

CSIB funded projects: progress update September 2018



primary secondary special EYFS all

Schools	Project title	Status
Alderman Jacobs	The aim of the project is to develop our 'work week' to promote work as a positive and exciting opportunity, to showcase a range of opportunities and jobs, to encourage children to think aspirationally and to set themselves goals for their future which are ambitious and promote and inspire them to work hard both during primary and into secondary school so that they can achieve what they want for themselves and see that there is a value for working hard.	Completed
<ul style="list-style-type: none"> • During June all children participated in Work and Enterprise week. Children participated in enterprise tasks, learning the process for setting up a company, how to design, market, buy, manufacture and sell their product. • All Year 5 children built on their mindset work and understanding of setting and achieving personal goals by attending a STEM workshop at the Apple Store in Cambridge and developing their skills further through the use of STEM resources purchased by the school. • Year 5 children also had opportunities to be inspired and to develop greater aspiration through a tour and talk at Downing College at Cambridge University • Children developed their understanding of the world of work through visits and visitors such as the Fire Service, <p>Pupil Voice examples:</p> <ul style="list-style-type: none"> ➤ <i>There are lots of interesting stuff and the college told us all of the amazing things. It made me want to go to uni and I want to be a scientist</i> ➤ <i>At the Apple store there were lots of products I am interested in. I found it challenging in a good way. From the second I stepped in to the college I thought wow and I want to come here. I know it's the best place to come to Uni as they have the best unis</i> ➤ <i>I already knew that I wanted to go to a university because you need it for a good job, but it made me look for other colleges to find different opportunities. It made me want to be more independent.</i> ➤ <i>When they told us about the courses available at university I found out that there were so many opportunities to decide on what you want to do.</i> ➤ <i>Seeing the university has made me want to push myself to the limit so that I can get there.</i> ➤ <i>I now need to work to the best of my ability at school so that I can get there.</i> ➤ <i>Before I wanted to be a hairdresser but now I've seen all the stuff you can with coding I don't want be a hairdresser anymore. I want to work with computers and do coding and work for Apple.</i> <p>Parent Comments</p> <ul style="list-style-type: none"> ➤ <i>You need to do the trip again because it is really inspiring. A lot of children said they didn't want to go to university before the trip and then they visited and now they really want to go.</i> ➤ <i>Everyone needs to go on this trip so that they can experience what it is like and be inspired for the future.</i> 		

Staff Voice

- *Since the start of the year, it has been a pleasure to watch the children flourish as they develop their growth mind set. The children recognise the importance of resilience when learning new skills and utilise the tools around them. We have encouraged our children to understand we all learn at different paces and we need to persevere in order to be successful.*

Schools	Project title	Status
<p>Cambs Music/Cambs Utd Football Club</p> <p>St Luke's, Abbey Meadows, Mayfield, Cottenham VC</p>	<p>Football SambaFest</p> <p>This is an exciting initiative to provide an innovative cross curricular project in a new collaboration between Cambridge United FC and Cambridgeshire Music. Its primary aim is to engage schools, students and their local community in an arts and sporting event, to improve self-esteem and a feeling of self-worth, by raising aspirations and mental well-being in a cultural project so that students can achieve their potential. Students in Years 5-8, including D/deaf students, will be involved in this project.</p>	Completed
<p><i>Improve students' self-esteem and self-confidence</i></p> <p>Objective: 90% of participants will attend the linked school cultural event and be able to explain impact on their wider educational development</p> <ul style="list-style-type: none"> ➤ All students were involved with workshops <p>Objective: at least 70% of project participants will attend the main stadium cultural event and be able to explain</p> <ul style="list-style-type: none"> ➤ We had 100% of attendance and had to increase number of tickets from 120 to 140 on match day to cater for school who requested we work with another class. <p><i>This project will improve students' self-esteem and self-confidence. It is a unique experience enabling them to work with sport and music professionals to engage with a cultural event within Cambridge City.</i></p> <p>Objective: Increased Community participation in Community Take Over Day with CUCT giving away 371 tickets to the match</p> <ul style="list-style-type: none"> ➤ Many parents had never been to a football match ➤ Future research required to see future attendance/participation ➤ Students at CVC performed in front of media and 2 were interviewed for ITV Anglia News. Comments from teachers that this project has enabled students to grow in confidence – they would not have been able to do this at the start of the project. <p><i>Enable D/deaf students to identify themselves as successful and welcome participants in a musical event – 90% identification and self-awareness</i></p> <p>Objective: 90% of D/deaf students will participate in school and main Stadium event.</p> <ul style="list-style-type: none"> ➤ 100% in school and 90% at the Stadium. Only 2 students were unable to attend – 1 due to distance they live from Cambridge [travel by county transport over an hour distance to school each day] and 1 due to family reasons. <p>Objective: D/deaf students will be able to identify their participation as part of wider musical and sporting engagement rather than exclusively related to any hearing impairment.</p> <ul style="list-style-type: none"> ➤ All D/deaf students participated in school as part of an inclusive project with other invited students from CVC. Students selected as 'at risk' students by SENCO to support well-being. <p><i>Enable all participants to continue their journey with cultural engagement, providing further community cohesion and engagement between Performing Arts and Sports – 70% further engagement</i></p> <ul style="list-style-type: none"> ➤ All students worked towards Arts Discover 		

- **CVC working towards certificates as follow up work**
- **All D/deaf students invited to Deaf friendly football**
- **Discussions with schools about continuation work**

Objective: 60% of participants will take part in follow up activities including further participation in Cambridge Music events and Cambridge FC community engagement

- **All students performing in follow up concert in schools**
- **All students involved in player visits**

Objective: Measurable increase in students participating in sporting and musical activities by the end of the project. The survey results will identify positive impact and engagement with music and football.

- **All students had tour at match day**
- **All performed to a large audience**
- **All students have participated in football workshops and there has been a significant increase of students participating**
- **Girls more aware of girls football opportunities**
- **Increased aspiration of students and knowledge of future pathways**

Schools	Project title	Status
Barrington, Foxton, Petersfield Primaries	<p>Talking Together - The BFP Oracy project</p> <p>We recognise that oracy is an important life skill for our children and the first aim of our project is to help upskill the teaching staff to use a range of strategies with confidence, so that oracy can be deliberately and consistently taught across each school and purposeful talk and discussion become a feature of every classroom.</p>	<p>Next report due Mar 2019</p>
<p>Whole school actions agreed:</p> <ol style="list-style-type: none"> 1. All classes to draw up agreed discussion guidelines (age appropriate) 2. Other formats for oracy (storytelling, expert talks etc) planned into year 3. Cross curricular homework maps include Oracy aspect. Celebration of Homework parent event revised to ensure oracy and all pupils have the opportunity to talk to peers and adults. 4. Oracy information sent home to parents to inform and support talk led homework 5. Oracy skills part of Celebration Assemblies. Voice 21 to produce a certificate 6. Curriculum redraft (rolling programme) to include Oracy to ensure this is explicitly taught long term 7. All observation proformas for lessons now include oracy focus 		
Chesterton CC, Cottenham, Netherhall, North Cambridge Academy and St Bede's	<p>Culture Vultures</p> <p>Realising Potential: Empowering disadvantaged students through the acquisition of cultural capital.</p> <p>The aim of this project is to develop a sustainable model for delivering cultural opportunities to the most disadvantaged KS3 learners in Cambridge City secondary schools.</p>	<p>Next report due July 2018</p>
<p>All schools have recruited up to their quota of 10 students and have had no issue with doing so. Emails from school leaders suggest that the students are very keen to be part of the project, as are the staff. I have received lots of 'thank you' emails and comments about how such a project will help to build cultural capital so I am confident that the project is needed. Our first event will be Saturday 17th March – a trip to the Abbey Stadium to watch Cambridge United play. We have also got offers of experiences from the Houses of Parliament, the Institute of Astronomy and a Park Run. We're working on recruiting other providers. So far, everyone who has been approached has been very happy to help as soon as we have explained the scope of the project to them – again suggesting that the project is supported and needed.</p>		

Impact of the project on Year 5 pupils

Pupils from the Grove Primary undertook a musical element in the spring term, followed by a scientific element. During the summer term these children began an outdoor, problem solving element and this requires completion in September 2018. At the end of September, the children will then have a further 6 week block of science.

At the beginning and end of the musical element the children completed a questionnaire relating to aspects of confidence and resilience. This questionnaire showed that 50% of the children felt more resilient and confident to solve problems and consider themselves to be a good learner.

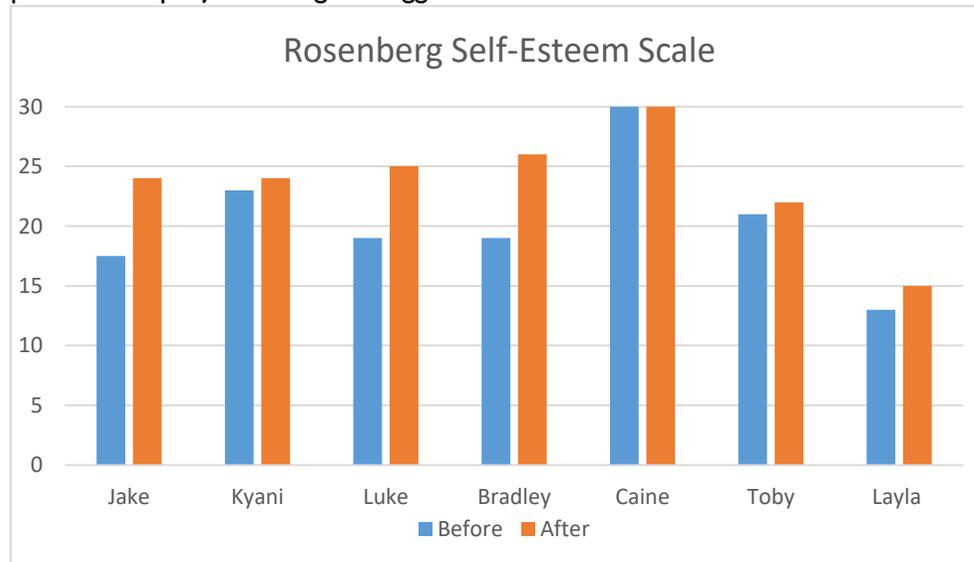
The impact upon learning in the core subjects has been good.

- 67% of children in the project group made a good level of progress (3 points +) in reading, writing and maths.
- Outstanding progress (3.5 points plus): 24% in reading; 19% in writing and 14% in maths.
- During year 3 and year 4, on average (each year) the children in the group made 2.2 points progress in reading; 1.9 points progress in writing and 2.5 points progress in maths.
- In year 5 the same group has made 2.8 points progress in reading; 2.6 points progress in writing and 3.0 points progress in maths.

Attainment has improved in reading and writing:

- 52% in reading are now at age related expectation (14% increase)
- 24% in writing are now age related (5% increase).
- The same percentage are at age related in maths from end of year 4 to end of year 5.

The year 7 pupils completed the Rosenberg Self-esteem Scale before and after the project. Every child's self-esteem increased, with those with lower self-esteem prior to the project having the biggest increase.



Schools	Project title	Status
CB4 Cluster The Grove Primary School; Chesterton Primary School; Mayfield Primary School; Orchard Park Primary School	Developing spoken language	next report due Dec 2018
<p>The first phase to this project has been completed.</p> <p>Phase 1: Training was provided by a SALT at the beginning of the Summer Term. Following this training session, EYFS teachers used the tools provided in the 'Test of Abstract Comprehension' from Elklan to assess the specific needs of children who were identified as falling behind. In other words, those children who at the end of March were not working at 40-60 Developing/Secure in all three areas of CLL. Across the Summer Term, the teachers met as a community of professionals to develop sessions, activities and resources to target the specific areas which have been identified as gaps. During one session, there was an opportunity for the teachers to review the impact of the training and the activities and resources which they had developed, facilitated by the Speech and Language Therapist who was able to offer advice and solutions regarding any problems or difficulties that had arisen.</p> <p>Impact: The EYFS practitioners have identified that the use of TALC to assess the children has enabled them to identify very quickly where the children are and plan activities to support them accordingly. As this assessment tool is more detailed than Development Matters, it allows for a more individualised and targeted approach. In the lesson study sessions, the focus on using Blank Level Questioning for particular areas of provision has supported all adults in their interactions with children, including support staff who were able to use the resources provided by the teachers. In fact, this has extended beyond the specific areas which were planned for and the new knowledge gained by the teachers is supporting the differentiation of whole class and group input in all curriculum areas. As they have grown more familiar with the concrete steps and stages of communication and language development introduced by the Speech and Language Therapist, they state that they are much more confident in generating and implementing next steps for the children.</p> <p>The EYFS practitioners have also commented on how valuable it has been having the advice of an expert professional to draw on.</p>		
Ely St Johns, Ely St Mary's, Millfield	To improve progress in writing across our schools and to diminish the differential for our disadvantaged pupils.	next report due July 2018
<p>Ely St Mary's</p> <ul style="list-style-type: none"> A greater number of Y4 pupils are on track for end of year ARE since autumn, and this continues to increase: 31% on track first half autumn term 2017 → 47% on track second half spring term 2018. The % of pupils making expected progress also continues to increase in an upward trend: 30% first half autumn term 2017 → 65% second half spring term 2018. PP/non-PP progress gap has decreased: gap of 20 percentage points in Dec → 16 in May. <p>Ely St John's</p> <ul style="list-style-type: none"> In years 2, 5 and 6 the gap between PP and non-PP has lessened: Y2 by 9% and Y5&6 by 14%. In year 3 and 4 the gap has increased but the work in books, following the school's focus on developing the three phased model of planning for writing and a focus on developing the quality of writing across the curriculum, shows clear progress across units generally. This was verified by our external visit in our last NOV. 		

Millfield

- The attainment gap between PP and non-PP for writing has closed for Years 3,4 and 5. The gap for Y1 has closed slightly to be only, on average, half a term 'behind' that of the non-PP. From the Dec and Easter data collections, the number achieving 'At Greater Depth' in Y1 and Y5 remained the same. In Y3 it has increased by 1 child (3%) and in Y4 by 3 children 6%(doubled from 3 to 6).

Schools	Project title	Status
HAPP (Hunts Area Primary Partnership) Cluster	Peer Review: a cluster-based approach to School Improvement. It develops a culture of partnership working through school self-evaluation, peer review and school-to-school support. Funding from this bid will ensure that at least 8 identified schools within the cluster will undertake a review during this academic year.	Next report due July 2018
<p>Training to date – led by Helen Barker from The Kyra Teaching School</p> <ul style="list-style-type: none"> • Headteachers from the cluster attended a session with Helen Barker from The Kyra School to ensure that all Heads had a clear understanding of the peer review process and its strengths a tool for school improvement. • Improvement Champion training has taken place to ensure that we have colleagues from across the cluster with the skills and knowledge to lead the Improvement Workshop at the end of each review. • Lead Reviewer training has taken place to ensure that all Heads who are leading Reviews understand the process and their responsibilities and the expectation placed on them. • Resources produced (and included as part of this review) • A Memorandum of Understanding has been produced to ensure that all schools involved in Peer Review understand their roles and responsibilities. This document is signed by all schools in the Peer Review Partnership. • A Procedures and Protocol for the review has been produced which sets out the process and what needs to happen at each stage of the process. This gives absolute clarity about what needs to be done at each stage of the process. • Concerns protocol – document shared prior to all Peer Reviews which sets out what to do if you are concerned about anything that you see in a school that you are reviewing e.g. linked to Safeguarding or Health and safety • A template letter for schools to complete and send to the Review school so that details of the review team can be added to their Single Central Record. • A timetable template for each review has been designed to ensure that all staff understand their commitment. • We have produced templates for what will be recorded as part of the pre-meet as well as the outcomes document following the review. <p>3 reviews have taken place to date.</p>		
Abbey Meadows, Bewick Bridge, Cherry Hinton, Colville, Trumpington Meadows; Fawcett, Morley Memorial, Newnham Croft, Park Street, Queen Emma, Queen Edith, Ridgefield, St Luke's, St Matthews, St Pauls, St Phillips, The Spinney.	Maths Mastery through progression in Calculation	Next report due Oct 2018
<p><i>We have pushed back the training date to 5th June because we wanted to give schools the best opportunities to take part and away from SATs. We have decided that our baseline data collection will happen at the training as we can ensure we achieve a 100% return rate for minimum administration. Schools will then have the following 6 weeks to implement what they have learnt. We will then conduct Questionnaire 1 at the end of the summer term. We have decided to let the schools themselves apply for the monitoring visits / half day support. We are expecting them to apply for this in the days following the training session. For now we're working on getting firm commitments from schools to engage in the project. Questionnaire 2 is likely to be circulated after half term in the Autumn Term. We originally stipulated that the project will last for 6 months from the initial training day. We will therefore be able to report back on the project's achievements just before Christmas.</i></p>		

Schools	Project title	Status
Linton VC	Getting Gritty is aimed at disadvantaged students. It provides this group with aspiration, confidence, increased self-esteem and practical strategies to develop grit and resilience. The project is an “early help” intervention and will consist of eight, one hour sessions.	Completed

GETTING GRITTY
AN ACTION RESEARCH PROJECT ON RESILIENCE: CAN WE TEACH STUDENTS HOW TO BE GRITTY OR RESILIENT?

Introduction

Getting Gritty was an idea that developed from personal experience. As I supported my own son, who is 8 years old, to become more gritty / resilient I became interested in the concept of teaching grit / resilience. Moreover I questioned if grit / resilience could be taught to secondary aged students.

The **BIG** question became:
Can we teach students how to be gritty or resilient?

Methodology
(from an abstract idea to something concrete)

1. Research / reading group was used to **promote an awareness** of and **curiosity** into **grit / resilience** research. This also provided a platform to introduce **Getting Gritty**.
2. Further **publicity** of **Getting Gritty** resulted in a **team of 15** colleagues coming together to form a **development / research group**. The development / research group included a **senior educational psychologist, teachers** from across the curriculum, **teaching assistants** and a **governor** (designated mental health governor).
3. Senior educational **psychologist**

Methodology Cont'd

formally **launched Getting Gritty** with development / research group. Highlights from this first meeting included exploration into key terms; sources of resilience; the importance of resilience and moving forward in our project.

4. The **Connor-Davidson Resilience Scale** was administered to 161 Y7 students. It requires a self-rating of 25 questions. Overall scores are from 0 – 100, with higher scores indicating higher resilience.
5. Lowest CD-RISC responses were used **along with teacher knowledge / understanding** of students to identify the **Getting Gritty** group: **11 students** (7 males, 4 females).
6. The **development / research group** wrote a **bespoke 7 week intervention project** using **The Resilience Framework** (adapted from Hart et al., 2007).

Getting Gritty 7 sessions:
INTRODUCTION | BASICS | BELONGING | LEARNING | COPING A | COPING B | CORE SELF

Connor-Davidson Resilience Scale Results	
Overall Mean Score (161 students)	64.27
Overall Mean Score of Getting Gritty Group (8 students)	87.62*
* 3 students who became part of the group were absent for the first rating.	

Impact

CD-RISC Scores Pre / Post Getting Gritty

Student 3 and student 9 were absent for the first CD-RISC assessment. Student 11 was absent for both CD-RISC assessments.

Feedback / Testimonials

"I can now believe in myself" (student)
 "I loved everything we did" (student)
 "I felt like I was part of this group" (student)
 "This has helped me a lot with confidence" (student)
 "There has been a marked improvement at home in the last six weeks" (parent)
 "There has been an increase in interest and wanting to do well" (parent)
 "He has absolutely loved it. One day he forgot his **Getting Gritty** folder and I had to go home and collect it. He really looked forward to the sessions" (parent)

Next Steps

- include **Getting Gritty** on the 2018 / 19 Support Hub intervention menu
- Repeat the intervention with a more refined version
- Present **Getting Gritty** at SSAT Leading Edge Conference October 2018
- Launch a mindfulness 10 week course

Park Lane Nursery, New Road Primary, Park Lane Primary, Sir Harry Smith Community College.	Identifying and reducing the impact of Speech, Language and Communication Needs (SLCN) on pupils' outcomes and welfare	Next report due Oct 2018
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Wave 1: Working towards a communication-friendly school culture where staff are well able to identify and support pupils with Speech, Language and Communication Needs (SLCN)			Wave 2: Providing group therapy to pupils identified by teachers as having SLCN	
Baseline – Jan 2018	Review – Mar 2018	Progress – Aug 2018	Mar 2018	Aug 2018
Training on identification of SLCN provided to all staff at Park	Staff at Park Lane and New Road have appropriately highlighted children	76 % of pupils referred have been seen for assessment and/or therapy.	Four groups running at Park Lane and New	Previous groups finished and reports written. A further five groups running at Park Lane and

	Lane and New Road (previous academic year)	showing signs of SLCN		Road, impacting sixteen children.	New Road, impacting twenty-six children. Overall, 50% of children identified as showing signs of SLCN have now been included in therapy groups (a further 3% were offered group therapy but parents did not consent).	
	Training in Makaton provided to Nursery and Reception staff at Park Lane (previous term)	Reception staff using Makaton signs in class; teaching signs as part of theme work	Makaton training provided to TAs at Park Lane and New Road schools.	Groups not yet running at SHSCC.	Three groups running at SHSCC, impacting 11 pupils.	
	Staff self-assessment not carried out	Staff self-assessment completed (details below)	Training on 'The Communication-Friendly Environment' provided to teaching staff at the primary schools and nursery. Training on 'Comic Strip Conversations' delivered to TAs at SHSCC. Information bulletins provided to SEND team at SHSCC to be shared with wider teaching team. Monthly update and CPD emails sent to teachers and TAs.			
	No SLCN Toolkit in place for staff	SLCN Toolkit provided to all staff at all three schools	SLCN Toolkit referenced in every session summary sheet.			
			Non-Negotiables for Communication agreed and on display in every classroom at Park Lane and New Road.			

Newton Primary, Offord Primary, Great Paxton Primary

Mathematics Roadshow to accelerate the achievement of disadvantaged students and young carers.

Next report due Nov 2018

What did we learn?

- New things to do with shapes, planning ahead, to never give up, lots of different ways to approach a challenge, practising maths will help us get better, team building, making our brains work hard, to persevere and work together, being in a team can help you solve a problem, that maths is fun!

What helped you learn?

➤ Hands on learning, having equipment, older children to support us, working with a partner, talking our ideas through, small groups, brightly coloured enticing activities, a large variety of tasks and challenges to complete, clear instructions, getting it wrong, the equipment gave me confidence to keep on trying

What hindered your learning?

➤ We needed more time please!

If you were to do this again, what would you change?

➤ Have more time – our session went far too quickly – a full day for each class! A few challenges without equipment. More stations of the same activity. Even more activities!

What did you enjoy the most?

➤ The whole session, working together, practical activities, everything, the introduction made us think, working with new people, Mr Casey being at school. We found out that maths is fun!

Schools	Project title	Status
Peckover Primary	A project that specifically targets three of the main areas identified by Ofsted as barriers to the achievement of disadvantaged children: <ul style="list-style-type: none"> ➤ exposure to limited vocabulary from an early age ➤ can't afford access to extra-curricular activities and lack of aspirations ➤ hard to reach parents/ parental engagement 	Next report due Jan 2019
<ul style="list-style-type: none"> ➤ We have sourced a list of possible authors and books and are working Pop Up Projects CIC to book authors and source selected books. ➤ We have chosen 3 year groups to take part in the project in order to have the best possible impact on progress in reading. ➤ These year groups have investigated the available books and chosen a suitable title based on their current topics and creative curriculum. ➤ These teachers are now beginning to plan teaching sequences for reading and writing based around the book and linked to their topics and medium term plans. ➤ The books will be ordered shortly and then authors will be booked to deliver an outdoor learning day based on the book towards the end of these teaching sequence. ➤ Class teachers are currently identifying suitable, exciting outdoor locations to host the outdoor activities with the authors. ➤ I will then liaise with Pop Up Projects to ensure books are delivered in a timescale to suit the planned teaching sequences and that authors are available and booked for the dates and locations chosen by class teachers. ➤ I am currently investigating the most effective ways for us to publish and sell the children's work at the end of the project to ensure sustainability. 		
Stretham, Little Thetford, Rackham, Wilburton, Waterbeach, Mepal & Witcham, Robert Arkenstall, Sutton, The Harbour, Witchford VC	Promoting emotional wellbeing in the school community	Next report due Sep 2018
<p>Teacher Training Sessions: Blue Smile will deliver training on Self Care and Managing Mental Health in the Classroom: the training at Waterbeach Primary school and Robert Arkenstall Primary school on 16th April will involve 50+ staff from Waterbeach Primary, Mepal and Witcham Primary, Little Thetford Primary, Robert Arkenstall Primary, Wilburton CofE Primary, Stretham Community Primary and The Harbour school. This training will also be delivered on 11th and 25th June at Witchford Village College as a twilight for staff at Rackham Primary and Witchford Village College.</p> <p>Pupil 2-hr Workshop - Primaries only: Each Witchford Area Schools Partnership primary school will have a workshop for selected pupils in their school: the subject will be determined by each school. Blue Smile are in the process of contacting each headteacher to organise this. This will also include a 2-hour follow up session.</p> <p>Staff professional 1:1 mentoring support:</p>		

Schools to be involved are Rackham Primary, Wilburton Primary, Robert Arkenstall Community Primary and Mepal and Witcham Primary. A teacher from each school will have 5 sessions with Blue Smile to consider personal and professional issues affecting work.

Schools	Project title	Status								
Granta School, Spring Common, Samuel Pepys, Castle, Highfield (Ely), Meadowgate.	Assessment in PE – something we do with children, rather than to them.	Next report due Jan 2019								
	<table border="1"> <thead> <tr> <th data-bbox="638 352 1128 387">How will the project be evaluated?</th> <th data-bbox="1128 352 1599 387">Progress</th> </tr> </thead> <tbody> <tr> <td data-bbox="638 387 1128 555">1. Needs analysis through sharing of practice across network to review current assessment protocols being deployed</td> <td data-bbox="1128 387 1599 555">Individual meetings with SEND PE Subject leaders in Cambs settings Attendance at Living Sport Disability Network</td> </tr> <tr> <td data-bbox="638 555 1128 687">2. CPD across the network of special schools (The respective PE Leads) to review key principles of assessment for learning and how this applies to PE</td> <td data-bbox="1128 555 1599 687">Convened meeting of PE Subject leaders 25/04/18 to review AfL, and the implications of the Rochford review.</td> </tr> <tr> <td data-bbox="638 687 1128 884">3. Facilitation of PE coordinators' Network twilight meetings to review National Curriculum for PE (2013), EYFS statutory framework, and other key documents to agree an infrastructure, and rubrics for PE: Summer vacation / recess 2018</td> <td data-bbox="1128 687 1599 884">Development of a workable / intuitive PE assessment framework</td> </tr> </tbody> </table>	How will the project be evaluated?	Progress	1. Needs analysis through sharing of practice across network to review current assessment protocols being deployed	Individual meetings with SEND PE Subject leaders in Cambs settings Attendance at Living Sport Disability Network	2. CPD across the network of special schools (The respective PE Leads) to review key principles of assessment for learning and how this applies to PE	Convened meeting of PE Subject leaders 25/04/18 to review AfL, and the implications of the Rochford review.	3. Facilitation of PE coordinators' Network twilight meetings to review National Curriculum for PE (2013), EYFS statutory framework, and other key documents to agree an infrastructure, and rubrics for PE: Summer vacation / recess 2018	Development of a workable / intuitive PE assessment framework	
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Virtual School for Looked-After Children	The initial project is to accelerate progress and secure good attainment in English and Mathematics for Looked After Children (LAC) in Year 6 , enabling these children to achieve their full potential at the end of their primary schooling and in their SAT tests in May 2018.	Next report due Feb 2019								
<p><i>Of the 18 schools invited to join the Tute and Holiday Learning Projects 11 pupils (61%) engaged in Tute and 3 pupils (16.6%) in the Holiday Learning Project.</i></p> <p><i>Of the 11 pupils who engaged in Tute online Learning 4 (36.3%) passed the SATs Reading, Writing and Maths combined. However, from their starting points 10 pupils (90.9%) made expected or better than expected progress from their starting points in at least two subjects.</i></p> <p><i>Of the 3 pupils who attended the Holiday Learning Project held in February half term and Easter holiday 1 (33%) passed the SATs Reading, Writing and Maths combined, 1 passed 2 out of 3 SATs missing the pass mark by only 2 points in mathematics, and 1 scored well below the pass mark. However, 2 of these 3 pupils made better than expected progress.</i></p> <p><i>Tute: Pupils and staff feedback was generally positive with the majority of pupils saying that they enjoyed the sessions and that the skill they learnt gave them more confidence. Suggestions were made that the sessions could have been more bespoke to the individual, which has informed the changes made to Phase Two of the project.</i></p> <p><i>Holiday Learning Project: The 3 young people who engaged attended all of the sessions which were held in two schools where two of the pupils attended. They stated that they enjoyed the activities, and were especially positive about the active maths sessions which were tailored to the individual pupils and were lively and physical. Feedback from the pupils enabled us to tailor the sessions to break up the length and to vary the styles of learning.</i></p>										

Yaxley Infants, Fourfields, Hartford Infants, plus other A1 cluster schools	Creating Optimum Conditions for Learning in EYFS and KS1 provision: enquiry based learning	Next report due Sep 2018
<p>All 6 schools who have actively taken part (2 have dropped out) - YIS, HIS, SIS, Alconbury, Fourfields and Ramsey Spinning - carried out the Leuvens scale for an initial baseline of wellbeing.</p> <p>All six schools have had half day visits from a senior consultant from Early Excellence: Lynda has written individual school specific reports.</p> <p>General summary of findings based on HT feedback:</p> <ul style="list-style-type: none"> • Provision needs to work harder • Progression of resources is key • Declutter- less is more and increase organisation, involving the children in the process • Ask each individual resource what is its purpose? • Display and use of colour- carefully • Natural, highly organised, essential, high quality- Less poundland and more John Lewis! 		

Schools	Project title	Status
CEYTSA Bottisham Primary, Chesterton Nursery, Patacake Day Nursery, Beach babies, Meridian Primary school, Chesterton Primary school, Abbey Meadows Primary	Improving Literacy outcomes for all through a supported training package based around the regular use of Core Stories, Story trails and Helicopter stories. Nursery schools have evidence to demonstrate the benefits of this approach.	Next report due Nov 2018
<p>All training was evaluated by those attending with the opportunity to comment and rate training with 1 being highest scoring. All evaluations from all trainings were rated as a 1. I have kept comments and can evidence these as required.</p> <p>The feedback suggested that this kind of practical training session was very much appreciated by settings and they are looking forward to a follow up visit from us in the Autumn/Spring to further develop either story trails, Helicopter stories or Core Books with them once they have chosen the area they wish to focus on.</p> <p>Participants were encouraged to come to our settings for further advice should this be required before the follow up visit.</p> <p>Whilst we would have hoped more settings had taken up the offer we are confident that those that have found it extremely useful. We plan to re-run Core stories training again in the Autumn Term at Huntingdon in order to make it easier for settings in that area to attend.</p>		
All	CambEdFest	Completed
<p>Feedback from presenters;</p> <p>“It was inspiring, uplifting and inclusive. Fun, focused and festive. All credit to Rae Snape, the organisers and all contributors and participants. This is how education conferences should be. Congratulations.” Professor Alma Harris*</p> <p>“Incredibly well organised and brilliant communication in the lead up to it - great thought provoking event.” Jonny Walker*</p> <p>“I have never been to a more optimistic conference...I loved speaking and meeting everybody....Well done to you and your team. What a slick event. Lots of food for thought and fun.” Amjad Ali*</p> <p>“Of all the education events, the one with the most positive energy and camaraderie. Congratulations, one and all, and thank you for the privilege of taking part.” Lucy Rycroft Smith & JL from Flip the System UK*</p>		

“It was such a wonderful event and full of positive energy. I spoke to many flamingos and heard great feedback mentioning how they felt inspired and really enjoyed the festival. Thank you so much to all event team - for your enthusiasm, vision, dedication and energy to make this happen. We are changing the world for a better place, one day at a time.”
Natacha Wilson, Random Acts of Kindness Foundation*

The **festival-goer teachers** were dubbed ‘flamingos of hope’ because collectively they showed that they want to optimistically and joyfully celebrate their profession as ‘the best job in the world!’. Each were asked what their key ‘take-away’ ideas were from the day; ...”belief in myself as a teacher... to be brave...the power of teacher collaboration... remember to be human in the face of adversity...”

They summarised;

“What a fantastic atmosphere, plenty of joy and laughter”

“Thankyou for an inspirational and joyful day. I am proud to be a teacher and a flamingo of hope

“It was refreshing to attend such an upbeat event that still acknowledged the challenges but approached them with positivity and as opportunities not barriers.

“Huge range of presenters – just fab – thankyou”

“Thankyou for an exceptional experience. Best CPD I have been to in a decade – full of inspiration and good vibes, outstanding organisation and wonderful people. A real treat! The perfect balance and combination of professional rigour and the warm fuzzy friendly feel – and we loved the vegan food – you have thought of everything! Flamingo Power!”

<p>Littleport Community Primary/ East Cambs and Fenland Research School,</p>	<p>Cambridgeshire Culture Card live prototype project This project will be delivered in partnership with Cambridge City Council and is a live prototype of the Cambridgeshire Culture Card scheme. The project has three strategic aims:</p> <ul style="list-style-type: none"> ➤ Increase children and young people’s access and participation in art, culture and libraries; particularly for those from low-income backgrounds or who face inequalities of access ➤ Recognise and acknowledge children and young people’s engagement in art, creativity and culture; and its contribution to their learning, skills and career development ➤ Provide robust, relevant and visible evidence of the impact of cultural engagement on children and young people, including upon educational and non-academic outcomes 	<p>Jan 2019</p>
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Timescales have shifted from those originally stated in the bid.. This is largely due to issues at the implementation stage as well as with GDPR and the need to increase and have consent forms legally checked. As Littleport's bid to the CSIB is part of a wider project (involving 5 establishments) this is unavoidable.

The prototype is currently live and as a result outcomes are not yet ready to share in full. The live prototype will end on November 26th at which point data will be analysed and impact against the above aims will be analysed to allow the project to move forward.

Phase 1:

Sign up of families to the culture card project. Part of this process included engagement in school workshops where the families helped build and design the app and give the project a name; ‘Xplore’. Baseline information relating to all the families has been securely transferred for tracking, including academic information and a PASS (Pupil Attitudes to Self and School) survey.

Phase 2:

The app is currently live, families are using the app to log on, find out what is happening where and attend events. In addition they are using the app to gain rewards as they attend and get involved in different events.

Phase 3:

The prototype trial phase using the app and email links is currently in progress and will end on November 26th at which point end of project data will be collated to compare to baseline. Next steps for roll out of the project on a larger scale will be considered using evaluation to learn from the prototype phase.

Engagement:

*38 pupils (and 60 parents/carers) have signed up to be involved in the prototype and are currently accessing the app and the information about cultural events within their area.
18% of these families are PP, FSM or Ever 6.
*GDPR had a significant impact on engagement (the consent form was 4 pages long which disengaged some families at the point of signing)

Schools	Project title	Status
Melbourn & Meldreth	Mindfulness Training for Teaching Staff	Delayed.