluation of the previous programme and priorities for 2016-2017.	<p>CPD programme 2015-16</p> <p>Work with all stakeholders to identify priorities and CPD models for 2016-17.</p> <p>Co ordinate with all CPD providers to ensure a comprehensive programme:</p> <ul style="list-style-type: none"> <li>• HSIP core team</li> <li>• Knowledge centres and hubs</li> <li>• External consultants</li> <li>• Universities</li> </ul>		<p>Proportion of courses delivered in partnership with Key providers in Harrow</p> <p>(TSA, Knowledge Centres etc.)</p>
<b>Closing the Gaps</b>	Supporting and challenging schools to close the achievement gap between vulnerable and disadvantaged pupils and their peers	Implementation of the new SEN Code of Practice	<p>To deliver training and support on new Code of Practice.</p> <p>To work with SENARs to make ECMP effective.</p> <p>To support schools in writing their local offer (on website)</p> <p>Training and development, including support staff</p>	GG	<p>%decrease in attainment and progress gaps between disadvantaged pupils and their peers on the key achievement indicators in all phases, both in Harrow and against national other</p> <p>%decrease in achievement gaps between SEN pupils and their peers</p> <p>%decrease in achievement gaps between key ethnic groups and peers, both in harrow and against national</p> <p>%schools where the achievement of key groups, including the most able, is judged as good or better in</p>



					Ofsted inspections
		PE & Sport CPD Programme & Subscription package 2015-17	<ul style="list-style-type: none"> <li>• Building capacity of leaders to improve teaching and learning in PE:</li> <li>• paired lesson observations</li> <li>• Guidance on planning and assessment launched</li> </ul> <p>Scrutiny of documentation including subject PESP development plan</p>	GG. CB	<p>% schools achieving the bronze award (healthy schools) and moving from bronze to silver, silver to gold.</p> <p>Participation of schools in competitive sports</p> <p>% schools where PE/sports provision judged as good or better</p> <p>In all schools inspected in 2015-16, use of PESP is effective; schools are meeting PESP obligations &amp; Governing Bodies holding leaders to account.</p>
		Sport Calendar	Disseminating the strengths and expertise of PE workforce in Harrow primary and secondary schools through extended SGO responsibilities. Building sustainable structures for a future without SGO funding	GG RH	<p>St Bernadette's school &amp; PE &amp; sport strategy group maintain overview of SGO provision.</p> <p>SGO funding devolved to 13 schools to lead competitions on the annual sports calendar</p> <p>SGO schools have clear accountability for collecting</p>

					competition data and St Bernadette's (Hub SGO school) has responsibility for completing the SGO annual report.
		SEN	Building Capacity of inclusion leaders/SENCOs to improve quality of teaching and learning, close gaps and rigorously evaluate and report on effectiveness of SEND provision.		<p>% narrowing of progress gaps between SEN pupils and their peers (across Harrow, by key stage) and against national other</p> <p>Good outcomes on an LA SEN inspection</p> <p>% positive responses on SEN courses on CPD online and for the termly SENCO forum</p> <p>GB Holds senior leaders to account for deployment of SEN finding &amp; its outcomes</p> <p>Progress of DSEN pupils above average or upwards.</p>
		Harrow Virtual School	<ul style="list-style-type: none"> <li>To improve tracking and monitoring of CLA</li> <li>To improve quality of PEPs and the timescales they are completed in</li> <li>To administer pupil premium and monitor the positive impact it has on CS</li> </ul>	FA/JMu	<p>%pupils at each key stage meeting national expectations</p> <p>%making more than expected (good) progress</p> <p>In and out of borough pupils making good progress over time</p>

<b>Early Years Foundation Stage</b>	Supporting school's in delivering high quality provision by the end of the EYFS	Baseline profiles	<ul style="list-style-type: none"> <li>Analysis of Harrow data for all schools</li> </ul>	RM/SN	<ul style="list-style-type: none"> <li>Autumn 2015 Analysis completed – informs the EYFS project – Yr2</li> </ul>
		Curriculum and assessment requirements	<ul style="list-style-type: none"> <li>EYFS CPD programme</li> </ul>	RM/SN	<ul style="list-style-type: none"> <li>Evaluation by participants – meeting training needs - ongoing</li> </ul>
		Inspection of EYFS	<ul style="list-style-type: none"> <li>Updates provided as required.</li> </ul>	RM/SN	<ul style="list-style-type: none"> <li>Schools are clear about the implications for inspection and have a robust and detailed self-evaluation form for EYFS</li> </ul>
		Implementation of the EYFS improvement strategy	<p>Year 2 of 2 year project</p> <ul style="list-style-type: none"> <li>Project implemented</li> </ul>	RM/SN	<p>Outcomes</p> <ul style="list-style-type: none"> <li>%GLD compared to national</li> <li>Improvements in APS compared to national, reflecting all ELGs</li> <li>%closing of achievement gaps in Harrow against national</li> <li>%schools where EYFS provision outcomes, L and M judged as good or better</li> </ul>
<b>Safeguarding including Personal Development,</b>	Supporting and challenging school's to	Attendance Safeguarding policies, procedures and	<p>1. An enhanced CPD offer including:</p> <ul style="list-style-type: none"> <li>Bespoke L2 &amp; L3 training</li> </ul>	RB/AA	School leaders access appropriate early care & draw down available

<p><b>Behaviour and Welfare</b></p>	<p>achieve outstanding, including personal development, Behaviour and Welfare</p>	<p>practice B&amp;S audit Exclusions</p>	<ul style="list-style-type: none"> <li>• Briefings for school leaders (Governors, HTs, DCPL)</li> </ul> <ol style="list-style-type: none"> <li>2. Collation &amp; analysis of S11 data &amp; reporting to DCS &amp; LSCB</li> <li>3. Bespoke school self-evaluation</li> <li>4. Safer recruitment and selection training</li> </ol>		<p>funding for children &amp; families</p> <p>Summary of school data informs LA planning &amp; HSIP / LSCB CPD offer</p> <p>Build leadership capacity re. self-evaluation of Behaviour &amp; Safety</p> <p>Signposting ensures school leaders know where to seek expertise &amp; excellence re. current safeguarding issues e.g. FGM, radicalisation &amp; extremism, VAW&amp;G</p> <p>All schools meet statutory requirements</p> <p>Outcomes of Ofsted inspections</p> <p>%positive responses for safeguarding courses/training</p> <p>% schools completing section 11 audit</p>
		<p>Healthy Schools London and Public Health Commission 2015-16, £25,000</p>	<p>External consultant delivers termly workshops and bespoke school consulting visits to support schools submitting for bronze and silver HSL awards</p>	<p>GG/RH/GR</p>	<p>SGO targets 2015-16</p> <p>23 schools achieve HSL Bronze award</p> <p>12 schools achieve HSL</p>

			PSHCEe and PE leaders seminars used to identify schools targeted for HSL		silver award HSL networking sustained through termly newsletters and guest speakers at PSHCEe leaders seminars
<b>HSIP Business Management</b>	Provide a professional administration and business support service that offers a flexible and consistent service (based on the resources provided) that can meet identified specific needs. The Business support should continue to promote and develop a detailed understanding of the tasks and processes through HSIP so that all workflows are delivered to a high standard.  This is to secure high quality and	The Business management team will rigorously review all spans of business support functions to ensure efficiency. This includes:	<ul style="list-style-type: none"> <li>• Introduction of a communication strategy with members</li> <li>• To introduce a customer survey</li> <li>• To design and develop a HSIP website</li> <li>• To review CPD online with consideration for a more up-to-date system that is customer focussed</li> </ul>	NB/AMA	Customer feedback regarding customer service i.e. number of complaints, response and management of complaints Successful management of work flows within time frames Value for money in respect of allocation of resources

	<p>longer term sustainability</p> <p>To provide HR: Processes and systems and Headteacher recruitment</p> <p>To support Headteacher Conference</p>			<p>HSIP HR Processes including SCR are compliant</p> <p>Evaluation of Headteacher recruitment process by each Governing Body</p> <p>Successful recruitment of Headteacher to identified vacancies</p> <p>Positive feedback from schools about the quality and impact of processes and systems</p> <p>%success in HT and recruitment and evaluation of impact, 6 months and one year after commencement of post</p> <p>HSIP HR processes including SCR are compliant</p> <p>Evaluation of Headteacher recruitment process by each Governing Body</p> <p>Successful recruitment of Headteacher to identified vacancies</p> <p>Positive feedback from schools about the quality and impact of processes and systems</p> <p>%success in HT and</p>
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					recruitment and evaluation of impact, 6 months and one year after commencement
<b>Early Years</b>	End of EYFS profile moderation data collection and analysis	Moderation of early years profile (EYFSP)	To invite Reception class teachers and other LA members of staff (to be recruited) to become moderators for 2015/16	Sue Fisher/ Brian Netto	Sufficient moderators apply to become moderators
	<p>Provide a safe working environment for staff, provide clear career pathways, a variety of work and progression for staff working in the service supported by a robust and effective supervision process</p> <p>The team have the appropriate training, skills and technology needed to deliver the right services</p>	Ensuring the working environment is fit for purpose, compliant in respect of health and safety.	<ul style="list-style-type: none"> <li>• The establishment of a HSIP contract and standardised process in relation to supervision</li> <li>• Appraisals to be completed according to corporate policy</li> <li>• Regular team meetings to be established with fixed agenda items i.e. health and safety</li> <li>• Ensure corporate priorities are communicated effectively to all staff</li> </ul>	NB/AMA	<p>Reporting mechanisms in place</p> <p>Scrutiny of minutes of meetings</p> <p>Appraisal and supervision records in place following Harrow Council Guidelines</p>

	To establish policies and procedures that support the functions of HSIP Business Management	Identification of policies and procedures required		NB/AMA	
	HSIP Business Management is expected to optimise resources and deliver value for money to members	To manage the Business support budget to deliver on staffing commitments, statutory responsibilities and service developments within the context of saving plans  Ensure rigorous financial reporting measures are in place  To ensure robust processes are in place in respect of capability		NB/AMA	% Advisory time spent in schools  % proportion of underspend  Quality and impact (and value for money) of non-school based work streams
	Film Awards			DC	