

Appendix 4: TRIADS

Primary Provision

Belmont Castle Academy, St. Thomas of Canterbury Catholic Primary School, Aveley Primary School:-

Strengths of the partnership:-

Reading, Mentoring, Teacher development, Modern Foreign Languages (MFL), Governing Body. Effective Learning Environments, Use of Ipad technology, Quality of support/development of teaching, Sporting/Arts Provision.

Distributed leadership, Effective use of facilities/environment, Broad and balanced curriculum.

Areas for development:-

Mathematics – make it exciting; writing; ensuring progress leads to increased attainment; Increased % of Level 5s; Ways to engage parents further.

The focus needs to be higher attainers achieving higher outcomes; Improved behaviour of pupils in unstructured situations; Engaging parents of difficult children more effectively (cultural influences).

Corringham Primary School, Tudor Court Primary, Stanford Le Hope Primary:-

Strengths of the partnership:-

Tracking new curriculum alongside current levels; SEND provision – tracking and impact; Coaching programme.

Early years setting, (Nursery and experienced staff); Strength in teaching mathematics and getting children to level 5/6; Middle leadership.

Areas for development:-

Developing new assessment systems to match ARE expectations/moderation across the school; Support for newly appointed headteachers and changes to leadership team.

Benyon Primary School, Orsett CofE Primary, Chadwell St. Mary Primary School:-

Strengths of the partnership:-

EYFS – environment, assessment; Pupil engagement through high impact teaching strategies; Assertive mentoring – life without levels introduced Sept 14.

Areas for development:-

EAL – securing better outcomes; SEND provision; outstanding learning behaviour; quality of teaching – embedding improvements.

Stifford Clays Primary School, Herringham Primary Academy, West Thurrock Academy:-

Strengths of the partnership:-

Monitoring of T & L – the role of SLT in unpicking the big picture

Areas for development:-

Performance Management – developing middle leaders; Quality Mark; Sports Development; Modern Foreign Languages (MFL).

Holy Cross Catholic Primary School, Woodside Academy, Warren Primary School:-

Strengths of the partnership:-

Spiritual, Moral, Social and Cultural provision (SMSC)

Use of academy freedom to develop integrated curriculum including arts projects to build school capital and enhance learning. Successful pupil progress from quality teaching, positive behaviour management and regular marking with targeted intervention.

Assessment for Learning (AfL); next step marking, pupil response, pupil tracking, writing. Curriculum enrichment including educating the whole child, SEND.

Areas for development:-

Development of higher achievement for more able pupils; MfL; developing cultural capital of staff.

Thameside Primary, Quarry Hill Academy, St. Mary's Catholic Primary School:-

Strengths of the partnership:-

Strategies to support vulnerable children and families; performance management systems/processes.

Areas for development:-

Parental engagement/Family learning.

Knowledge of high expectations in each year group by all learning including SEND and more able children rather than devolving responsibility to support staff; Understanding of the role of senior and middle leaders and their responsibility in driving the school forward (progress and attainment); Analysis of data, understanding of trends/patterns in core subjects by leaders and knowing what to do with the information.

Secondary Provision:-

Harris Academy Chafford Hundred, Hassenbrook Academy, Ormiston Park Academy:-

Strengths of the partnership:-

Outcomes/value added for students with SEND; SEND practices; Outcomes in English and Maths; Leadership of T & L.

Achievement and progress in Maths; Pastoral care; Achievement and progress in languages, science, citizenship.

High quality pastoral care/inclusion; Student voice; Exploration of use of ICT.

Areas for development:-

Work-related/employability activities; Achievement in English; SEND provision on reduced funding – exclusion rates for Action Plus students.

Outstanding 'attitudes to learning'; Improved attendance; Life after levels; Use of Pupil Premium; High attainment in geography/history.

William Edwards School, The Gateway Academy, St. Clere's School:-

Strengths of the partnership:-
SEND arrangements – new code.
Self-evaluation; Inclusion; Maths.

Literacy links with primary

Areas for development:-
Achievement in MfL and Science;
Independent learning; Greater expectations for the more able; Basic numeracy.
More able learning – academic progress;
Inclusive curriculum design – KS3 enquiry based/KS4 progress 8; Technology subject area – T & L and assessment.

Gable Hall School, The Hathaway Academy, The Ockendon Academy:-

Strengths of the partnership:-
Consistency in equality first teaching; Induction process, our ITT programme and personalised staff CPD; Teaching and Learning in English and Maths.
Increasing rates of progress through demanding T & L practice – a new approach to QA of T & L;
Changing the culture of a school – building belief.

Areas for development:-
Calm, purposeful corridor movement systems; The joint commissioning of pay roll bureau services;
Meaningful staff welfare programmes.

Demanding targets met through aspirational T & L; Emotional intelligence and reflective practitioners; A stronger curriculum, better suited to the needs of the students that also meets their needs.

Special School Provision:-

Beacon Hill Academy / Treetops School:-

Strengths of the partnership:-
Differentiation and personalised curriculum – person centred approaches; Assessment, target setting and recognising achievement for SEND pupils; Learning review process replacing lesson observation; Leadership model within a small school and bespoke training; Forest school.

SEND (generic); Speech and language; ABA.

Areas for development:-
Establish and further develop whole school as a reflective learning community; Clearer systems to measure impact of interventions and soft data; Develop principles of co-production with parents – particularly linked to SEND code of practice.

Communication with stakeholders; Broader range of accredited courses – concerns re. ‘Scrapping’ of coursework at GCSE; Life without levels

