

From: Patrick Leeson, Corporate Director for Education Learning and Skills
Sue Rogers, Director of Education, Quality and Standards.

To: Schools Funding Forum

Subject: Report on the development and progress of school-to-school collaborations in Kent

Summary:

This report sets out the progress achieved by school-to-school collaborations since September 2012 and funding was initially allocated by the School Funding Forum . It summarises the available data on improvement and the way in which the funding from the Forum has been used. It also presents the current picture of the strengths of collaborative working and aspects for further development of school to school support across Kent.

The Funding Forum is requested to consider allocating a third year of funding for this work, to develop it further and achieve a more mature school to school support system that produces clearer gains for pupil outcomes and school quality. If a third year of funding is approved by the Forum it is suggested that any allocations to school collaborations should be accompanied by matched funding from the schools' budgets as a way of gaining more sustainability for the collaborative school to school support system in the future.

Introduction

1. Developing school to school support through more systematic collaboration between groups of schools is a key priority in the KCC School Improvement Strategy. It is focused on accelerating the rate of improvement in Kent schools by using the strengths of schools to help other schools, through sharing best practice and by Headteachers and other staff working more constructively together across groups of schools and by giving teachers access to practice outside their own school.

2. In 2012 when we began this programme to develop collaborations in Kent, there was much excellence and good practice in Kent schools but we were not yet making the best use of it. This programme, supported by the School Funding Forum, was designed to create the chemistry of widespread improvement through collaboration and all schools and colleges were invited to participate.

3. It is of great strategic importance to promote and support excellent schools in every part of the county. In 2012, however, only 70% of secondary schools and just over half of primary schools were good or outstanding. Over 100 primary and secondary schools were below the government's floor standards at key stages 2 and 4, and 115 schools had remained satisfactory for two or more inspections. Almost 30% of pupils transferred from primary to secondary school with low standards in reading, writing and mathematics. About 40% of 16 year olds did not achieve five good GCSE passes including English and mathematics and this figure increased to 72% for students from low income backgrounds.

4. Since then there has been much improvement, standards have improved at each key stage in 2012 and 2013 and more schools are now good or better. Key Stage 2 and Key Stage 4 results have improved by 4% and 6% respectively since 2011. Currently 74% of schools are good and outstanding, including 71% of Primary schools, 83% of Secondary schools, 79% of Special schools and 87% of Pupil Referral Units. Nationally 80% of schools are good or better.

5. The work of the school to school partnerships, or collaboratives, has played a significant part in achieving this improvement in school quality and standards.

6. At the same time other developments in Kent have promoted collaboration. The devolution of the Specialist Teaching and Learning Service to 12 lead Special schools now provides regular collaborative support for special educational needs through the weekly inclusion forum team meetings. These also draw on the outreach support provided by all Special schools for mainstream schools.

7. The review and re-organisation of the Pupil Referral Units devolved or delegated the funding to PRU Management Committees made up of local Secondary Headteachers, or groups of Secondary schools providing a shared service with no PRU. This has resulted in greater sharing of accountability and good practice in supporting pupils at risk of exclusion.

8. The Kent Association of Headteachers has played a key role in supporting and driving forward these developments.

9. Currently there are 77 collaborations comprising a mix of nursery, primary, secondary, special schools, academies and local authority schools. The majority of schools (82%) belong to a collaboration. Out of all the Primary, Secondary, Special and PRU establishments in the county (591), only 106 do not belong to any type of collaboration. Taking part are 55 % (56/101) Secondary Schools; 90% (402/449) of Primary Schools; 12.5% (2/14) of PRUs and 100% (24/24) of Special Schools.

10. The majority of the collaborations are working on three key themes: to improve attainment and standards in English and mathematics; to improve the quality of teaching and learning within the collaboration; and to improve the quality of leadership at all levels. These are combined with priorities to narrow the attainment gaps between vulnerable learners and others and improve outcomes in Ofsted inspections.

First Year of Collaboratives

11. In June 2012, following the allocation of £5.2 million from the Schools Funding Forum, schools were invited to form collaborations. These collaborative partnerships were encouraged and brokered by the local authority among groups of schools to include all phases and types of schools. The schools were invited to bid for funding against an action plan designed to deliver key improvements in teaching quality, school performance and pupil outcomes across the collaboration. These plans were submitted to the Local Authority. Schools were given a financial guide of £7,000 per primary and £12,000 per secondary school in order to produce a plan with a financial framework for activity.

12. 60 Collaborations, involving over 400 schools, were formed in the first round of funding. Most collaborations had their plans approved and the money was released in autumn 2012. As the collaborations varied between established groups of schools that had already built a trusting relationship to very new groups of schools beginning to work together, the local authority actively supported their development as part of KCC's school improvement strategy to promote more effective school to school support. In March 2013 all collaboratives were asked to complete a qualitative assessment of their initial progress. The responses were collated and a report shared with the Funding Forum in the summer of 2013.

13. The summary of that report reflected that most collaborative groups reported progress on a variety of priorities for improvement including:

- Developing leadership capacity at all levels
- Improving the percentage of good and outstanding teaching
- Developing best practice in all areas of the curriculum with particular focus on Literacy and Numeracy
- Sharing best practice and providing challenge across their schools through learning walks, joint lesson observations and other forms of peer review
- More efficient CPD through shared development days
- Joint school conferences around reading, writing and mathematics
- Developing Governance

14. In October 2013 the collaboratives also submitted a quantitative report based on school results in 2013. It is important to note that caution is required in drawing conclusions about the impact of the collaborative work on school to school support from one year's attainment and progress data.

15. As a result of more robust analysis of the data and the improvement targets agreed by schools, it was evident in the second bidding round in 2013 that the action plans contained more specific priorities for improvement and the expected outcomes for teaching quality and pupil outcomes. The evaluation process is now in place ready to report on achievement and attainment data for collaborations between July 2013 and July 2014.

Outcomes from School to School Collaboration

16. The data presented below reflects one set of attainment data that was available in 2013. The attainment of the collaborations against national examination results is variable but these results reflect less than a year of collaborative working. Further in the report there is a breakdown of the impact on school improvement that can be directly attributed to collaboration activity. Overall

- 47 out of 76 collaboratives (62%) achieved improvements in KS2 or GCSE results
- Over half of the collaborations improved Key Stage 2 writing
- Writing improvements were better than mathematics.
- From the data supplied, not all partnerships improved both core subjects, English and mathematics
- Most partnerships reported a rise in good or better teaching across schools.

17. Progress in Ofsted outcomes means that 34% of the collaborations (26/77) now have more than 75% of their schools judged as good or better. 14.5% (11/77) have 100% of the schools judged as good or better. At the same time 17% (13/77) have at least one school in category and 37% (28/77) do not currently have one or more school judged as outstanding. As the collaborations continue, these figures will be tracked to show the further improvements made.

18. The table below shows some of the percentage increases in pupil attainment and progress for collaboratives in 2013 compared to 2012. There was a decline in results in 14 of the early collaborative groups in 2013.

	% L4+ R, W & M	% % 2 Levels Prog Eng 2013	% % 2 Levels Prog Maths	% 5 A*-C inc En & Ma	% Expected Progress English	% Expected Progress Maths
BRESIC	36	7	3	6	13	2
West Malling & Malling School - sch to sch partner	4	13	13	10	22	1
Urban Folkestone School(Folkestone Urban Hub)	17	10	4	6	9	5
Great Expectations Learning Alliance (GELA)	2	1	3	9	17	4
DASCO Computer Science Cluster	6	10	14	2	0	1
Temple Hill & Oakfield Collaborative Reading Proj	18	5	10			
EAS Hub	4	13	11			
West Ramsgate Ach Partnership (WRAP)	3	8	14			
Weald Consortium	6	9	8			
WK Rural	1	15	6			
Canterbury Collaborative				5	6	9
Wrotham/Mascalls Partnership				3	13	2
Dartford Pupil Premium	7	9	1			
Maidstone Col Oakwood Pk Post 16				4	6	3

Tunbridge Wells Mini Collaboration	4	4	5			
Tunbridge Wells Schools Collaboration	4	4	5			
Canterbury Academy Post 16 Bid				2	7	3
Deal Learning Alliance	5	2	3			
Hawkinge Hub Plan	3	0	6			
Rural Swale Schools Collaboration	4	3	2			
Samphire Hub	5	2	1			
Collaboration of St James', St John's & Pembury	1	1	6			
Gravesham Rural Collaborative	1	0	1			

Second Year of Collaborative Funding

19. In May 2013, the Schools Funding Forum agreed a second tranche of funding, £2.5 million, for the further development of school improvement collaboration. Appendix A of this report lists all collaboratives and the allocations of funding that they received. Some collaborations will only show one figure as they may not have continued from 2012-13 or indeed be new collaborations that emerged in September 2013.

20. Financial support for the collaborations is substantial. Two collaborations have received over £300,000, one has received over £200,000, nine groups of schools have received between £100,00 and £200,000, ten collaborations have received between £75,000 and £100,000 and 18 groups have received more than £500,00.

21. It was agreed with the Kent Association of Heads (KAH) that they would oversee the bidding and allocation process for this second year, supported by Local Authority School Improvement Advisers. This was achieved by all four KAH Area Boards and the money was in school budgets by late autumn 2013.

Focus of Improvement

22. This section of the report focuses on three areas of collaboration development and improvement since September 2012:

- Collaboration Priorities – what has the focus been for improving practice?
- Collaboration Activity – what have the collaborations been doing?
- The direct impact of collaboration activity on school practice – what difference has this made to improving the key areas of leadership and teaching quality.

Collaboration Priorities

23. There has been some commonality across the collaborations around priority areas such as:

- To further improve the quality of teaching and learning across all schools so that all teaching is good or better
- To increase the rate of progress in English and Maths from KS1 to KS4 so that all schools with specific reference to vulnerable groups are at least in line with national figures or the school trend is upward.
- To ensure that all schools across the collaborative are engaged in improvement activities and prepared to share best practice
- To further develop senior leaders in order to ensure succession planning including a focus on middle leadership
- To work towards a mature collaborative that will impact positively on attainment and progress
- Preparation for the introduction of the new National Curriculum
- Moderation activities across all schools within the collaboration

24. Other improvement priorities include:

:

- Governors' skills in reviewing and evaluating the quality of teaching and learning and standards of attainment in their school
- Transition procedures to ensure good progression for all pupils and especially vulnerable groups between all key stages and points of transition
- Supporting schools at risk of an Ofsted category
- The skills and knowledge of Teaching Assistants to support learning
- Effective use of pupil premium in closing the gap
- Effective progress tracking system in the EYFS
- Ensuring that all schools are graded good or better for behaviour by focusing on behaviours for learning
- Sharing knowledge and improving the effectiveness of SENCOs
- Effective parenting programmes focused on parents supporting their children's learning
- Improving attendance across all schools in the collaboration

25. These priorities reflect a wide range of improvement activities which have developed the skills of teaching and non-teaching staff, improved middle leadership and contributed to better Ofsted outcomes.

Collaboration Activity

26. As a result of these priorities we have seen a wide range of collaboration activity. This has included:

- Joint development days
- Joint leadership work which has included learning walks, work scrutiny and Ofsted training
- Moderation groups for assessment in all subject areas across the schools
- Joint lesson observations by teachers and leaders across all year groups

- School to school visits by a wide range of staff with focus on sharing best practice
- School reviews
- Purchasing of joint resources such as EP time and speech and language therapy,
- Joint commissioning activity such as external speakers for training days

27. Each school to school collaboration has developed activity that meets the needs of its group of schools. Most collaborations have undertaken a skills audit across their schools and have identified the areas for improvement and the strengths in their particular partnership.

28. In addition where they do not feel that they have sufficient strength to ensure the development of good practice they have commissioned support from a variety of sources including Teaching Schools, Academy Trusts, the LA and external organisations such as NCTL and SELT.

29. As a result there is clear evidence that the development of more effective collaboration has supported:

- Consistent understanding of standards and expectations across collaborations
- Portfolios of moderated work to enable teachers to make secure assessments
- Joint lesson observations that are sharing good practice reflected in paired and triad coaching and mentoring arrangements between schools
- Subject Leader appraisals showing increased impact of middle leadership on the three key priorities
- Common policies across the collaborations on areas such as behaviour, attendance as well as the curriculum for Reading, Writing and Maths
- Development of alternative curriculum arrangements between primary and secondary schools working in collaboration.

Recommendations for further development of collaborative practice

30. The recent review of the school collaboratives has identified the need to support the further development of this work towards a more mature school to school support system and improve the evaluation of impact. The following recommendations have been identified:

- Improve the measurement and evaluation of impact
- Link improvements in teaching to gains in pupil achievement
- Share best practice with other school partnerships
- Focus on assessing value for money and benefits that schools could not achieve alone
- Increase the focus on Ofsted outcomes and pupil achievement gaps
- Develop more federated and trust arrangements
- Develop some collaboratives as teaching school alliances.

31. The bids submitted for the next round of funding, should the Forum agree future funding, will require further refinement of quantitative outcomes for learners across the collaborations.

32. The consistency of the action plans, the required reports and the monitoring of collaborative activity and performance is essential in order to evidence the significant benefits that collaborations are describing in reports to date.

33. A new report format has been agreed with KAH for the next set of school reports that will be available in September 2014 following the national examination results this year. The summary report will provide a more meaningful analysis of the impact of the collaborations with a two year data trend and this will be presented to the Funding Forum in the Autumn term 2014.

34. In addition a new Quality Development Framework tool has been developed with Canterbury Christchurch University to support the growth and development of collaboratives across the county. This framework aims to support school to school collaboratives in:

- Measuring the difference they are making
- Getting and demonstrating results
- Getting a return on investment and achieving value for money

35. The categories of good practice and development of a more mature way of working are:

Emerged - Good practice in this category reflects clarity of purpose and coherent planning. Provision addresses all collaborative schools' needs, local needs and there will be a clear link with the purposes and goals of the collaborative to meet school improvement and pupil outcomes. Arrangements are in place to deliver on their agreed action plan and there will be a continuing commitment to the long term development of the collaborative.

Embedded - Good practice in this category is demonstrated through a commitment to continuing improvement and increasing school-to-school ownership. There is wide access to the full range of school improvement activities and services through direct provision, signposting or commissioning. Collaboratives are self-critical, able to address weaknesses and build on strengths, using self-evaluation effectively in the development of their short, medium and long term plans.

Enhanced - Good practice in this category represents the leading-edge of practice, involving staff, pupils, parents/ carers, the wider community and multi-agency partners in goal setting, planning and developing the collaborative. These school collaboratives have the conviction, confidence and expertise to train and to lead others as centres of excellence, in all areas of school improvement and collaboration.

36. At present most school collaborations in Kent are in the emerging and embedded categories, with a small number in the enhanced category. This latter category of schools are those that are now ready to deliver as Kent Teaching School Alliances, alongside the existing nationally accredited Teaching Schools, in offering support to a wider group of schools.

37. We have piloted this framework and schools confirm its value in:

- helping, through a process of review, to ensure that collaborative activity is closely linked to overall purposes and is specifically targeted at identified needs e.g. improving outcomes for disadvantaged groups
- pin-pointing areas for development and helping set priorities for future action
- ensuring that all stakeholders, including staff, parents, governors, pupils and the wider community, are involved in delivery and development of the collaborative through consultation, planning, delivery and review
- providing a foundation for building partnerships with other agencies and services, including the youth service, social, health and other services, based upon recognised standards of good practice
- providing a benchmark for internal and external comparison.

Conclusion

38. Schools have been in receipt of funding for this work since December 2012. It is only in this school year and the allocation of the second round of funding that we are beginning to see more significant collaborative work and the gains that are being reported in improving school performance and outcomes. Schools are overwhelmingly positive about the work and report many advantages, more cost effective ways of working and more effective joint training and support for school staff.

39. All the funding has been allocated to schools on the basis of clear plans and targets approved by KAH and Senior Improvement Advisers, and schools are committed to regular monitoring and reporting on progress. There is clear accountability for the use and value for money of this funding allocation from the Forum. There have been clear gains to date in improving the quality of education in Kent, and in securing stronger partnership between schools of all types and between schools and the local authority. There is a genuine sense in which this work has strengthened the Kent family of schools, and good and outstanding schools are making a clear contribution to the improvement of other schools as a result.

40. Improved evaluation procedures have been put in place to evidence more impact on pupil outcomes, the narrowing of achievement gaps, improvements in teaching and Ofsted inspection outcomes. Schools are now more focused on accelerating the progress of schools requiring improvement to become good schools at their next inspection, through the collaborative work.

41. The funding from the Forum has strengthened the role and purpose of the Kent Association of Headteachers in overseeing, allocating resources for, and brokering school to school support in their local areas, working in close partnership with the local authority's School Improvement Service.

42. As we move forward there is clear recognition that school to school support should become an even more effective way of delivering school improvement, that it should be one of the main ways of helping schools to access support in more cost effective ways and that it makes more sense to make better use of the expertise that exists in Kent schools for the benefit of all.

43. At a time of increasing budget constraint it is invaluable that schools with greater capacity help other schools to improve but also gain themselves from doing so. The

collaborative work is helping to build the capacity for this to happen in a more organised way across the county.

44. The Funding Forum is requested to consider allocating a third year of funding for this work, to develop it further and achieve a more mature school to school support system that produces clearer gains for pupil outcomes and school quality. If a third year of funding is approved by the Forum it is suggested that any allocations to school collaborations should be accompanied by matched funding from the schools' budgets as a way of gaining more sustainability for the collaborative school to school support system in the future.

Appendix

Ofsted Summary

		number of schools	Outstanding	Good	RI	Inadequate	no Inpection yet	% good or better
1	ACE	4	0	3	1	0	0	75
2	Ashford Rural Schools Hub	9	2	5	1	0	1	77.8
3	BRESIC (Broadstairs & Ramsgate Ethos in Schools Committee)	7	2	2	2	0	1	57.1
4	Canterbury Academy Post 16 Bid	15	4	6	3	1	1	66.7
5	Canterbury Collaborative	14	3	6	5	0	0	64.3
6	Canterbury Collaborative Group	2	1	1	0	0	0	100.0
7	Central Ashford Town Schools (CATS)	11	0	9	1	1	0	81.8
8	Coastal Alliance	16	2	9	4	1	0	68.8
9	Collaboration of St James' CEI & CEJ, St John's CEP & Pembury	4	1	3	0	0	0	100.0
10	Cranbrook and Paddock Wood Partnership	13	1	9	2	1	0	76.9
11	Dartford Pupil Premium	3	0	3	0	0	0	100.0
12	DASCO Computer Science Cluster	5	1	4	0	0	0	100.0
13	DASCo Science Cluster	6	1	4	0	0	1	83.3
14	DASCo Teaching Alliance	41	7	23	8	2	1	73.2
15	Deal Learning Alliance	11	0	8	2	0	1	72.7
16	EAS Hub	5	1	2	1	1	0	60.0
17	Educant	6	1	2	2	0	1	50.0
18	Faversham Schools Collaborative	10	1	7	2	0	0	80.0
19	Folkestone Ethos School Improvement (FESI)	5	0	2	3	0	0	40.0
20	Gateway Alliance	16	2	10	2	1	1	75.0
21	Getting Gravesham Reading (Northfleet & Gravesham Alliance)	16	3	8	4	0	1	68.8
22	Gravesham - Improving Standards of Numeracy Teaching	6	1	3	2	0	0	66.7
23	Gravesham E Bacc	4	0	3	1	0	0	75.0
24	Gravesham Learning Partnership (Computer Science)	22	4	10	5	2	1	63.6
25	Gravesham Learning Partnership (for Leadership)	30	4	16	6	2	2	66.7
26	Gravesham Rural Collaborative	12	2	7	0	2	1	75.0

	number of schools	Outstanding	Good	RI	Inadequate	no Inpection yet	% good or better	
27	Great Expectations Learning Alliance (GELA)	7	0	5	2	0	0	71.4
28	Hawkinge Hub Plan	4	0	3	0	1	0	75.0
29	Hythe Hub	7	2	4	1	0	0	85.7
30	IMPACT	6	2	2	1	0	1	66.7
31	Isle of Sheppey Collaboration	10	1	4	4	1	0	50.0
32	Longfield Collaboration	3	1	2	0	0	0	100.0
33	M7 Partnership	8	2	5	1	0	0	87.5
34	Maidstone Collaboration	12	0	2	9	0	1	16.7
35	Maidstone Collaborative: Oakwood Park Post 16 Partnership	7	1	5	1	0	0	85.7
36	Maidstone Ethos School Improvement Company (MESIC)	6	1	1	3	1	0	33.3
37	Maidstone North (prev Consortium F)	10	3	4	2	1	0	70.0
38	Maidstone Rural Anglican Church Schools Collaboration	4	1	3	0	0	0	100.0
39	Maidstone West Collaboration	9	2	3	3	1	0	55.6
40	Mosaic Collaborative	8	2	5	1	0	0	87.5
41	Northfleet Nursery Helicopter Technique	6	1	3	2	0	0	66.7
42	Pent Valley, St Mary's and Morehall	3	0	1	2	0	0	33.3
43	Pilgrims Way Partnership	4	1	1	1	1	0	50.0
44	Raising Achievement in Dover (RAiD)	6	0	4	2	0	0	66.7
45	Raising Attainment in Mathematics	2	0	1	1	0	0	50.0
46	River Collaboration	6	0	3	3	0	0	50.0
47	Rural Swale Schools Collaboration	8	1	5	2	0	0	75.0
48	Samphire Hub	7	1	6	0	0	0	100.0
49	SAMS Collaboration	5	2	1	2	0	0	60.0
50	Sandwich Primary Consortium	10	1	9	0	0	0	100.0
51	Sevenoaks Cluster of Schools	28	6	16	5	1	0	78.6
52	Shepway Rural Mini Hub	6	4	2	0	0	0	100.0
53	Swadelands & NLL - school to school partnership	2	0	1	1	0	0	50.0
54	Swanley Partnership Collaboration	6	0	3	1	1	1	50.0
55	Teaching Schools Alliance - Knole Academy	1	0	1	0	0	0	100.0
56	Temple Hill & Oakfield Collaborative Reading Project	2	0	1	1	0	0	50.0
57	Tenterden Rural Alliance	14	0	10	4	0	0	71.4
58	Thanet Catholic Schools Collaborative	4	0	3	1	0	0	75.0

	number of schools	Outstanding	Good	RI	Inadequate	no Inpection yet	% good or better	
59	The Dover Collaboration of Schools	4	0	2	1	1	0	50.0
60	The Lighthouse Project	2	0	2	0	0	0	100.0
61	The Marsh Group (Shepway Rural Collaboration)	7	0	4	2	1	0	57.1
62	The Valley School Partnership	4	1	1	1	0	1	50.0
63	Tonbridge & Malling 4	4	0	3	1	0	0	75.0
64	Tonbridge and Malling School to School Partnership	12	2	8	1	1	0	83.3
65	Tonbridge Village Collaboration	5	0	3	2	0	0	60.0
66	Transitional School Improvement Partnership	4	0	4	0	0	0	100.0
67	Tunbridge Wells Grammar Collaboration	3	2	1	0	0	0	100.0
68	Tunbridge Wells Mini Collaboration	4	0	3	1	0	0	75.0
69	Tunbridge Wells Schools Collaboration	17	4	10	2	1	0	82.4
70	Urban Folkestone School Collaborative (Folkestone Urban Hub)	5	0	3	2	0	0	60.0
71	Weald Consortium	6	0	1	4	1	0	16.7
72	West Malling & Malling School - school to school partnership	2	0	2	0	0	0	100.0
73	West Ramsgate Achievement Partnership (WRAP)	4	0	4	0	0	0	100.0
74	WK Rural	3	2	1	0	0	0	100.0
75	Wravers (Maidstone Rural Collaboration)	9	0	6	3	0	0	66.7
76	Wrotham/Mascalls Partnership	2	0	2	0	0	0	100.0
77	Kent Association of Special Schools (KASS)	24	3	15	6	0	0	75.0

Number of Collaborations		Number	Percentage
75%+ Good or better		26	34.2
100% Good+		11	14.5
Special Measures school in the collaboration		13	17.1
No outstanding schools in the collaboration		28	36.8

Area	District	Collaboration name	2012/13 Funding (if applicable)	2013/14 Agreed Funding from KAH (if applicable)	Collabtn continuing in 2013/14
South	Ashford	ACE	£42,000		Yes
South	Ashford	Ashford Rural Schools Hub	£56,000	£33,000	Yes
East	Thanet	BRESIC (Broadstairs & Ramsgate Ethos in Schools Committee)	£40,400	£22,500	Yes
East	Canterbury	Canterbury Collaborative	£21,000	£75,000	Yes
East	Canterbury	Canterbury Collaborative Group		£12,000	Yes
South	Ashford	Central Ashford Town Schools (CATS)	£76,000	£37,500	Yes
East	Canterbury	Coastal Alliance	£135,000	£55,000	Yes
West	Tunbridge Wells	Cranbrook and Paddock Wood Partnership	£91,000	£45,500	Yes
North	Dartford	Dartford Pupil Premium		£7,000	Yes
North	Dartford	DASCO Computer Science Cluster		£9,400	Yes
North	Dartford	DASCo Science Cluster		£11,300	Yes
North	Dartford	DASCo Teaching Alliance	£145,000	£56,975	Yes
South	Dover	Deal Learning Alliance	£77,000	£38,000	Yes
South	Ashford	EAS Hub	£35,000	£18,200	Yes
East	Canterbury	Educant	£49,000	£21,000	Yes
East	Swale	Faversham Schools Collaborative	£14,700	£16,350	Yes
South	Shepway	Folkestone Ethos School Improvement (FESI)	£35,000	£10,000	Yes
East	Swale	Gateway Alliance	£44,205	£49,000	Yes
North	Gravesham	Getting Gravesham Reading (Northfleet & Gravesham Alliance)	£129,970		Yes
North	Gravesham	Gravesham - Improving Standards of Numeracy Teaching		£21,000	Yes
North	Gravesham	Gravesham E Bacc		£32,500	Yes
North	Gravesham	Gravesham Learning Partnership (Computer Science)		£14,000	Yes
North	Gravesham	Gravesham Learning Partnership (for Leadership)		£60,000	Yes
North	Gravesham	Gravesham Rural Collaborative	£84,000		Yes
East	Thanet	Great Expectations Learning	£53,000	£20,000	Yes

Area	District	Collaboration name	2012/13 Funding (if applicable)	2013/14 Agreed Funding from KAH (if applicable)	Collabtn continuing in 2013/14
		Alliance (GELA)			
South	Shepway	Hawkinge Hub Plan	£21,000		Yes
South	Shepway	Hythe Hub	£32,180	£21,000	Yes
West	Tonbridge & Malling	IMPACT	£38,315	£17,500	Yes
East	Swale	Isle of Sheppey Collaboration	£78,450	£31,500	Yes
North	Sevenoaks	Longfield Collaboration	£32,600	£10,500	Yes
East	Thanet	M7 Partnership	£67,200	£24,500	Yes
West	Maidstone	Maidstone Collaboration	£42,000	£21,000	Yes
West	Maidstone	Maidstone Ethos School Improvement Company (MESIC)	£14,000		TBC
West	Maidstone	Maidstone North (prev Consortium F)	£63,000	£28,000	Yes
West	Maidstone	Maidstone Rural Anglican Church Schools Collaboration	£30,200	£14,000	Yes
West	Maidstone	Maidstone West Collaboration	£57,800	£26,000	Yes
West	Tonbridge & Malling	Mosaic Collaborative	£43,000	£28,000	Yes
North	Gravesham	Northfleet Nursery Helicopter Technique		£7,356	Yes
South	Shepway	Pent Valley, St Mary's and Morehall	£28,000	£10,000	Yes
West	Tonbridge & Malling	Pilgrims Way Partnership	£28,000	£14,000	Yes
South	Dover	Raising Achievement in Dover (RAiD)	£42,000	£21,000	Yes
North	Gravesham	Raising Attainment in Mathematics	£20,000		No
West	Tonbridge & Malling	River Collaboration	£28,000	£21,000	Yes
East	Swale	Rural Swale Schools Collaboration	£42,200	£28,000	Yes
South	Dover	Samphire Hub	£49,000	£28,500	Yes
South	Shepway	SAMS Collaboration	£39,600	£19,000	Yes
South	Dover	Sandwich Primary Consortium	£70,000	£35,000	Yes
North	Sevenoaks	Sevenoaks Cluster of Schools	£214,395	£90,999	Yes
South	Shepway	Shepway Rural Mini Hub	£35,000		Yes
West	Maidstone	Swadelands & NLL - school to school partnership		£22,000	Yes

Area	District	Collaboration name	2012/13 Funding (if applicable)	2013/14 Agreed Funding from KAH (if applicable)	Collabtn continuing in 2013/14
North	Sevenoaks	Swanley Partnership Collaboration	£35,000	£17,500	Yes
North	Dartford	Temple Hill & Oakfield Collaborative Reading Project	£9,900		Yes
South	Ashford	Tenterden Rural Alliance	£98,000	£97,300	Yes
East	Thanet	Thanet Catholic Schools Collaborative	£36,000	£16,500	Yes
South	Dover	The Dover Collaboration of Schools	£28,000		Yes
South	Shepway	The Marsh Group (Shepway Rural Collaboration)	£50,000	£21,000	Yes
North	Gravesham	The Valley School Partnership	£35,500		No
West	Tonbridge & Malling	Tonbridge & Malling 4	£22,500		No
West	Tonbridge & Malling	Tonbridge and Malling School to School Partnership	£112,000	£47,000	Yes
West	Tonbridge & Malling	Tonbridge Village Collaboration	£28,496	£17,500	Yes
West	Tonbridge & Malling	Transitional School Improvement Partnership	£42,400		TBC
West	Tunbridge Wells	Tunbridge Wells Grammar Collaboration		£27,100	Yes
West	Tunbridge Wells	Tunbridge Wells Mini Collaboration		£11,420	Yes
West	Tunbridge Wells	Tunbridge Wells Schools Collaboration	£87,000		Yes
South	Shepway	Urban Folkestone School Collaborative (Folkestone Urban Hub)	£41,954	£10,500	Yes
West	Maidstone	Weald Consortium	£42,000	£21,000	Yes
West	Tonbridge & Malling	West Malling & Malling School - school to school partnership		£20,574	Yes
East	Thanet	West Ramsgate Achievement Partnership (WRAP)	£29,940	£14,000	Yes
West	Tonbridge & Malling	WK Rural	£25,200	£10,500	Yes
West	Maidstone	Wravers (Maidstone Rural Collaboration)	£67,500	£28,000	Yes
North	North KAH	North Area Attendance Project		£55,000	Yes
West	Tonbridge &	Wrotham/Mascalls	£28,000		No

Area	District	Collaboration name	2012/13 Funding (if applicable)	2013/14 Agreed Funding from KAH (if applicable)	Collabtn continuing in 2013/14
	Malling	Partnership			
All	All	Funding to support collaboration of Special Schools	£300,000		n/a
All	All	School Improvement 2 days support to schools	£348,000		n/a