

Appendix 3 – Strengths so far as a collaborative

District	Collaborative	Lead School(s)	Strengths so far as a collaborative:
Ashford	Central Ashford Town Schools (CATS)	Willesborough Junior	<ul style="list-style-type: none"> It has given Headteachers a genuine reason to work collaboratively on locally identified priorities Collaborative has provided a forum for mutual support and understanding Since September relationships have strengthened within the group and the sense of openness and trust has empowered heads to discuss a wide range of topics impacting on standards within their schools Collaborative is building stronger links with John Wallis Academy and their staff are invited to all our sessions.
Ashford	ACE	Hamstreet Primary	<ul style="list-style-type: none"> Resilience of staff who demonstrate a sense of worth in challenging circumstances Knowing the advantages of working in collaborative way so a willingness to be part of a partnership Joint staff appointments which have increased our capacity for improvement e.g. Assistant Head Using the expertise within each of our schools across the collaborative to improve all schools
Ashford	EAS Hub	Downs View Infant	<ul style="list-style-type: none"> Relationships between schools & a surge of enthusiasm & commitment Openness & willingness to share Teacher initiated collaborations developing with enthusiasm & therefore teachers having real ownership of the plan with a strong emphasis on key objectives
Ashford	Tenterden Rural Alliance	Tenterden Junior (budget holder)	<ul style="list-style-type: none"> Strong sense of trust and mutual support between the Headteachers. We have a well defined ethos that we are collectively responsible for all our pupils. Competition has given way to collaboration. We share data openly and we share our strengths and areas for development without fear of censure, and in the spirit of mutual support and improvement. Governors are working closely together, have engaged in joint training and are all committed to the Alliance. Every school involved in the Alliance has signed up to the Memorandum of Understanding – signed by Headteachers and Chairs of Governors. The Alliance has been recognised at District and County level as a working example of collaborative, cross-phase practice. Support for small rural primary schools – economies of scale mean we can provide high quality professional development and school improvement activities which individual schools would not be able to manage. Joint procurement of services – we already share the services of an Educational Psychologist and are now looking at joint procurement of Personnel services and the joint employment of a Foreign Language Assistant. We have established a Tenterden District Book Award event modelled on the Southern Schools Book Award which has been successful in supporting reading and literacy development at KS3. The Tenterden District Book Award will extend this into KS2 initially and hopefully KS1 the following year. We have developed a strong branding for the Alliance, including professionally designed logo and branded stationery for all Alliance events.
Canterbury	Coastal Alliance	Herne Bay High	<ul style="list-style-type: none"> Devolved roles and responsibilities across the Alliance to enable delivery of an action plan which is regularly monitored and clearly evaluated through a strong network system. Systems and structures at HT and Board level are now in place to support sustainability (Terms of Reference attached) Influencing a higher level of service to Alliance schools and a reduction in procurement costs e.g. Educational Psychology, School Meals, School Fund Finder Increased consistency of approach e.g. holiday absence, term dates, expectations of UPS staff
Canterbury	Educant	Blean Primary	Networking opportunities and the support provided by HTs is very strong. There is a desire to work together and

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		St Peters Methodist Primary St Thomas Catholic Primary Parkside Community Primary St Johns Church of England Primary Petham Primary Chartham Primary	share good practice. Maths Subject leaders have met and are planning further networking opportunities. Raise standards of Governors in line with new Ofsted framework. <ul style="list-style-type: none"> Governors attended bespoke training at Blean Primary. Governors now informed on expectations and accountability. Chairs of collaboration now have set-up their own group to take priorities forward
Canterbury	Wickhambreaux CEP	Wickhambreaux CEP Hoath Primary Chislet CE Primary	<ul style="list-style-type: none"> Good pupil progress being made towards pupil progress in Reading (vulnerable groups) and Maths (year 6) Chislet graded Good by Ofsted (March 2013)
Dartford	Dartford Area Schools Consortium (DASCo)	Family 1 lead: Dartford Grammar School Family 2 lead: Our Lady's CP Family 3 lead: Stone, St Mary's Family 4 lead: Holy Trinity CoE Primary	<ul style="list-style-type: none"> The areas of expertise amongst the group are evident. Within the group, there is experience ranging from entry level primary school, to school leaver age at the highest academic level. Having identified where different members of the group have different expertise, we will successfully be able to share this, to the benefit of all. Working with schools that have not collaborated together on projects. Sharing good practice and experiences so that schools can learn from each other. After initial discussions being able to find an agreed way forward to support each other in this process. Literacy Leaders from St Anslems and Stone St Mary's have worked together to create the objective and form ideas for our Family. The other two schools are now involved. Headteachers now all aware of this collaborative project and working together to ensure success. All have agreed to allow the Literacy leaders in their schools to lead this project but recognise the need for themselves to be involved with certain decisions, e.g. Release time to visit other schools. Communication is now good. Communication between each other. Sharing of ideas/resources and teaching styles and creating a bank of these things. Working with schools from other areas of Dartford to highlight common problems and think collaboratively with regard to new ideas. Being able to identify ways in which to move forward to support each other in supporting HA pupils achieve full potential, in particular Year 2 and Year 6.
Dartford	Temple Hill & Oakfield Collaborative Reading Project	Oakfield	<ul style="list-style-type: none"> Collaborative work has led the governing bodies to decide to move to a hard federation for September 2013 (hopefully!) Leadership Teams work collaboratively, sharing ideas, methodology etc. Teachers are able to have conversations with colleagues from a second school.
Dover	RAiD	Priory Fields (budget holder)	Governors – Clear board structure with all schools involved <ul style="list-style-type: none"> Board are beginning to evaluate the impact of collaboration and developing ways in which all 6 schools can become more supportive of each other

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			<ul style="list-style-type: none"> - sharing of data to inform the board of the successes and barriers to improvements of the different schools. This gives opportunities to discuss, explore and consider how individual schools can be supported by the other schools such as considering shared recruitment of specialised personnel, sharing expertise, shared training and coaching and mentoring opportunities. Ideas are at an early stage and these need to be further developed. <p>Working together Collaborative training opportunities for Governor including vulnerable groups, safeguarding and Parental Engagement – all sessions organised by the chair of the board and governors signed up to different sessions.</p> <ul style="list-style-type: none"> - Some joint triangulation supporting each other in monitoring each others schools (St Martins/Priory Fields, Guston/St Martins, St Marys/Priory Fields, Eythorne and Elvington/Sibertswold) - Some joint learning walks – giving feedback on particular focus (St Martins/Priory Fields, Guston/St Martins) - Moderation exercises – Moderation where both schools are present and also anonymised moderation. - Regular HT meetings, highlighting next steps and areas for development in individual schools. (all 6 schools) - Reviewing plan, adapting and revising to needs.
Dover	The Dover Collaboration of Schools	Green Park CP	<ul style="list-style-type: none"> • Shared training has been well attended and well received. • The head teachers have supported each other in areas of school improvement and in dealing with difficult situations. • The teachers have formed partnerships within their year teams which are now driving the training plan.
Dover	Samphire Hub Action Plan	n/a	<ul style="list-style-type: none"> ○ Collegiate and committed approach from headteachers in the group, with emphasis on raising standards. ○ High expectations and aspirations. ○ “Buy in” from other stakeholders. There has been a great deal of enthusiasm, and initial action from teachers/support staff/admin staff and governors. This will be crucial to maintain the momentum of the project and ensure it has a long term impact. ○ Activities that have been delivered so far have been well planned and high quality, and crucially have made the link to practical activities that will raise standards-see Impact statements above. ○ Bursars/finance officers beginning to explore cost savings – eg supply teacher insurance.
Dover	Sandwich Consortium	Eastry is budget holder, but otherwise no school takes a specific lead across the consortium	<ul style="list-style-type: none"> ▪ Commitment to ensure whole school progression across all three phases, training and actions have all kept that very much at the heart of what we are doing. Teachers are engaged with the process, leading to the last consortium staff meetings being lead by teachers themselves, and with them providing to headteachers a very clear view of what they would like to cover next and where they wish to focus for their next meetings. ▪ High levels of effectiveness and commitment of the Action Plan Group, a large amount of time and energy has been taken, but the results have been very positive and affirming. Excellent working relationship with our SIP, Lesley Gallagher, who has provided excellent support to headteachers and the planning group. ▪ The executive group has a high level of expertise, particularly supported by the business knowledge of the governor members. This group has developed into a body with strategic and managerial oversight of all the work of the consortium. ▪ There is a heightened understanding of collective responsibility across the consortium, leading to enhanced levels of support and challenge. ▪ Ensuring that the budget is used appropriately for CPD has been a successful focus. ▪ Data being used to address issues and share good practice within Consortium Year group Meetings. HT's working with different year groups in meetings e.g. Junior School HT attended Y1&2 meeting.
Gravesham	Northfleet & Gravesend	St Botolph's	<ul style="list-style-type: none"> ▪ The transition group has met and have formed networking links. They are keen to establish joint practice

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	Alliance (Getting Gravesham Reading)		<p>development.</p> <ul style="list-style-type: none"> ▪ The Literacy Steering Group comprises the headteachers from two secondary schools, an infant and a primary school and the project manager. This group meets regularly. Minutes of meetings are recorded and feedback given to NGA. This group is dynamic, enthusiastic and determined. ▪ The Project Manager is proactive in seeking opportunities to promote the project through different media and is an effective, persuasive and highly motivated teacher and leader, with substantial school leadership and management experience. For example, she has successfully enlisted the support of Waterstones, W H Smith's and Asda who have agreed to give discounts on books.
Gravesham	Valley Schools Partnership	Kings Farm	<ul style="list-style-type: none"> ▪ There is a strong working relationship between the headteachers and this is now being fostered amongst other members of the senior and middle leadership teams ▪ Teachers are networking across the schools now that they have met each other a number of times they are sharing ideas and resources across the schools ▪ The schools have an open approach top working together realising each other strengths and weaknesses, there is a willingness to pool and share resources for the benefit of all schools
Maidstone	Consortium F	East Borough	<p>Impact so far:</p> <p>SUCCESS PROGRESS REFLECTION</p> <p>Shared responsibility – for improvement</p> <p>Increased efficiency – time, resources pooled</p> <p>Greater credibility – verification for Govs / LA / OFSTED</p> <p>Confidence to innovate</p> <p>Support and positive feedback given rise to strength and senior leadership team work</p>
Maidstone	Maidstone West Collaboration	West Borough	<p>There is a greater level of competence and confidence as a result of the sharing of good practice such as Learning walks, book scrutiny, SLT, Learning environment liaison, partnership working. School Improvement Plans across the MWC have been adapted accordingly.</p>
Maidstone	Maidstone Rural Anglican Church Schools	Yalding St Peter and St Paul	<ul style="list-style-type: none"> ○ Launch Days – Collaboration training for TAs. Improved motivation and interaction with children – TAs. ○ A desire to continue meeting, learning from each other and the sharing of resources and procedures
Sevenoaks	Swanley Partnership Collaboration	St Mary's, Hextable Primary, High Firs, Downsview & Horizon	<ul style="list-style-type: none"> • HTs have worked well together, each making a great effort to ensure that the training taking place has been successful. This has taken a lot of time, but has been worthwhile. • Improved communication and professional dialogue between schools • The quality of the venues provided for collaborative work. We are lucky that we have a range of venues available to us and are keen to ensure all training or discussion takes place in a suitably professional environment. • Identification of the objectives agreed. All schools in the collaboration have an interest in the targets.
Sevenoaks	Longfield Schools Learning Partners	New Ash Green Primary	<ul style="list-style-type: none"> ○ Focused approach on the needs of the four schools
Sevenoaks	Sevenoaks Cluster of Schools Collaborative	Kemsing	<ul style="list-style-type: none"> • Development of collegiate support from senior leaders, teachers and teaching assistants. Openness of discussions. Accuracy in writing assessments. Improved practice in writing
Sevenoaks	Ways with words (sub	Kemsing	<ul style="list-style-type: none"> ○ The main strength is that HT recognise that writing is an issue in most schools and it is time to do something

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	project of Sevenoaks Cluster of Schools Collaborative)		differently to achieve better results. We have been instrumental in the directing the project will take.
Sevenoaks	Sevenoaks Cluster of Schools	Sevenoaks Primary School	<ul style="list-style-type: none"> ○ Commitment from staff at all schools to improve achievement of all children in the cluster not just at own school.
Sevenoaks	Sevenoaks Cluster of Schools	Chevening (St Botolph's) CEP School	<ul style="list-style-type: none"> ○ Development of collegiate support from senior leaders, teachers and teaching assistants. Openness of discussions.
Sevenoaks	Sevenoaks Cluster of Schools	St Thomas' RC Primary School, Sevenoaks	<ul style="list-style-type: none"> ● Development of collegiate support from senior leaders, teachers and teaching assistants. Openness of discussions.
Shepway	Shepway Rural Mini Hub	Lyminge School	<ul style="list-style-type: none"> ● Trust built in each other and pooling of support, resources and expertise eg SENCo and TA sharing of good practice and resource ideas in Hub meetings; sharing of ideas and good practice in Headteacher meetings, joint moderation and quality assurance; sharing of expertise and dissemination of outstanding teaching through hub INSET and the use of lead teachers amongst the hub. IMPACT - eg shared hub support on new EY assessment helped Year R teachers with introduction of new EY tracking & EY Profile. ● Concrete and immediate support available at the end of a phone, particularly for new headteachers, has been invaluable in helping alleviate rural isolation. IMPACT – eg Restructuring at Stowting went far more smoothly due to hub support ● Secondary school FSG joined hub in 2013 – IMPACT eg – secondary maths teacher running Level 6 masterclasses at Elham ● Governor contact made with Stowting new Chair of Governors and Lyminge Chair of Governors meeting. Outcome - plan to observe each other's full GBs
Shepway	SAMS Collaboration	All Souls	<ul style="list-style-type: none"> ○ Trust – all the Headteachers are open with sharing data, gradings, issues (and successes) ○ Staff are equally developing open and honest working relationships with peers in other schools. ○ Staff at all levels provide challenge to peers and staff in their own and other schools. ○ The partnership involves staff at all levels. ○ Range of activities, including monitoring, moderation and training.
Shepway	Hythe Hub Partners	No lead	<ul style="list-style-type: none"> ○ There is no lead/chair – a TRUE collaborative where we are all equal! ○ Complete honesty amongst Heads, complete openness & willingness to support, celebrate & share failures & fears.
Shepway	Romney Marsh School Improvement Collaborative Hub	St Nicholas (fund holder)	<ul style="list-style-type: none"> ○ Open, professional & supportive dialogue at all levels of staff (heads/middle leaders/staff) who want the best for their children ○ Headteacher support for colleagues within a climate of trust & friendship ○ The Hub schools are able to share representation & messages from training & meetings & to bring back issues to the locality
Shepway	Urban Folkestone School Collaborative	Harcourt	<ul style="list-style-type: none"> ● Open and honest dialogue. ● Willingness to work collaboratively and share best practice (practicalities are often an issue though) ● Strong links between the headteachers.

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		Stella Maris	<ul style="list-style-type: none"> • Open and honest dialogue • Willingness to share whatever works for us • Good working relationships between Headteachers
		Castle Hill CP	<ul style="list-style-type: none"> • Excellent information / Good practice sharing with the three primary schools • Support with lesson observations, interviews, resourcing • Staff development through observations in other schools
Swale	Rural Swale Schools Collaboration	No lead	<ul style="list-style-type: none"> ○ Sharing of good practice ○ Shared training/groups ○ Supportive & open ethos ○ Committed governors ○ All schools involved/inclusive ○ Shared focus on cross school improvement ○ Constant re-evaluation of plan to ensure it is focussed on pupils needs & raising standards
Swale	Faversham Schools Collaborative	Ospringe CEP	<ul style="list-style-type: none"> ○ An absolute commitment to the best for children in Faversham ○ Sharing of good practice ○ A good spread of schools to draw on ○ An opportunity to liaise & share ideas as local Heads
Thanet	West Ramsgate Achievement Partnership	Newington Primary	<ul style="list-style-type: none"> ○ Support of school leadership e.g. to develop staff via WRAP co-ordinator meetings; to improve middle leadership across all four schools.
Thanet	M7 Partnership	Minster Primary	<p>As a partnership of schools we have many strengths:</p> <ul style="list-style-type: none"> • Experienced Headteachers who are very willing to work together • Variety in the size and type of schools working together • Schools with a variety of Ofsted experiences and grades • Variety in catchments and resources available
Thanet	Thanet Catholic Schools Collaboration	St Ethelbert CEP	<ul style="list-style-type: none"> ○ Full commitment of all participants. Increased trust, support and mutual understanding. Genuine professional challenge, Teachers having partners in other schools and the beginning of collaborative partnerships. Although Headteachers held regular meetings, this new way of working ensures the focus is on accountability, which has accelerated our pace of change in professional practice. All 4 schools in close proximity to move quickly to support – furthest distance in time from school is 15 mins. ○ Governors' knowledge and collaboration – increased challenge to all 4 schools. All four school heads and staff are enthused by the collaboration – and challenge and support more evident. ○ Formalised collaboration has had greater impact in cross phase accountability.
Tonbridge & Malling	Wrotham/Mascalls Partnership	Wrotham School	<ul style="list-style-type: none"> ▪ Commitment of both Heads to make this work. ▪ Belief that we can both learn from each other. ▪ Desire to provide 'outstanding' schools for our students ▪ Use of Joint Practice Development techniques ▪ Not afraid to change direction

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			<ul style="list-style-type: none"> ▪ Commitment to self-fund further collaboration
Tonbridge & Malling	Tonbridge & Malling 4	More Park	<ul style="list-style-type: none"> ○ Initial projects have got off to a good start with groups taking on initiatives productively. ○ Each school has contributed to each project with everything that is planned taking place.
Tonbridge & Malling	School Collaboration - Burham, Tunbury, St Mark's at Eccles, Wouldham All Saints	Wouldham, All Saints	<ul style="list-style-type: none"> ○ Trust between members (HTs plus other senior leaders and class teachers). ○ Security in sharing in all ways (e.g. learning walks) to maximise excellence. ○ Good shared developments in governors & leadership issues. ○ Clear focus on improving outcomes for children.
Tonbridge & Malling	Tonbridge & Malling School Partnership	Hugh Christie	<ul style="list-style-type: none"> ○ Strong collaboration demonstrated by show of support for Cage Green following their OfSTED inspection. ○ Leadership is being distributed with different schools taking on leads for different areas. ○ Cross phase working is really beneficial. ○ Work has started on all three priorities; although focus at the moment is on creating the structures for delivery.
Tonbridge & Malling	Pilgrim's Way	St George's CEP	<ul style="list-style-type: none"> • Collectively being four church schools we have a 'common link' and a sense of togetherness. Schools benefit from outstanding practice at St Georges. For example 'Leading Lights' Training in Collective Worship and support from Diocese in blending schemes of work to adhere to Kent Agreed Syllabus for VC schools. • Schools share expertise in subject areas • Three of the schools share a SENco which ensures consistency of provision and assessment • Economies of cost with joint packages purchase in MCAS and Educational Psychology – this will continue and hopefully be expanded during 2013/4 • Support for new leaders in role from experienced heads • Shared vision
Tonbridge & Malling	The Discovery, Ryarsh & Mereworth Collaboration	Ryarsh Primary	<ul style="list-style-type: none"> • Very strong sense of collaboration at all levels • Very good working relationships between Headteachers • Governors are actively seeking collaborative training, in order to save costs and meet the development needs of all three schools • Staff at all levels are sharing expertise and view this partnership as one of mutual development
Tonbridge & Malling	Tonbridge Village	Hildenborough CEP	<ul style="list-style-type: none"> ○ Rigorous monitoring across all schools to moderate judgements and identify areas for development. As a result of this, individual support plans have been out in place. ○ Sharing of good practice across schools and year groups. ○ Reduction of isolation.
Maidstone	Weald Collaboration	Coxheath	<ul style="list-style-type: none"> ○ Strengths to date have been the overwhelming support for the ELC for TAs and the positive effects on colleagues professional development ○ Networking and shadowing opportunities have been established and have allowed staff to share good practise and have identified areas for school improvement ○ Additional professional development opportunities for term 5 and 6 have been organised ○ Some schools have developed a closer working relationship as a result of the collaboration
Tonbridge & Malling	Mosaic Group D	Ightham Primary School	<ul style="list-style-type: none"> • Supportive dialogue with SIA. • Formed links and networking with new primary colleagues and schools. • CPD training tailored to school's needs.

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			<ul style="list-style-type: none"> Facilitating the delivery of the School Development plan is being funded.
Tunbridge Wells	Tunbridge Wells	LANGTON GREEN, BISHOPS DOWN, ST JAMES' INFANTS, CLAREMONT	<ul style="list-style-type: none"> Everyone is participating Extended to Governors Strengthening Middle Leaders – supporting succession planning Sharing current initiatives and managing change Have been able to pursue ideas and actions in more depth because funding has been available than would otherwise would have been possible (e.g. Lesson Study co-ordinators) Subject Leaders are working in each others' schools at the level of improving practice Openness – breaking down barriers, sharing data and issues has been easier in small cluster groups than in the larger group.
Tunbridge Wells	Cranbrook & Paddock Wood Partnership	Lamberhurst & St Mary's	<ul style="list-style-type: none"> All schools fully engaged Collaboration planning & review meetings have dedicated planning meetings which prevents collaboration focus being 'lost' in other meeting agendas