*****

AIMS FOR PRIMARY SCHOOLS IN THE DISTRICT

• For every primary school in **** to be judged at least securely good by Ofsted by 2017
• For all schools and their communities to hold the highest aspirations for **** children and to ensure that outcomes for children across **** increase year on year towards being in line with the top 25% national outcomes
• To narrow the performance gaps for "disadvantaged" children in **** so that they are at least in line with national expectations

TERMS OF REFERENCE

- To champion educational improvement and raising aspirations for all pupils across the **** District.
- To capture and disseminate best practice across the area groups within ****
- To work with schools to tackle areas of difficulty faced including:
    - educational achievement
    - school leadership
    - teacher recruitment
    - issues brought by a transient population
- To pool resources and coordinate support for maximum impact
- To learn from best practice across the county and beyond

Proposed Membership

STRATEGIC PARTNERS

AREA CLUSTERS

It is recognised that responsibility for school improvement rests with schools themselves. Each area cluster's role is to provide support and challenge for their schools through developing deep understanding of each other's schools through self and peer evaluation, data analysis and discussion, having a shared agenda focussed on the quality and effectiveness of educational provision, celebrating and sharing good practice.

As each cluster membership is agreed and partnerships grow and trust deepens they will:
- forge strong local partnerships underpinned by a "collaborative agreement" setting out their aspirations for their cluster
- promote innovation and best practice across schools
- champion high aspiration and outcomes for children
- provide professional advice, support and challenge by growing an understanding of each other's schools through discussions and school visits
- promote collaboration across schools to raise the quality of teaching and learning
- engage in initial teacher training in proportion to the capacity across their schools

- ensure children are supported to make a successful transition to each phase of their education and learning and promote cohesion across the families of schools in terms of teaching practices and support provided for children of all levels of ability
- seek to maximise the effective use of resources
- Create opportunities for staff and governors to undertake joint projects and training

MEMBERSHIP OF THE AREA CLUSTERS

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A school named in one of the clusters above may well be participating in school improvement activities with schools in a different **** area cluster including the small schools cluster.

Each area cluster will designate one member to sit on the ****. This responsibility may rotate between the headteachers within the cluster.

CURRENT PRIMARY PERFORMANCE

OFSTED GRADE
School
Cluster
Essex
National

PUPIL OUTCOMES 2014

Y1 Phonics
School
Cluster
Essex
National

KS1
School
Cluster
Essex
National

KS2
School
Cluster
Essex
National