

Appendix 1 – Activity undertaken by the collaboratives to date

District	Collaborative	Lead School(s)	What activity have you undertaken to date?
Ashford	Central Ashford Town Schools (CATS)	Willesborough Junior	<ul style="list-style-type: none"> Five HT meetings which all schools have attended at least once. (90%, 90%, 67%, 90%, 100%). Topics discussed include data sharing/management, lesson observation techniques and pro forma, feedback from Ofsted, visits to each others' schools to complete learning walks DHT meeting attended by St Simon's, Ashford Oaks, Kingsnorth, Repton Manor, Great Chart with discussion of curriculum strengths in each school, possible future CPD, SEN issues and good practice Formation of middle leader groups including science, literacy, maths, IT, EY. All schools have identified representatives to attend each group and the number of schools attending grows with each meeting The collaborative has organised itself into 3 smaller groups to facilitate moderation sessions and dissemination of recent SPaG training. Year 6 writing moderation sessions are currently taking place and whole school moderation will happen during term 5. All schools are participating in these groups.
Ashford	ACE	Hamstreet Primary	<ul style="list-style-type: none"> Improving quality first teaching: through CPD (see below); coaching & mentoring, joint Teaching & Learning reviews; peer observations; joint planning; Continuing Professional Development offered as whole school training to all schools: Well being & Involvement (all); Little Big Maths (EY) & Big Maths training with follow-up development with an Andrell consultant to enhance the provision and implementation (BG, JWS, HS); Big Writing (JWS, HS, FP); Phonics training (JWS); Read Write Inc. (FP); SPAG Leader training (JWS, FP) cascaded to BG & HS; Core Subject Leader meetings each term (all); Outstanding Teaching workshops delivered by ACE Assistant Head to all staff; TA training (fortnightly sessions) to all support staff by Assistant Head; all staff have access to a coaching & mentoring programme. Improvement of quality resources available: Big Writing (all); Big Maths (BG, HS, JWS); SPAG (all) Maths Makes Sense (FP) Collection of pupil progress data across all 4 schools from Years 1 to 6 in reading, writing and maths – enabled us to identify strengths in practice and areas to improve across the collaborative. Also able to ensure on track for all pupils to achieve minimum of 4 APS in reading, writing & maths for KS2 pupils and 6 APS for KS1 pupils. Staff appraisal – all schools adopted same Appraisal policy and programme for teaching and support staff. Structured programme introduced in all 4 schools to ensure consistency and equality of opportunity.
Ashford	EAS Hub	Downs View Infant	<ul style="list-style-type: none"> Staff development day – February – all schools – Writing for Real – Stephanie Austwick (Pie Corbett collaboration) Peer/Teacher collaboration – on going – all schools – All year groups – varying degrees (with focus on writing, SPAG, phonics) Peer observation & investigation – as above Team teaching – as above Collaborative planning – for EYFS, phonics, SPAG, Writing – Mersham, Smeeth, Kennington Agreement trail & moderation – on going – all schools – writing Spelling, punctuation & grammar training – KS2 all schools Collaborative development of SPAG programmes & implications of SPAG throughout KS2 – Kennington, Smeeth, Mersham Learning Walks – all schools
Ashford	Tenterden Rural Alliance	Tenterden Junior (budget holder)	Unless otherwise stated, all TRA schools have been involved in these activities:

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			<ul style="list-style-type: none"> ○ Regular meetings of all the TRA Headteachers to plan and deliver our joint Action Plan. Meetings take place every two months and themselves provide a source of mutual support for Headteachers, several of whom are working in small, isolated rural communities. One of the strengths of the Alliance is the opportunity it has brought for professional development of Headteachers, in developing and implementing a strategic vision across the whole district, and sharing outstanding practice. ○ Joint Staff Training Day in November. 400 attendees from all schools. Keynote speaker John Baumber followed by morning workshops based on learning and afternoon workshops based on staff well-being. Evaluation forms show very high level of satisfaction from delegates and the desire to make this an annual event. The next Joint Staff Training Day is in the calendar for November 2013. ○ Joint Governor Training in February. Helena Evans led a workshop based around preparation for and experience of Ofsted. Evaluation forms showed very positive responses and once again there was a clear steer from Governors that they would like to make joint training a regular feature. The next Joint Governor Training is now being planned for June 2013. ○ Literacy and Numeracy workshops have been held, involving all Literacy and Numeracy co-ordinators and benefiting from the input of County Advisors. Training has been cascaded back into schools. The latest workshop was on SPAG training and was very successful – two Literacy co-ordinators are now leading on this and planning regular sessions to moderate work and share good practice across the TRA. ○ Middle Leadership Training – a cohort of 15 staff across the TRA schools are following the National College's Middle Leadership Programme, led by Lee Selby, HT at Egerton and a trained NCSL facilitator for the programme. ○ Professional links have been made with an Educational Psychologist, Goldwyn behaviour specialists and County Advisors. ○ A programme of mutual lesson observations in June 2012 will be repeated this year. This was extremely valuable to all involved and has led to ongoing links between particular teachers and departments, and the opportunity for sharing of outstanding practice across the TRA. ○ Celebration of Education in St Mildred's Church in September 2012. The local Church is closely involved with the Alliance – several of the schools are Church schools, but all the TRA schools are happy to be linked with St Mildred's and all shared in the Celebration of Education event – an all day event, involving approximately 200 pupils across the schools. Morning workshops were followed by a Celebration Service led by the Bishop of Dover. Lindsay Hammond, Vicar of St Mildred's, attends our TRA meetings and is very supportive of our collaborative work.
Canterbury	Coastal Alliance	Herne Bay High	<ul style="list-style-type: none"> • <u>All schools:</u> Data sharing activities including EYFS, KS1,2 and 3 2012 attainment outcomes, global review of Data Dashboard evidence across all Alliance schools • <u>All schools:</u> Directory of good practice and audit of areas for development sent to all schools and used by the Board as a quantitative basis on which to direct the key actions and outcomes of the action plan. • <u>All schools:</u> Network launch at Community College Whitstable– for all staff and governors across the Alliance- 293 attended meeting (see attached network meeting 1 overview) Introduction to the work of the 14 Networks led by the Network Champion HT. HTs leading each network ensuring that the actions outlined on the Alliance plan are being driven and delivered. Staff and Governors feedback suggests this was really useful. • <u>All schools</u> identified and sent key staff to take part in the network meetings through Terms 3 and 4. Minutes of 13 Network groups are reported and reviewed termly by the Alliance Board against planned outcomes. • <u>All primary schools</u> took part in the INSET day organised by a steering group of Alliance schools (Herne Bay High, Joy Lane, St Alphege) which included training on 15 areas many of which impact on the pupil outcomes outlined on the action plan. This included: Numicon, Maths problem solving, Teaching strategies for TAs, Support for Struggling Readers, Memory skills and Principles of the Better Reading Partnerships.

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			<ul style="list-style-type: none"> • <u>23 staff from 8 primary schools</u> attended 2 half day Training sessions for primary SLT members on monitoring activities, T&L judgements, pupil tracking and ROL 2012 (transition indices) led by IA-Linda Pickles. Those not attending were either graded good+ in recent OFSTED inspections or have additional individual support from IA:HBJ, HJ, Philip Howard, Swalecliffe, Whitstable Junior, Whitstable Endowed • <u>30 key staff from 6 primary schools</u> attended half day sessions led by district literacy lead focussed on cross moderation at Y2/3-Herne Infant, Swalecliffe, Briary, Hampton, St Alphege, Whitstable Endowed, Westmeads. (Other schools are known to undertake regular moderation exercises with feeder schools) • <u>21 key staff from 9/13 schools</u> , (inc both high schools) attended day 1 of 2 half day sessions led by district literacy lead focussed on Y6/7. Briary, Herne Junior, Swalecliffe, St Marys, Whitstable Junior, Hampton, Joy Lane. • <u>20 staff from 7 of 10 primary schools with KS2</u> attended the training session re SPAG for Y5/6 • DHT from HJ has attended 2 day Intervention Training to enable her to be used to train TAs across the Alliance schools in supporting maths • 5 Alliance Board meetings to steer the direction of the Alliance ensuring a clear focus on outcomes • 4 HT meetings with information and training on OFSTED expectations, EKLA and EAL
Canterbury	EduCant	Chartham Primary, Petham Primary, Parkside Community, St John's Primary, St Peter's Methodist, Blean Primary, St Thomas' Primary	<p>Raise standards in maths for all groups of pupils</p> <ul style="list-style-type: none"> ○ Shared staff training day in October hosted at Chartham Primary was very successful. All teachers across the collaboration networked in groups and Carole Johnson led sessions on mental maths and maths across the curriculum. This was an inspiration to many teachers who are now using this to create cross curricular maths opportunities in their timetable and using a consistent approach to teaching mental/calculation skills. This has been evidenced in monitoring activities this term. ○ Maths leaders have met once at Blean Primary to share good practice amongst the group. Ideas have been explored and a follow up session is planned in June. ○ A level 6 maths group has been created at Chartham primary. A secondary Maths teacher has been employed for 2 mornings per week. Pupils from across the collaboration are participating in this and is providing challenge for pupils and ensuring they are well prepared for L6 paper in May. <p>Raise standards in Reading</p> <ul style="list-style-type: none"> • Jane Fisher has briefed a HT meeting. Jane has planned to work with each school in the collaboration for 1.5 days in terms 5 & 6 to conduct a reading audit in each school and to follow this up in term 6 with the Literacy Leader to ensure action plans formulate future priorities for school improvement. <p>Raise standards in writing</p> <ul style="list-style-type: none"> • Nina Birch conference has been organised for all schools in September 2013. • Some teachers from across the collaboration attended phonics training at St Johns. • Teachers from across the collaboration attended Nina Birch year group specific training on teaching grammar and inspiring writing at Blean. <p>Raise standards in Science Subject leaders attending ITN network meetings</p>
Canterbury	Wickhambreaux CEP	Wickhambreaux CEP Hoath Primary	<ul style="list-style-type: none"> • Reading Recovery Teacher has trained staff and volunteers at Hoath and Chislet in Better Reading partnerships. • Banded reading books purchased and whole school reading resources banded. (Chislet & Hoath)

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		Chislet CE Primary	<ul style="list-style-type: none"> • Parents informed of changes to the reading scheme and delivery. (Chislet & Hoath) • MAST teacher has provided specialist tutoring for level six children in all three schools. • Dynamo Maths accounts activated for pupils showing signs of Dyscalculia (Wickhambreaux.) • Leadership meetings (HTs)
Dartford	Dartford Area Schools Consortium (DASCo)	<p>Family 1 lead: Dartford Grammar School</p> <p>Family 2 lead: Our Lady's CP</p> <p>Family 3 lead: Stone, St Mary's</p> <p>Family 4 lead: Holy Trinity CoE Primary</p>	<ul style="list-style-type: none"> • Our family of schools are having regular, bi-termly, meetings about the moderation of work at KS2 and KS3 (levels 4-7). The next meeting is on April 29th. The purpose of this is for all parties to refine understanding of how student work is marked. Subsequently, our focus will shift onto two areas. Firstly, the teaching of level six English work for G&T pupils at primary school. Secondary school teachers will advise on what, and how best, to deliver lessons on advanced sentence structure. Examples of top level work will be modelled. Likewise, primary school teachers will deliver training on the appropriate focus for low level four students. At Dartford Grammar School, for example, 16% of students enter at this level so this primary expertise is invaluable. So far, all schools have contributed to these discussions, albeit at different times. The meeting taking place on 19th April 2013 includes all schools in this family. • Meet and created an action plan with key priorities. Key priorities are: <ul style="list-style-type: none"> ○ To develop active and independent learning strategies for pupils. ○ To successfully apply writing skills across the curriculum. ○ To produce independent writing across a range of genre ○ To develop pupil resilience • Agreed to approach priorities according to school setting and key school development points. All agreed to share teaching approaches with schools involved in project. • Have organised a writing moderation meetings to discuss pupil progress. • Please note that Knockhall have only attended one meeting. ▪ West Hill and Sedleys came late to the group due to poor communication at the start. Swan Valley are no longer represented therefore there is no secondary school in our family. ▪ St Anslems and Stone St Mary's have met together – Literacy leaders and Headteachers and have attended all Literacy project meetings. They have finalised the main objective/targets for the Family and have completed their individual action plans. West Hill and Sedleys agree with the objective and will also complete their own action plans by the end of Term 5. • Met, discussed and created an action plan that suited all schools in our family. • Regular meetings to share resources and ideas. • Organised and held 2 moderation meetings to ensure consistency of levelling across our family of schools. • Created a bank of outstanding teachers to share across the family schools for both modelling lessons and team teaching alongside other teachers. • Shared good practice.
Dartford	Temple Hill & Oakfield Collaborative Reading Project	Hoath Primary School	<ul style="list-style-type: none"> • Our collaboration project was to introduce Read Write Inc to Temple Hill, whilst building leadership capacity and improving provision at Oakfield. All parties have engaged with the project. Leadership, teachers and TAs have all been involved. • Read Write Inc has been successfully introduced at Temple Hill & measurable progress has been made already – using the Read, Write Inc assessment process, as well as through points progress in Reading &

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			<p>Writing.</p> <ul style="list-style-type: none"> At Oakfield, we have successfully built further leadership capacity as well as improving quality of teaching by providing numerous occasions for Temple hill staff to observe the teaching and learning involved in RWI sessions. Additionally, the RWI manager at Oakfield has coached and mentored the RWI manager at Temple hill. This has worked very effectively, and has enabled some joint working in terms of producing and presenting Parent Information Sessions and booklets for parents.
Dover	RAiD	Priory Fields (budget holder)	<ul style="list-style-type: none"> Every lesson counts for TAs – Guston, St Martins and Priory Fields New Standard training – Guston, Priory Fields, Sibertswold, St Marys, St Martins, Eythorne and Elvington HA writers – Bruce Potts – <u>all schools</u> 2-4 members of staff from each school UKS2 Engaging with parents – Audit Sue Dinsdale, all schools Assertive Mentoring – 3 schools, HT's (St Martins, Priory Fields, Guston, HA writing groups across <u>all schools</u> – 1 teacher per school. SPAG Training – Penny Bill – All School three sessions Subject Leadership – Jackie Cox/Veronica – Guston, Priory Fields, Eythorne & Elvington, Sibertswold, St Martins
Dover	The Dover Collaboration of Schools	Green Park CP	<p>For the following list of activities, all of the collaborative partnership schools have been involved:</p> <ul style="list-style-type: none"> Whole day training- 'moving from good to outstanding' for teachers, led by Gerry Benson and Jane Fisher. Termly link meetings for professional developments for each year team. Teachers from all schools meet Termly to share good practice and to focus on a particular improvement area. So far, they have held sessions on moderating writing, the teaching of maths and ideas for improving writing. Termly head teacher meetings at which the collaborative plan is reviewed and to allow time for colleagues to support each other. Training sessions for Teaching Assistants in Maths and Literacy. Improvement training sessions run by Penny Bill around the targets of improving writing. Improvement training sessions run by Stella Byrne around the targets of improving maths.
Dover	Samphire Hub Action Plan	n/a	<p>1.) The headteachers in the group planned collaboratively from March 2012 onwards, initially to produce a partnership agreement, and then the group improvement plan. The collegiate approach has been a key strength of the partnership so far. The partnership is overseen by a partnership board, which meets three times a year, and consists of the headteachers and link governors from each school.</p> <p>We were ambitious in our plans for the partnership, and this is exemplified in the launch day that we held at Whitfield School. (all schools attended)The aim of this was to inform all teaching and support staff of our aims and aspirations. The day was attended by close to 200 staff from across the partnership, and included a speech from Sir Humphrey Walters. Patrick Leeson also spoke in support of the collaboration and attended for part of the day. There was also an opportunity for the different staff groups to liaise and form networks-this has proven important to later work.</p> <p>IMPACT: Feedback demonstrated that day enabled staff to understand the aims of the partnership and the commitment of the schools involved. More than one Headteacher has commented that their staff have since demonstrated a great deal of goodwill and enthusiasm about the potential of the partnership. In this sense expectations and aspirations have been raised.</p> <p>The networks that have been formed are starting to develop semi-autonomously, and are creating their own approach to tackling the relevant section on the action plan. Groups formed since include a SENCO forum (and the LIFT process is given cohesion by being based among our collaboration members) an ICT</p>

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			<p>group who are developing a communication strategy and PE section.</p> <p>2.) Leadership. The first collaborative activity planned amongst the group's SLT members was a Cambridge Course on Effective Classroom Observation. This consisted of three days face to face training and practical research activities where we carried out paired observations in each others schools.(all schools attended)</p> <p>IMPACT:</p> <ul style="list-style-type: none"> a) SLT have been trained to equivalent level as Ofsted in lesson observation, which should provide school staff with the confidence that judgements will be consistent and accurate. b) The SLT were trained to use cause and effect statements when writing lesson observations, which will help to make feedback constructive, and assist a coaching model of improving teaching and learning. This approach also links with the current Ofsted framework. c) The practical element of the course enabled us to work alongside colleagues from a partner school to compare and validate judgements from paired observations. This was the first practical cross-school activity of the Hub, and will pave the way for more monitoring activities between the schools. d) SLT at headship level, and crucially deputies and other senior teachers can now carry out observations in house using a consistent format and methodology. Therefore teachers can be confident that judgements will be accurate. e) Capacity has been improved-more leaders trained to the same standard, opportunity for schools in the group to use leaders from other schools to assist with observations. <p>3) Reading Audit: Two days have recently been delivered for literacy coordinators and other relevant practitioners. They have conducted a reading audit of provision, with input from the LA's adviser.</p> <p>IMPACT:</p> <ul style="list-style-type: none"> a) Quote from one head: <i>"This was significant CPD for our subject leader –has been empowered by working with other colleagues and is much more enthused."</i> A similar picture has been painted by other heads in the group. b) Has led to considerable changes to daily practice-subject leader monitoring has more focus, and the role of the subject leader much more evident c) Has signposted the need for additional training being available for all in order to develop phonic skills d) Has helped to change practice for the better, which will lead to improved standards. e) One head reports that the approach to guided reading has been reviewed and developed in both the schools she leads. As a result practice in both settings has improved. <p>4) Maths</p> <ul style="list-style-type: none"> a) Maths lead teachers have met and discussed the approach to assessment in maths across the hub. b) Approaches to "Numicon" have been trialled in reception class at Vale View. This has proved very successful and has been rolled out across the rest of the school. The plan is for other members of the hub to access training where appropriate. One of the hub headteachers, John Dexter, has offered the opportunity to visit his school to see the approach in action. c) Maths leader at Aylesham has delivered training in visualisation in maths, including a session on improved problem solving. <p>IMPACT:</p>
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			<p>a) At least two schools in the hub have modified their approach to assessment in maths, following the good practice demonstrated at the maths lead meeting.</p> <p>b) Results in the use of Numicon are very encouraging. The plan is for hub schools to learn from the successful trials of Numicon where it is having a positive effect on standards and eventually it can be rolled out to more hub partners.</p> <p>c) Monitoring of the quality of teaching and learning suggests that pupils are increasingly able to apply number and calculation skills to problem solve using both mental and written techniques.</p> <p>As a result of the networking carried out during the development day and subsequent enthusiasm for the hubs potential, several groups have formed which are not directly as a result of the action plan, but nonetheless will add value to the work of the Hub in terms of sharing good practice, wider opportunities and communication strategies. These include:</p> <p>a) Year group meetings (so far years 1 and 6)-to share concerns and good practice.</p> <p>b) PE Group The aim of this group is to form a “family” of schools similar to the model operated by SSCO. They want to widen the range of sports open to children in the Hub, by organising intra school competitions following a very successful model between the school prior to the Olympic last year. There is a real impetus behind this group, and they hold regular meetings to discuss next steps. Activities are being planned</p> <p>Between the schools in Table Tennis, Rounders, Cross Country and a whole range of other sports.</p> <p>c) SENCO's. The LIFT process has been designed to take into account of our collaborations and as such there is a network building with opportunities for increased sharing of good practice.</p> <p>d) ICT group. This group is leading the communication strategy for the group of schools. All schools are now using Kent Learning Zone, and a shared area has been created for documents to be shared between the schools in the group.</p> <p>e) Music provision-There is a music expert at River who is developing cross-hub provision to improve this area.</p>
Dover	Sandwich Consortium	Eastry is budget holder, but otherwise no school takes a specific lead across the consortium.	All schools (heads and chairs) meet 3x yearly. Heads meet 6x yearly. Small executive group (5 heads, 2 chairs) manage the consortium company. 4 heads delegated to produce the action plan. All schools took part in consortium training on Triangulation Auditing. Plans in train for 2 collaboration training days in 2013-14 – one on SPaG and phonics – a whole-school, cross-phase approach; the other on the new National Curriculum. All schools have funding to release all teaching staff to undertake online phonics training, to be completed by the end of Term 5. Schools take part in termly consortium staff meetings, in year-groups or phase-groups, covering progression in Mathematics, specifically Using and Applying; showing progression and progress in Early Years Foundation Stage; moderation at Key Stage 1 and Year 6 SATs and SPaG. Full data sharing from all schools for progress and attainment data for all cohorts, attendance, self-evaluation judgements, SEN-D. Worked with SIP to produce Consortium Data Dashboard summary.
Dover	Deal Learning Alliance	Sandown Primary	<p>1. To improve reading standards across all school Impact-Two schools now out of category with reading highlighted as a strength Reading Recovery teacher impacting at The Downs Warden House Ofsted gave reading as a strength Books have been bought in all schools</p> <p>2. Moderation across schools</p>

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			<p>Moderation taken place across all triad. External view on judgements</p> <p>3. To improve quality of teaching across all schools All schools have staff on courses Good-Outstanding and/or Satisfactory-Good All Heads to attend Good- Outstanding training next week.</p> <p>4. To improve standards in writing across all schools Impact to be assessed through data</p> <p>5. To improve impact of TA in lessons All schools have TA on Every lesson counts course (District led) Warden House and The Downs- In house training at NVQ level Action CK- To look for an evaluation form to assess impact</p> <p>6. To develop middle/ senior leadership in all school All schools have staff on Nick Hinds leadership course. Very positive feedback so far. GC to gather evaluations</p> <p>7. To improve standards in Maths Big Maths twilight has been arranged for Thurs 9th May (TBC) at Sholden. JH to evaluate</p> <p>8. To improve quality of Curriculum Curriculum group set up and being led by Nick Hinds. Positive feedback so far. Group to attend New Curriculum training at Ashford next week Evaluation to be led by PN.</p> <p>9. To improve Senior Leaders understanding of the new EYFS framework District training was useful to understanding good practice in the EYFS. Heads would like further info on the EYFS profile Action JH to contact Margaret Murray TL to e mail around grid used at The Downs</p> <p>10. To improve parental involvement Action Different strategies in place. Heads to evaluate the impact of this and send to CK. Good practice to then be shared.</p> <p>Money left in the Collaboration is approx. £15000. Cost still to be incurred include- Evaluation Twilight and trips to London and Dorset by the leadership and curriculum team.</p>
Gravesham	Northfleet & Gravesend Alliance (Getting Gravesham Reading)	St Botolph's	<p>Project Launch The Get Gravesham Reading project was launched on 31 January. Twelve of the fifteen schools from the Northfleet and Gravesend Alliance were represented. These were:</p> <ul style="list-style-type: none"> Northfleet School for Girls; NTC; Thamesview; Cecil Road Primary; Holy Trinity CEP; St John's RCP; St Joseph's RCP; Shears Green Infant; Shears Green Junior; Singlewell Primary; St Botolph's CEP; Northfleet Nursery

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			<p>The following schools were not represented:</p> <ul style="list-style-type: none"> Lawn Primary, Painters Ash Primary and Dover Road Primary <p>Two schools who are not in the collaboration were represented:</p> <ul style="list-style-type: none"> Mayfield Grammar School and Gravesend Grammar School <p>The launch took place at Gravesend Library. Staff and pupils attended with author Pauline Williams, who read extracts from her work. Each school received a book, large banner, reading passports and balloons. Following the newspaper report, the collaboration has been approached by schools outside of the collaboration who wish to be a part of this project. They have been given a copy of the action plan, have purchased reading passports and some have accessed the Literacy Conference with a view to buying in to the other CPD opportunities. In addition to this, NGA has been approached by some early years settings who also wish to take part in the project.</p> <p>Literacy Conference At the Literacy Conference, eleven of the fifteen schools attended:</p> <ul style="list-style-type: none"> Northfleet School for Girls; NTC; Thamesview; Cecil Road Primary; Holy Trinity CEP; St John's RCP; St Joseph's RCP; Shears Green Infant; Shears Green Junior; St Botolph's CEP and Lawn Primary <p>Riverview Junior, Mayfield Grammar and Gravesend Grammar and St George's Secondary also sent representatives.</p> <p>Reading Passports</p> <ul style="list-style-type: none"> All schools within NGA have distributed the passports to their pupils. Schools outside of NGA have also purchased the passports. Early Years settings will have passports. Northfleet Nursery is to advise the Literacy Steering Group of the number of children on roll in the settings. Orders for the passports will be placed and distributed in term 5.
Gravesham	Valley Schools Partnership	Kings Farm	<ul style="list-style-type: none"> The Heads of each school meet regularly to lead and manage the partnership, this has included visits to each others schools and a visit to a school in Swale that has made significant progress in pupil's attainment and rates of progress in reading The literacy leaders of each school meet regularly; they have planned and implemented a number of work levelling and standardisation meetings along with some collaborative CPD sessions. Their most significant work to date has been a partnership wide writing project with a circus theme, which included a real circus coming to Gravesend just for the four schools. This led to approximately 1,000 children going to the circus the majority of them for the first time and this being the stimulus for a wide range of writing activities. This group has also visited another school that has made significant improvements in children's attainment and progress in reading (different to the school visited by the Heads). Ideas gathered from this visit are being trialled and implemented across the partnership. Each school has produced a plan to involve parents more in their children learning across nursery, reception and year 1; each school is building on their existing programmes of getting parents engaged but with a real focus on showing parents the strategies and approaches used in school and how they could be used to support home learning. In some instances resources have been provided for parents to use at home All TAs working in early years at each of the three mainstream schools and nursery TAs from the special school have had extensive training from an external advisor on developing children's speaking, thinking and learning through meaningful interactions with adults. This has been supplemented by Early Years teachers where appropriate attending a specially commissioned Early Years Version of Every Lesson Counts

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Maidstone	Anglican Church Schools	Yaling St Peter and St Paul	Launch Day – All schools and staff attended (including office staff) – opportunity to meet colleagues across all four schools and begin to build working relationships. Every TA counts – successful for some TAs, particularly for less experienced. Opportunity to network and learn from each other. TAs would like to continue meetings. School visits for teachers – feedback has been variable with some gaining more than others. All schools have engaged in all activities.
Maidstone	Wravers Group	Lenham	<ul style="list-style-type: none"> ▪ Raise standards in teaching and learning: All primary heads attended Ofsted training this term and agreed it was extremely useful. Next steps to organise some joint HT obs across schools. (Piers Anscomb to coordinate). ▪ Develop stimulating learning environments that enhance positive behaviour and promote enjoyment and achievement: Emma Hickling to email everybody and set up a timetable for learning walks across our schools. Harrietsham have visited Kingswood. Term 6, Kingswood, Harrietsham & Headcorn are visiting Lenham. ▪ Secure high standards of the teaching of reading and phonics across the school: Julie Barker to email all Literacy coordinators and set up meeting. ▪ Raise standards in Numeracy particularly in the basic skills: Jenny Young has booked a place for each school on the 1st@Number2 training to take place in term 5. Training has begun, schools have begun the intervention and have their second training day on 15th May PM. Ulcombe have not joined us for this as they are unable to release staff. ▪ Address the needs of Gifted and Talented children: Julie Silk has set up a meeting for all G&T coordinators for 16th April with Roger Silk. Meeting went ahead and staff felt lots of useful sharing of practical ideas – another meeting scheduled ▪ Raise self-esteem and self- confidence through sport as part of raising standards across the schools and subjects: Discussed at meeting and all HT's agreed it would be useful for Swadelands to produce a range of curriculum events for the children to attend e.g. Maths competition, DT, French as well as sporting events to cater for different abilities e.g. G&T
Maidstone	Maidstone West Collaboration	West Borough	<ul style="list-style-type: none"> ▪ St Michaels – all schools involved. DHT engaged in meetings to set up sharing good practice, lesson observations and work scrutinises. They paired with schools with similar issues and fed back to each other. Protocols and learning walks were completed. Were able to evaluate their shared practice and take action points forward. ▪ Brunswick House Primary School – Reading Focus. All schools attended with a focus on phonics, guided reading and improving partnership with parents. 2 meetings have taken place from which staff took back to their schools ways in which reading and reading for pleasure could be promoted in their schools. ▪ Allington – Focus on Learning environments. Learning walk conducted at Allington and the strengths and areas for development were identified. Shared own action plans for developing learning environments in their own schools, agreeing a common plan. ▪ Barming – Y4 writing moderation. Y4 teachers are following identified pupils and looking these across the year. Elements of how pupils are being assessed are being looked at to ensure accurate assessments. Cross-curricular writing has been a focus too. ▪ Bower Grove School – due to heavy focus on moderation Bower Grove changed the focus to differentiation and quality 1st teaching. This has culminated in a meeting being delivered on this. ▪ West Borough Primary School – all schools apart from Palace Wood attended (due to parents evening). There have been 2 meetings. The 1st one was a focus on moderation. All staff worked in year groups to moderate writing with agreed proformas. Next steps for year groups identified. The large majority of levels agreed. Follow up meeting held to focus on writing across the curriculum – best practice shared and colleagues set targets within their year groups to be llooked at/ followed up prior to next meeting

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			<ul style="list-style-type: none"> Palace Wood – NQTs/GTP have met on 2 occasions to share best practice in reading and involving parents. St Francis - Maths and Literacy subject leader meetings have been run by the SLA as part of this.
Maidstone	Consortium F	East Borough	<p>What we had already:</p> <ul style="list-style-type: none"> Creative engagement Shared want to discover what we don't know already Shared want to make sense of and respond to LA demands effectively Shared consideration of the costs and benefits of working together <p>Better than that:</p> <ul style="list-style-type: none"> LA agenda has driven positive change Building relationships 'Tight' action plan - agreed targets, but autonomy – not a quick fix Money was distributed Shared Ofsted training – 4 days – there is power in disagreeing with the trainer (lesson obs!!)
Sevenoaks	Swanley Partnership Collaboration	St Mary's, Hextable Primary, High Firs, Downsview & Horizon	<p><u>Objective 1 – Led by St Mary's</u> <i>Improved Teaching and Learning through the Every Lesson Counts Sustaining Good programme, delivered by Linda Davis</i> All five schools joined in with this programme. Two teachers joined from Hextable, one from Downsview, St Mary's, High Firs and Horizon.</p> <p><u>Objective 2 – Led by Hextable</u> <i>To raise attainment in writing using Bruce Potts' Inspiring Writing Conference/INSET work</i> Downsview, Horizon, St Mary's and Hextable attended one of the all-day conferences (the conference was held over two days to accommodate whole schools numbers), and whole school staff attended. High Firs was also represented at the INSET workshop with some staff attending.</p> <p><u>Objective 3 – Led by High Firs and St Mary's</u> <i>To improve knowledge of and provision in the EYFS and improve transition into Year 1</i> The early year's staff from all five schools attended four days of training on the new framework, enabling environment and brain development in the early years. All reception teachers with their Year 1 counterparts, attended the transition day.</p> <p><u>Objective 4 – Led by Horizon Academy</u> <i>To increase attainment in Key Stage 2 mathematics focusing on mental arithmetic and mental maths skills</i> All numeracy coordinators attended training with Margaret Groom, received a training pack to deliver to the whole staff, and associated resources.</p> <p><u>Objective 5 – Led by Downsview</u> <i>To improve the use of ICT in the curriculum</i> As yet, there has been no action in relation to the development of the ICT curriculum across the collaboration. Planned work will commence in Term 5 (April 2013).</p>
Sevenoaks	Longfield Schools Learning Partners	New Ash Green Primary	<ul style="list-style-type: none"> Phonics group – training has started Maths group – training has started

Appendix 1 – Activity undertaken by the collaboratives to date

			<ul style="list-style-type: none"> Writing group – training has taken place
Sevenoaks	Sevenoaks Cluster of Schools Collaborative	Kemsing	<p>To raise attainment at KS1 and KS2 for students within the Sevenoaks Schools Collaboration</p> <ul style="list-style-type: none"> Organise advanced Numicon training for schools with maths consultant – <i>this has been organised but yet to take place</i> Organise subject knowledge course in maths for KS1 and KS2 teachers with maths consultants- This has been organised; took place in September 2012 and representatives from the following schools attended: Amherst Academy, The Anthony Roper Primary School, Chevening, Chiddingstone CEP Academy, Churchill CEP School, Fordcombe CEP School, <i>Four Elms Primary School, Ide Hill CEP School, Kemsing Primary School, Lady Boswell's CEP School (Sevenoaks), Leigh Primary School, Otford Primary School, Penshurst Primary School, Riverhead Infant School, Sevenoaks Primary School, Shoreham Village School, St John's CEP School, Sevenoaks CP, St Katherine's Knockholt CEP School, St Lawrence CEP School, St Thomas' Catholic Primary School, Sundridge & Brasted CEP School</i> Organise writing workshops for teaching higher attaining pupils in writing at Cluster Conference 5th November 2012 <i>Amherst, Anthony Roper, Chiddingstone, Lady Boswell's, Riverhead, St Katharines, St Thomas', Sevenoaks, Ide Hill, St John's, Sundridge</i> Disseminate good practice developed from writing workshops- <i>Cluster schools have decided to engage with Greenwich University for a writing project in Term 6</i> Organise Writing Conference for Literacy SLs/ KS leaders- <i>organised for Term 6 with Greenwich university</i> Provide G and T support for all schools in maths- <i>G and T workshop organised at conference; Amherst, Anthony Roper, Chevening, Chiddingstone, Ide Hill, Lady Boswell's, Riverhead, St John's, St Katharine's, St Thomas's, Sevenoaks, Sundridge</i> Organise maths Subject Leader forums, led by Maths consultants to develop and share effective practice in maths Provide G and T support to implement Classroom Quality Standards through school visits and G and T co-ordinators meetings- G and T workshop at Cluster conference led by CCCU tutor. Representatives from the following schools attended: Anthony Roper, Chevening, Chiddingstone, Ide Hill, Riverhead, St John's, St Katharine's, Sundridge Develop good practice in schools to moderate writing assessments- <i>schools are working in triads or larger groups to moderate writing standards</i> Organise moderation of writing assessments 3 x annually: <i>schools are working in triads or larger groups to moderate writing standards</i> Develop good practice in the teaching of phonics in the EYFS; KS1 and KS2 – schools are sharing good practice Organise training for teaching assistants in phonics- <i>TAs have received training from County Literacy consultant on 5th November 2012. Representatives from the following schools attended: Chevening, Chiddingstone, Lady Boswell's, St Katharine's, Sevenoaks, St John's, Sundridge</i>
Sevenoaks	Ways with words (sub project of Sevenoaks Cluster of Schools Collaborative)	Kemsing	<ul style="list-style-type: none"> We have met to discuss the project with Andrew Lambirth. We have agreed targets and planned the aims of the project. The project was then put to the Steering group and funding agreed.
Sevenoaks	Sevenoaks Cluster of Schools	Sevenoaks Primary School	<ul style="list-style-type: none"> Assessment workshop – accurate and productive use of data. Session to include interested HTs & Assessment Managers. <i>Progress: workshop booked for Term 6 2013</i> Using data to support improvement – link with development plans

Appendix 1 – Activity undertaken by the collaboratives to date

			<ul style="list-style-type: none"> • <i>Progress: workshop booked for Term 1 September 2013</i> • Effective use of 'Pupil Progress' meetings to support improvement. • <i>Progress: workshop booked for Term 1 September 2013</i> • Use of Pupil Premium - workshop. To include: • Effective recording of the premium • Identifying good practice in deployment of pupil premium to 'close the gap' • Opportunities to visit other schools • <i>Progress: workshop booked for Term 6 2013</i> • TA Forum to be established to provide an opportunity to share/develop effective practice. • <i>Progress: TA Conference/meeting – Monday 3rd June 2013 – Pupil Premium Focus</i> • Primary Assertive Mentoring programme • <i>Progress: Churchill CEP have organised for Term 6 2013</i>
Sevenoaks	Sevenoaks Cluster of Schools	Chevening (St Botolph's) CEP School	<p>Provide mentoring training for 'leading' teachers;</p> <ul style="list-style-type: none"> • <i>Progress: training provided by Brooke Alliance for teachers from Riverhead Infants, Chevening St Botolph's, Four Elms, Shoreham, Leigh, Sevenoaks Primary, St Thomas's,</i> • Learning Partners Programme for middle and senior leaders with responsibility for teaching and learning: <i>Progress: Programme written in collaboration with Brooke Teaching Alliance, Education Consultant and outstanding deputy headteachers from Sevenoaks schools. Programme will be offered to all schools and will begin in Term 5</i> • Improved mentoring of ITE students and NQTs • <i>Progress: A lead mentor has been identified from Four Elms Primary School and she has led CPD for all ITE students and NQTs in the area</i> • CPD for ITE students and NQTS/Early Career teachers • <i>Progress: A lead mentor has been identified from Four Elms Primary School and she has led CPD for all ITE students and NQTs in the area</i> • Outstanding Teaching programme for teachers with potential to be outstanding: • <i>Progress: programme written in collaboration with Brooke Teaching Alliance to be offered to schools in Term 5</i> • Improve quality of teaching assistants through locally organised training: <ul style="list-style-type: none"> ○ <i>Progress: CPD for TAs organised and includes: Engaging boys in learning led by – Brooke Alliance Inclusion Manager from ; Hayesbrook school, Inclusion Outreach Project focus ASD, complex learning difficulties led by – Rebecca Cottage Broomhill Bank Special School; Phonics led by Penny Bill - Cross-Phase Literacy Consultant Kent LA, Teaching assistants from Chevening, Chiddingstone, Lady Boswell's, St John's, St Katharine's, Sevenoaks Primary, Sundridge attended this training.</i>
Sevenoaks	Sevenoaks Cluster of Schools	St Thomas' RC Primary School, Sevenoaks	<ol style="list-style-type: none"> 1. To organise Subject Leader Development Day for Literacy Leaders Focus: Raising Standards in Reading through a focus on phonics in KS1 and higher order questioning in KS2. Focus: improving quality of teaching of spelling, punctuation and grammar across KS1 & KS2 Progress: Greenwich University to provide a day for Literacy Subject Leaders date TBC Term 6 2013 2. To organise Subject Leader Development Day for Numeracy Leaders Focus: Raising the quality of teaching for gifted and talented pupils in KS1 & KS2 Focus: Raising attainment in maths through use of pupil curricular targets Focus: to become familiar with revised expectations set out in New National Curriculum Progress: Kent Maths

Appendix 1 – Activity undertaken by the collaboratives to date

			<p>Adviser to organise a day for subject leaders date TBC Term 6 2013</p> <p>3. Investment in Excellence 4-Day Leadership Development Programme Progress: Brooke Teaching Alliance to organise Term 6</p> <p>4. To establish a support network for schools judged satisfactory at their last Section 5 Ofsted and in danger of receiving a Notice to Improve</p> <p>Head of Steering Committee has identified all school judged as satisfactory (to date no schools identified as 'Requires Improvement' and will contact and organise appropriate, collegiate and local HT support Development of collegiate partnership between all headteachers in cluster. Headteachers are actively supporting each other and arranging good practice visits to each other's schools.</p>
Shepway	Shepway Rural Mini Hub	Lyminge School	<ul style="list-style-type: none"> Level 6 Numeracy and Literacy masterclasses running (EMU - Elham Maths University (run by FSG Maths specialist) and LALA- Lyminge Advanced Literacy Adventure (run by secondary English specialist) Masterclasses planned for Science at Stelling Minnis in Term 5; Stowting in Music in term 5 and in art at Bodsham in term 5 Assessment workshop/moderation for Year 3/4 teachers run by Val Walton at Bodsham - cancelled because of snow now rescheduled for term 5 SEN networking meetings at Stelling Minnis in Term 2 and Term 4. Hub training for ASD with ISIS team at Foxwood booked for Hub INSET April 15th at Lyminge Primary (all hub members) <p><u>N.B. all five primaries in hub have taken part in above activities</u></p>
Shepway	SAMS Collaboration	All Souls	<ul style="list-style-type: none"> Writing – moderation of levels across primary schools. (All Souls, Seabrook, St Martin's, Mundella) Learning walks around schools in the hub.(All HT have completed Learning walks in St Martin's and FSG. Mundella booked for 25th April) Maths moderation of levels and sharing good practice in problem solving/ feedback marking. (All Souls, Seabrook, St Martin's, Mundella) SPaG trainingfor all teaching staff . (All Souls, Seabrook, St Martin's, Mundella) Year R / 1 moderation and sharing of good practice (All Souls, Seabrook, St Martin's, Mundella) Year 1 phonics sharing of good practice (All Souls, Seabrook, St Martin's,) Support with staff recruitment – (Seabrook supporting Mundella) Level 6 Literacy teaching of extension group(FSG staff teaching children from All Souls', Seabrook, St Martin's.) Joint observations of teaching and learning each old term (All Souls paired with St Martin's, Mundella paired with Seabrook) Sharing of data – all schools. Shared purchasing of web-based resources for pupils- (All Souls, Seabrook, St Martin's, Mundella) x 2 teachers from each school going on Outstanding Teacher Programme.
Shepway	Hythe Hub Partners	No lead	<p>All schools have engaged in all activities. Notes from the action plan against each improvement focus:</p> <ul style="list-style-type: none"> Improve writing: Year 3+ 4 Moderation at Saltwood Primary all attending Use of data to raise attainment: Initial meeting held. Weaknesses need further investigation. Actions need to be further developed & evaluated in September 2013.

Appendix 1 – Activity undertaken by the collaboratives to date

			<ul style="list-style-type: none"> ○ OFSTED training/sharing: David Gosling Visited. The Partnership has: 1 Section 48 Inspector, 1 Section 5 Inspector and 2 N/LLE trained Section 5 (4days). Every school has been visited, 2nd visits to be planned. ○ Maintain and improve attendance: actions having an impact. ○ Leadership & management: will action in 2013
Shepway	Romney Marsh School Improvement Collaborative Hub	St Nicholas (fund holder)	<ul style="list-style-type: none"> ○ 1.1 – joint lesson obs with HT, Joint moderation of maths & writing (all schools) ○ 1.2 – NQT supported by joint hub mentoring & CPD (Dymchurch/Brenzett/Greatstone/St Nicholas) ○ 1.3 – joint CPD (Greatstone/Brenzett). Hub day planned for 4th November 2013 ○ 2.1 – vulnerable groups supported by Marsh extra curricular activities (all primary schools), Achievement for All (Brookland/Brenzett) ○ 2.2 – different curriculum activities supported by Marsh Academy (all primary schools on a rolling programme summer games planned) ○ 3.1 – discussions over common attendance policy (ongoing for all schools)
Shepway	Urban Folkestone School Collaborative	<p>Harcourt</p> <p>Stella Maris</p> <p>Castle Hill CP</p>	<ul style="list-style-type: none"> • Assertive Mentoring – established at Harcourt for Reading, Writing and Maths, and resources purchased. Staff training delivered in house 04.09.12 and new staff in Term 3 2013 quickly inducted. Termly pupil conferencing in place and release time covered by supply. • Power of Reading – no further training undertaken. Emphasis at Harcourt is on KS2 as KS1 predominantly using Read, Write Inc for Literacy. Key PoR texts in place for each class. No join staff meetings have been undertaken to develop progression modules. • Pupil mentoring – no 6th form pupils as reading mentors – nothing has happened on this. • Peer to peer challenge – Annual peer reviews still being undertaken – 03.10.12 at Stella Maris, 30.03.13 at Castle Hill. • Triangulation of evidence – work scrutiny undertaken at Harcourt 08.11.12, joint lesson observations undertaken at Harcourt 20.09.12 and 24.01.13. Pupil progress data recorded termly. Hub meetings take place regularly – no admin to minute meetings though. • Assertive Mentoring fully in place at Stella Maris (Reading, Writing and Maths), with successful link made to our Supportive Behaviour Management system. • Power of Reading still going strong – connection made to input from Nick Hind on the Creative Curriculum • Peer reviews with hub schools going well • Headteacher meetings taking place regularly – providing ideas and impetus for continued school improvement: our decision to move to 6 mentoring meetings per year for Assertive Mentoring, for example, following discussion with other headteachers • Support from Carol Atkins for NQTs and new Maths Co-ordinator have been highly valued by staff • Peer review undertaken at Castle Hill on 30/01/13 and at Stella Maris on 3/10/12. All primaries involved • Assertive Mentoring training on 4/01/12, introduced to whole school. Pupil conferencing takes place every term. Staff trained individually in effective pupil conferencing • Regular Hub meetings with CH, SM and Harcourt • P of R is now core of each term's curriculum planning, time given to ensure every term has appropriate resources • Joint lesson observations at Harcourt January 2013 • No 6th formers from HGS to date

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Swale	Rural Swale Schools Collaboration	No lead	<ul style="list-style-type: none"> 1D – achieved (all schools involved) 1E – achieved (Canterbury Road & St Mary of Charity) 1F – achieved (Bysing Wood, St Mary of Charity, Rodmersham, Bapchild) 2A – ongoing (all schools) 2B – achieved/ongoing (all schools) 4A – achieved (all schools except Eastling) 4B – most schools to take part 4D – achieved (all schools) 4E – achieved (all schools) 4F – in progress (all schools) 5E – achieved (3 schools) 5F – achieved
Swale	Faversham Schools Collaborative	Ospringe CEP	<ul style="list-style-type: none"> Key issue 1 – all schools have taken part or have firm dates in diaries, in groups for writing moderation. St Mary of Charity organised a phonics session for TAs in collaboration. Bysing Wood has organised a session for all SENCOs around vulnerable groups & progress Key issue 2 – all schools have allocated supply cover to do cross school visits by July 2013 and part fund ELC or Good to Outstanding training. Key issue 3 – all schools have met to discuss key actions to move forward
Thanet	West Ramsgate Achievement Partnership	Newington Primary	<ul style="list-style-type: none"> IA (Lesley Gallagher) met with HTs in Autumn 2012 to establish Action Plan priorities Termly HT meetings to review action plan & share data HTs had preliminary learning walk around each school All schools have shared headline data / SEF / SIP All schools to hold their devolved share of LA budget Learning walks have taken place between Ellington & Priory (KS1 Maths / Literacy) and Chilton & Newington (Science KS2) – further learning walks will be rolled over into year 2 of plan. DHTs from Chilton & Newington have met to discuss how to improve outcomes for FSM boys – this will be rolled over into year 2 (planning visits to outstanding schools). 10 teachers have taken part in 10 week FGTO programme led by Chilton – this will be offered again in year 2 for 10 more teachers English leaders (HA reading, boys' writing & KS1 phonics focus), Maths leaders (progression of calculations / schemes of work / moderating work samples), Science Leaders & Early Years leaders meet termly to share good practice / moderate work FLOs meet termly to review attendance policies & procedures / share good practice / investigating what schools can do to further improve attendance All schools have booked 1.5 days with Lesley Gallagher linked to their own improvement plans e.g. SEF development / subject leadership development All schools offering bespoke Governor training sessions (Priory – Self Evaluation & School Improvement Planning, Ellington – KS1 data, booked so far) – will roll into year 2
Thanet	M7 Partnership	Minster Primary	<ul style="list-style-type: none"> Termly Leadership Meetings for the Headteachers to work on M7 plan. This has also involved the development of the Terms of reference and finance and administration arrangements – Schools involved: Minster, Monkton, St Nicholas, Birchington, St Saviours, Holy Trinity and St John, St Crispins Appointed M7 Maths Leader to develop the Maths section of the plan– Schools involved: Minster, Monkton, St Nicholas, Birchington, St Saviours, Holy Trinity and St John, St Crispins Advertised for M7 Literacy Leader to develop the Literacy section of the plan– Schools involved: Minster, Monkton, St Nicholas, Birchington, St Saviours, Holy Trinity and St John, St Crispins Development of SPAG teaching and resources – Schools involved: Minster, Monkton, Holy Trinity and St John

Appendix 1 – Activity undertaken by the collaboratives to date

			<ul style="list-style-type: none"> • Shared Pupil Premium Statements – Schools involved: Minster, Monkton, St Nicholas, Birchington, St Saviours, Holy Trinity and St John, St Crispins • Learning Walks in some of the M7 schools so that the leaders have been and visited the schools and have some knowledge of their areas of strength and areas of development (we hope to complete this in all M7 schools eventually) – Schools involved: Minster, Monkton, St Nicholas, Birchington, St Saviours, Holy Trinity and St John, St Crispins • Good to Outstanding CPD delivered at St Crispins – Schools involved: Minster, Monkton, Birchington, St Crispins • Coaching and mentoring training using Coaches Eye app for Ipad – Schools involved: Minster, St Saviours • Sharing of policies e.g. Attendance – Schools involved: Minster, Monkton, St Nicholas, Birchington, St Saviours, Holy Trinity and St John, St Crispins
Thanet	Thanet Catholic Schools Collaboration	St Ethelbert Catholic Primary School	<p><u>Term 1 and 2:</u> Weekly meetings by each age group from Reception to Year 6 - this involved tour of host school, formal moderation, work scrutiny in literacy and numeracy, discussion of teaching successes and their impact on accelerating progress, resources and assessment. Class teachers have increased communication links (e-mails and phone numbers) to engage in mutual collaboration. Visits made to schools with the focus of fully understanding what, in practical terms, L6 writers “look like”; return to school and cascade information to staff. Twilight visit to St Josephs (within collaboration) to observe best practice for L6 writers. Impact - Advantages for St Joseph’s and Ethelbert’s is where a one form entry has another year group teacher to contact. The formalised collaboration ensures standards are more consistent. There is now a mechanism for holding colleagues to account across schools and Key Stages. A shared, formally moderated understanding of what Level 6 looks like. (impact on practice to be measured through SATS results).</p> <p><u>Term 2</u> St Ethelbert, St Joseph, St Gregory, Ursuline College: All have had a formal meeting with all year 6 and 7 staff to discuss how to improve transition into Year 7, examining the needs and styles of teaching, they also looked at work sampling and transferring top expectations proof from Year 6 to Year 7 – developing work also to go to all other secondary schools. Twilight at each primary school on KS1 and Early Years, Lower KS2 and Upper KS2 – to meet, agree moderated maths, reading and writing – again host school did a learning walk. Impact: culture change, beginning to build capacity to hold other schools to account and develop school to school support with inbuilt accountability. Primary conference led by Ursuline focussing on raising achievement for HA Y5 groups – theme: science based ethics- inc creationism/ stem cell research. Planning mostly complete. Impact: Raising aspirations of HA year 5 target groups to ensure sustainable impact of the project (rather than Y6 transition project) Conference to be held in summer term.</p> <p>Term 2 and term 3 Ursuline College, St Ethelbert, St Gregory St Joseph Term 3 St Ethelbert, St Joseph, St Gregory, Ursuline College Primaries attended Ursuline training on Philosophy for Children (P4C) Day 1 – work with year 5 and 6 classes in preparation for the collaborative conference on Philosophical questions “Science Based Ethics” for day 2 (Summer 2013) Impact - some year 5 and 6 pupils accelerating sub-level progress – but still early days with just Term 3 (half-yearly data) available. ; Ursuline staff had not previously explored P4C. Key staff trained to deliver improvement in oracy and retention of</p>

Appendix 1 – Activity undertaken by the collaboratives to date

			<p>knowledge, continued focus on developing questioning skills (Higher order thinking skills) of students (data tracking term 4)</p> <p>Term 3 Ursuline College Ursuline National Conference" Philosophy and Ethics" to be delivered to Year 7 students June 2013. Planning and staff development undertaken. Impact: not yet measured but takeup from invited schools is good. Raising the status of this approach to work nationally should raise the aspirations and self esteem of Thanet students.</p> <p>Term 2, Term3 and Term 4 St Ethelbert, St Jospeh, St Gregory, Ursuline College The four heads met in pairs and then across primaries to look at RAISEonline, Making Figures Speak and sharing Governor data to analyse strengths and areas for improvement in each school. Heads have undertaken a critical learning walk of two of four schools and prepared reports for SLT and governors. Impact: Governance stronger as evidence and standards are triangulated across the schools. (Areas for improvement identified need to be built in to strategic plan and resourced for 2013-14, continued funding would be significant in ensuring capacity as this will be a new way of working for us).</p> <p>Lesley Gallagher has worked on schools' SEFs and training in OFSTED and governor monitoring and critical challenge of schools – governors feel more confident about future Ofsted and their roles. L Gallagher also worked with staff on Ofsted expectations and expectations of the governing body in monitoring.</p> <p>Term3 Ursuline College, St Joseph, St Gregory, St Ethelbert Ursuline College became a Schools Direct trainer in partnership with Christchurch, Canterbury Interviews held at Ursuline College, St Jospeh's St Gregory's. Impact: Ursuline College is highly regarded for ITT. This is a new national initiative. Leading Schools Direct support of teacher training to support each school and develop good quality NQTs and support value for money for school's budgets.</p> <p>Visits made to schools with the focus of fully understanding what, in practical terms, L6 writers "look like"; return to school and cascade information to staff. Twilight visit to St Josephs (within collaboration) to observe best practice for L6 writers Completed</p> <p>Introduce Philosophy for Learners as a vehicle for developing higher order thinking skills. 50% Done</p> <p>Continue to develop G&T activities open to identified pupils (Y4 and Y5)with activities commensurate with HA in core subjects To be done in Term 5 and 6</p> <p>a) Ursuline Conference "Philosophy and Ethics" for secondary pupils 50% done – rest in Term 5 and 6 b)Primary conference led by Ursuline focussing on raising achievement for HA Y5 groups – theme: science based ethics- inc creationism/ stem cell research 50% done – rest in Term 5 and 6 Y1 staff of three primary schools to meet regularly at each school to focus on progress of of YR HA achievers– point 7,8 and 9 through Y1; this to include national phonics assessment. (Dissemination of good practice and professional support) 80% completed</p>
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Appendix 1 – Activity undertaken by the collaboratives to date

			<p>Identified SLT leader from each school to undertake two developmental observation visits in a partner school, followed by co coaching sessions and further monitoring visits Awaiting for HTs all to do 4 day Ofsted training – to make more coherent impact across all the collaboration</p> <p>Undertake robust work scrutiny across Y2/3 and Y5/6/7 using pupil sampling techniques (Agree 6 pupils marked with highlighters (green – success / pink to improve) in lesson – 2 HA, 2A, 2BA and 2Average FSM) Only 25% covered – more to do in Summer Term</p> <p>Identified middle leaders approached, undertake NPQML programme.</p> <p>Middle Leaders to use the current transition structure as the basis for their small scale action research with policy and practice reviewed across the Thanet Catholic collaboration.</p> <p>New and updated transition systems then drafted for SLTs and GBs agreement. All schools have middle leaders on a range of courses – private and KCC run.</p>
Tonbridge & Malling	Pilgrim's Way	St George's CEP	<p>Joint collaboration projects include:</p> <ol style="list-style-type: none"> 1. There has been regular contact between the four leaders of school since September 2012. Throughout Term 3 the four HT's have meet fortnightly to establish and review Action Plan. <u>Impact:</u> Strengthening relationships and validating judgements about strengths and areas for development 2. 'Four School INSET' (050912) @ Horton Kirby Environmental Centre to address Environmental Awareness. Attended by three (St. G's, Stansted and TS) schools. <u>Impact:</u> All schools have used the INSET to further plan their own EY's Areas and Nature Trails (ST. G's) 3. EAL / MCAS training – staff training at St. G's & Trottiscliffe, Platt School. All schools involved. (3rd October, 16th January & 18th April). <u>Impact:</u> a greater awareness of the needs of MCAS pupils and families. Interventions have been put into place, with impact evaluated in Term 5/6. Focussed planning for future events to raise awareness of diverse religions and cultures. 4. Using St. G's as a base we have support the RDBE RE SL Termly Support Group Meetings. All schools within the RDBE are able to attend. <u>Impact:</u> VC schools to support RE Planning, linked to the Diocese of Rochester/Kent Agreed Syllabus. Future Inset planned for greater pupil involvement in leading worship. Trottiscliffe CE Primary obtained "Good" in SIAS inspection Feb 2013 5. Headteacher's Performance Management has been led by a common external advisor (Mr K. Morrison) in three St George's , Trottiscliffe & Stansted (October '12). <u>Impact:</u> Development of leadership 6. Subject Leaders Meetings for Literacy, Numeracy and EY's teachers. <u>Impact:</u> Good practice shared from Maths Week, with moderation of maths and reading planned for Terms 5 & 6. EY teachers more secure in assessing against "Ages and Stages". Work with EY Adviser to include shared development of creativity and provision inside and outside.
Tonbridge & Malling	Tonbridge & Malling 4	More Park	<ul style="list-style-type: none"> • Strand 1 (Improving Teaching & Learning) - A coaching & mentoring conference has been planned for September 2013 for all teachers & TAs within all 4 schools plus two Secondary Schools (The Malling School & Holmesdale) Strategic planning & coaching development has also been arranged for the leadership teams in each school during June 2013 to formulate a direction of travel for establishing coaching organisations & conference content. The London Centre for Coaching & Mentoring are working with us on this. • Strand 2 (Improved achievement in Maths) – A learning walk has already taken place in one school with others planned so that each school gets the chance to host. The SENCO at Shipbourne is undertaking a Dyscalculia course and will feedback to subject leaders and inclusion leaders during July at West Malling. • Strand 3 (Engaging Parents) – More Park have organised training for term 6 with staff members from each school attending so that they can run effective courses for parents to increase engagement and involvement in school life / supporting learning. West Malling invited schools to attend a Parent Council meeting. • Strand 4 (EYFS Development) – A learning walk has taken place at West Malling with a focus on moderation and sharing good practice. This will be repeated in each school and the group has clear plans of how they

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			intend to take this further with a specific focus on the new EYFS profile.		
Tonbridge & Malling	School Collaboration - Burham, Tunbury, St Mark's at Eccles, Wouldham All Saints	Wouldham, All Saints	<ul style="list-style-type: none"> • Writing moderation – all engaged; positive activity. Portfolio of moderation packs published and in all schools. • Literacy conference – all engaged. Ideas generated following time to think. • Writing development group – all schools engaged again. Positive sharing of good practice & motivating actions in all schools. • Leadership collaboration – HT group strong. Senior leaders moving forward well. Learning walks completed and very helpful. • Early Years collaboration – set for summer moderation. First steps taken, all engaged. 		
Tonbridge & Malling	Wrotham/Mascalls Partnership	Wrotham School	Objective	Activity	Impact
			To develop Joint Practice Development across both schools	1. The DH from Wrotham worked with a reading recovery trainer to devise a package of CPD for staff from both schools. Day 1 feedback was poor from both sets of staff. Following poor delivery of day 2 the rest of the training was cancelled. However, staff from both school wanted to work together to develop their own version of a reading recovery programme. This has been done and starts in term 4. 2. Key staff from both schools worked together to devise an in-house 'good' to 'outstanding' programme to be delivered to staff across the 2 schools. Staff to go on the programme have been selected and this starts in term 4	JPD process led to outcome being achieved. Impact on reading and literacy will be measured in the future. Improved understanding of what 'outstanding' lessons look like. Impact will be seen once the programme is delivered.
			To develop the quality of teaching and learning	Mascalls have had two teachers trained as facilitators for the OTP. Wrotham's ITT co-ordinator has gone through the ITP course. AND ABOVE	Wrotham: It is too early to measure the direct impact of these initiatives as although programmes have been devised they are due to start being rolled out next term. However, in their creation there has been an increased level of discussion and understanding of what good and outstanding teaching looks like, and this along with other strategies outside this collaboration, has contributed to a strong improvement in the quality of teaching: June 2012 66% of lessons judged as good or better; March 2013 91% good or better and 11% outstanding. Mascalls: OTP facilitators are being used to observe and develop the practice of good teachers. Early indications are that good or better lessons across the school has improved from 50% to 60% in a very short period of time.

Appendix 1 – Activity undertaken by the collaboratives to date

			To develop SENCO arrangements at Wrotham	Wrotham's aspiring SENCO has spent time with the SENCO at Mascalls.	A very useful day –seeing the nuts and bolts of the job – contributed to the creation of a new and comprehensive job description.
			To develop the teaching of English at Mascalls	Wrotham has received no request for support as yet as Mascalls have engaged with some specific support from consultancy through East Sussex focussing on APP in English and developing engaging lessons and re-writing of Schemes.	Lesson observation data is showing improvements in quality of teaching and learning. % of lessons good or better is now 65%, previously 50%. This work has been superseded by the engagement with East Sussex County Council consultancy. Consultant Jane Branson has helped successful implementation of APP, modelling, guided work, interactivity and differentiation. 3 days of consultancy left to embed and to start work on rewriting the whole of KS3 to be a skills based curriculum
			To be able to articulate what outstanding looks like in a secondary school	The Heads of both schools met and using DfE performance tables and Ofsted website identified 11-18 schools with similar prior attainment (bulge of middle ability) with outstanding as last inspection judgement. Schools contacted and both Heads are visiting Wood Green Academy in West Midlands and Plantsbrook School in Sutton Coalfield on the 10 th of May 2013. We are still waiting to hear from one other school.	Visits to Plantsbrook and Wood Green Academy have taken place. Most obvious features of these schools is that behaviour management systems are consistent, curriculum is matched to maximise outcomes and there is a consistent and persistent eye on detail. Most interesting ideas that may well be taken further include: 4:1 ratio of rewards to sanctions Praise of staff for good T and L in briefings Better level of consistency across the school in all areas All of LT focused on T and L Same rigour at Ks5 as 4. IAG from early on Pastoral structure that focuses on achievement and progress
Tonbridge & Malling	Tonbridge & Malling School Partnership	Hugh Christie	<ul style="list-style-type: none"> ○ Training for Senior Leaders - 25th January 2013. ○ Training for Headteachers and Senior Leaders - 1 March & 22 March ○ Ridgeview supporting Cage Green following their OfSTED inspection to build capacity for ASD support for the partnership. 		
Tonbridge & Malling	The Discovery, Ryarsh & Mereworth Collaboration	Ryarsh Primary	<ul style="list-style-type: none"> • Cross school moderation – all schools – focus on writing • Agreed stimulus for writing task to better enable cross school moderation and understanding of 'levelness' • Collaborative leadership for Literacy – all schools – focus on developing Talk for Writing • Training for all schools in the new Ofsted framework and implications for each school – all schools • Paired lesson study – all schools – linking teachers across the collaborative in considering what makes outstanding teaching • HT Learning Walks - Ryarsh / Discovery – focus on learning environment, free-writing opportunities 		

Appendix 1 – Activity undertaken by the collaboratives to date

			<ul style="list-style-type: none"> ○ Ryarsh / Mereworth – focus on quality of teaching, engagement of pupils • HT developing the role of the subject leader – all schools • Collaborative governor training – all schools
Maidstone	Weald Collaboration	Coxheath	<p>1, 2, 3, 4</p> <ul style="list-style-type: none"> ▪ All six schools have been active participants in this activity ▪ Detailed audit carried out to assess current skill level of TAs and to prioritise professional development requirements ▪ E L C programme adjusted to reflect training requirements delivered to two cohorts each having six mornings of training led by Christ Atkins Reeve at Coxheath PS. These sessions have been welcomed by the majority of delegates. Colleagues may have preferred longer sessions. ▪ 40 delegates in each cohort from each of the six partnership schools have taken part in the programme. ▪ Mentors attended selected celebration and review/feed back sessions and provided regular support to colleagues throughout the programme <p>5, 6, 7, 8, 13, 14</p> <ul style="list-style-type: none"> ▪ Lead practitioners have been identified for key areas and subjects and currently in the early stages of establishing networks ▪ Successful meetings have been held for: <ul style="list-style-type: none"> ○ Teachers of year 2 focusing on moderation of writing ○ Successful meeting for teachers of year 6 who focused on moderation of writing and expectations of new grammar, spelling and punctuation programme ○ Year R staff have an existing network of support and professional development which emphasises other Weald consortium schools. ▪ Opportunities have been provided for colleagues to visit schools in the collaboration and beyond, to observe good or outset adding practice in key curriculum areas ▪ Consultant booked to deliver coaching and mentoring training for senior and middle leaders ▪ Where appropriate coaching partners have been identified within individual schools <p>Training for lesson study approach will take place in term 6 for individual schools</p> <p>9, 10, 11</p> <ul style="list-style-type: none"> ▪ Schools have taken up the offer for individual members of staff where it has been seen as appropriate ▪ Schools have introduced new lesson observation criteria based on new Ofsted framework and agreed by staff and governors ▪ Learning walks have been established that focus on key areas for development, such behaviour for learning, impact of intervention programmes, AFL, etc ▪ Intra and inter school paired observations have been successful in helping to come to an agreement about what is good/outstanding teaching and pairing experienced and less experienced colleagues together has been an important part of the development programme ▪ Colleagues have had the opportunity to visit other settings to observe good and outstanding practitioner ▪ There have been opportunities for middle managers to make paired observations or learning walks to enable them to analyse good practice and carry out their roles more effectively and continue the drive to raise standards <p>12</p> <ul style="list-style-type: none"> ▪ Individual schools have worked with Colleagues to collate relevant information on school self evaluation to present in an effective way to governors, advisors, inspectors and other agencies.

Appendix 1 – Activity undertaken by the collaboratives to date

			Individual schools have participated in training programmes including, EHC, Tribal 4 day programme
Tonbridge & Malling	IMPACT	Slade Primary	<p>This collaborative didn't complete the pro-forma we circulated but have added notes against each of their actions on their action plan:</p> <ul style="list-style-type: none"> ○ Pupil Progress: To enable pupils to make accelerated progress (3 levels): <u>evaluate current practice</u> - Slade created new SLT monitoring Report & Progress handbook. Shared with other schools. Aylesford run data workshops – high impact SLT are now using data confidently & link with Gov' strategy group. Watlingtonbury giving all teachers access to Sims for data use. Borough Green now upskilled all teachers re APS and specific groups. Governors also updated on APS. All schools implementing lesson feedback coaching framework. Reporting high impact on staff engagement in their own development; <u>develop use of pupil progress meetings</u> – training all done. Slade agreed format and forms as seen in new Progress Handbook shared with other schools. ○ Develop Middle Leadership: buying in of middle leadership course is in progress - all schools in process of implementing in school. There has been good feedback received on the process so far.
Tonbridge & Malling	Tonbridge Village Collaboration	Hildenborough CEP	<ul style="list-style-type: none"> ○ Monitoring of teaching and learning ○ Inset A4L ○ Joint SLT day ○ Sharing of best practice by lead year group teachers ○ Joint staff training day ○ Joint subject leader audits and review of practice. ○ TA training ○ All schools have undertaken all activities. All activities have been worthwhile and valued by staff
Tonbridge & Malling	Mosaic Collaboration (formally Group D)	Ightham Primary School	<p>Spotlight 3 Leadership and Management - Effective Observation, 5 day course</p> <ul style="list-style-type: none"> • Feedback from delegates overwhelmingly positive. • Leaders report that they feel more confident in triangulating evidence to form judgements and that these judgements are consistent. • Head teachers report that they valued that internal messages had been reinforced by the training and that leaders attending the course were able to share the bigger picture. ○ Schools involved: Ditton Infant and Junior Schools, Kings Hill School, Ightham Primary School, Leybourne St Peter and St Paul C of E Primary School, Plaxtol Primary school.
Tunbridge Wells	Tunbridge Wells	LANGTON GREEN, BISHOPS DOWN, ST JAMES' INFANTS, CLAREMONT	<p>Bidborough / Langton Green / Speldhurst / St Matthews</p> <ul style="list-style-type: none"> ▪ Bidborough and Langton Green have worked on Lesson Study Y6 and Y5 teachers have linked, Y4 linked with Speldhurst. Year 6 have planned and taught three sessions together – very successful, all bar 2 children produced L4+ writing - high levels of challenge and engagement. This was done with a teacher in character – a man from the council saying they were going to build houses on the playing fields. Got really good working wall and best writing they have done. Year 5/Year 4 just started but already high quality conversations. At Langton Green the focus was numeracy. Targeted teachers, matched a stronger with weaker. Fits with Langton Green whole school focus of Lesson Study. Benefits for teachers from 1 form entry schools being able to work together. ▪ Headteacher Joint Observations. ▪ Outdoor learning Opportunities training day completed. One teacher at Langton Green trained as Forest Schools Teacher – skills being shared with other schools. Discussed other schools buying him in for half/whole day a week/fortnight next year. Decided to ask him to go to Council of Heads Meeting to discuss. ▪ Joint Planning Sessions – whole staff planning with whole staff for Literacy and Numeracy and creative curriculum. St Matthews and Langton Green. <p>St Marks, St Augustines, Bishops Down and St Barnabas</p>

Appendix 1 – Activity undertaken by the collaboratives to date

			<ul style="list-style-type: none"> ▪ Learning Walks ▪ Developing Girls Maths – closing the gap between girls and boys maths. Mary Veal collaborative training for teaching girls maths. ▪ Middle Leaders Development – teachers have attended training ▪ Marking Good, Towards Outstanding courses run by TAWKE – teachers attended courses. ▪ Maths Masterclasses run by CPW – some pupils are attending. <p>St James' Infants, St James' Junior, St John's, Pembury</p> <ul style="list-style-type: none"> ▪ Booked inset day with Trevor Hawes 30 September – closing the gap for disadvantaged pupils ▪ All four SENCOs have met to discuss practice and will follow up. ▪ Plan for a teacher from each year group from each school will meet three times during the academic year – maths and writing moderation <p>Broadwater, St Peter's, Claremont, St Paul's Rusthall and Southborough</p> <ul style="list-style-type: none"> ▪ Literacy and Numeracy Co-ordinators have met together – maths in particular are very positive, they are making a toolkit (the emails from Carole Johnson and Penny Bill are not going to Heads – they didn't know about Literacy and Numeracy Toolkits). ▪ Literacy and Numeracy C-ordinators are observing in each others' schools. Headteachers discussed how they enable co-ordinators to lead and how this will fit into the school's existing monitoring plan and how negotiable the brief to the group is – some groups the Headteacher proscribed what the subject leaders should do, others let them decide their own agenda with a wide brief. ▪ Meeting held with representatives from the Governing Body of all 5 schools (20-30 in attendance). Training on Ofsted Preparation led by Richard Sutton Smith (Governor Services representative was unable to attend due to travel problems). There was a fruitful discussion about how Governing Bodies could work collaboratively. Governors discussed ways of developing a local support network for Chairs and Chairs of Committees (forum chatroom?). Explored aspects of Governor mark and sharing policies. Lots of talking and getting to know each other. Chairs of Governors will communicate with each other and take this forward.
Tunbridge Wells	Cranbrook & Paddock Wood Partnership	Lamberhurst & St Mary's	<p>All schools have engaged in a quad or quin school group planning meetings, partnership review meetings and planned activities as outlined in the meeting notes:</p> <ul style="list-style-type: none"> - English & maths moderation meetings for all quin school teachers YR-6 taking place March – June - Penny Bill is leading an INSET on how to work towards achieving L3 Writters for FS & KS1 - Caroline Bromley is organising a Maths Master Classes for 2 more able Year 5/6 pupils and 1 teacher across all collaboration schools - English & maths co-ordinator meetings - Staff visit to Brenchley & Matfield to observe process displays – problem solving - Carole Johnson is running a sessions at Paddock Wood on what constitutes good to outstanding teaching - Guided reading support & development of independent activities relating to reading to be provided to 3 schools by Literacy AST at Benenden. - Lesson study approach to develop boy's writing