

Appendix 4 – Areas for further development

District	Collaborative	Lead School(s)	Areas for further development as a collaborative:
Ashford	Central Ashford Town Schools (CATS)	Willesborough Junior	<ul style="list-style-type: none"> Continued work on the key priorities, particularly in the context of identified vulnerable groups (increase rate of progress of more able) Further development of mini groups to enable members to get to know each others schools better and therefore offer informed advice and support Joint commissioning of external providers to provide cross school training, perhaps on a joint development day
Ashford	ACE	Hamstreet Primary	<p>In light of new curriculum many areas for development will be linked to this:</p> <ul style="list-style-type: none"> Moderation of writing across all schools and all year groups Development of reading (possibly through adopting Big Reading programme) SPAG development/training Further strengthening maths curriculum
Ashford	EAS Hub	Downs View Infant	<ul style="list-style-type: none"> SPAG – continue to develop practice through implications of the strategy throughout KS2 Establish clearer peer collaborations between two Infant schools Provide further opportunities for learning walks around other schools Deliver further Writing for Real training on 4th September Staff development day Focus on Writing for Real lesson obs Carry out cross school agreement trail & moderation linked to 'writing for real' Continue to develop all areas of the plan
Ashford	Tenterden Rural Alliance	Tenterden Junior (budget holder)	<p>Our ongoing future planning is aimed at building on our success. Plans for the remainder of this academic year and into next year include:</p> <ul style="list-style-type: none"> Further leadership development activities for Governors, Headteachers, Middle and Senior Leaders Further professional development activities at every level – we would like to develop a coaching model as we move forward. Headteachers of the Alliance are attending the NCSL National Conference in June together. A programme of joint MFL activities has been planned, starting with a French Pique-Nique in July and including a German Christmas Market in November. The Alliance has agreed to fund the PE day release programme for a further year, following the withdrawal of central funding for this programme. We are starting a joint training programme for TAs which we hope will lead to NVQ accreditation Homewood School is applying to be a Schools Direct hub from October, so the TRA will centralise their ITT activities through this hub. We plan to take on Schools Direct trainees with a view to finding them employment in the Alliance, although not necessarily the placement school. This allows small schools to benefit from having a trainee without the commitment to employment which may not be possible. We will continue our established annual programme – Celebration of Education, Joint INSET Day, Joint Governor training, Joint lesson observations and moderation activities The Headteacher and Governors of Repton Manor School have expressed their wish to join the TRA in September 2013.
Canterbury	Coastal Alliance	Herne Bay High	<ul style="list-style-type: none"> Continue to run planned activities with report back systems further developed alongside data analysis for a full evaluation in July Developing capacity within the Alliance to support for schools at crisis management level.

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			<ul style="list-style-type: none"> • Support for Middle Leadership • Further development to improve communication with the LA
Canterbury	Educant	Blean Primary St Peters Methodist Primary St Thomas Catholic Primary Parkside Community Primary St Johns Church of England Primary Petham Primary Chartham Primary	<ul style="list-style-type: none"> • Monitoring of finance amongst HTs and bursars/finance officers and communication needs to improve and be discussed as a group. It is also planned for a standing item to be put on each meeting's agenda for finance.
Canterbury	Wickhambreaux CEP	Wickhambreaux CE Primary Hoath Primary Chislet CE Primary	<ul style="list-style-type: none"> • Continue with priorities in collaborative plan.
Dartford	Dartford Area Schools Consortium (DASCo)	Family 1 lead: Dartford Grammar 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 collaborative needs to identify other ways in which members can support one another. We also need to consider the idea of reading affecting writing skills and how potential budget spending could support this. • To complete a writing moderation that has been organised. • To visits schools on a learning walk. • To involve pupils in this project as a way to celebrate work. • Learning walks are planned between the four schools to share good practice and learn from each other successes re progress towards meeting objective. • Schools are to moderate standards of Literacy – comparing 'English' work to that seen in Foundation subjects. • Audit of needs across the schools. • Identified way in which to spend funding to ensure full potential with regard to Action Plan • Ensure monitoring regularly to see impact of DASCo. • Sustainability of work done so far.
Dartford	Temple Hill & Oakfield Collaborative Reading Project	Oakfield	<ul style="list-style-type: none"> • The original collaboration project has led to further collaborative work. For example, each term now we have joint writing moderation meetings between Oakfield and Temple Hill – and we have now included a 3rd school within this process, that is not part of our original collaborative project. • We have also begun a Level 6 maths collaborative project, which not only involves our own schools, but involves further schools who we invited to be part of a joint teaching and learning project.
Dover	RAiD	Priory Fields (budget holder)	<ul style="list-style-type: none"> ▪ Further development for groups of staff –specific subject leaders working collaboratively ▪ Opportunity for joint staff employment ▪ Monitoring of each other schools ▪ Opportunity for procurement ▪ Developing KS1 writing and maths progress across the schools.

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			<ul style="list-style-type: none"> ▪ Implementing the new curriculum ▪ Considering ways of moving the collaboration forwards ▪ Support mechanisms for RAiD schools and strengthening staff networks across all schools
Dover	The Dover Collaboration of Schools	Green Park CP	<ul style="list-style-type: none"> • Provide opportunities for leadership shadowing. • Provide further training and development opportunities for teaching assistants. • Provide opportunities for pupils to work together.
Dover	Samphire Hub Action Plan	n/a	<ol style="list-style-type: none"> 1. Further develop approaches to data across the partnership to be able to quantify the impact of the work carried out. 2. Continue to work through the remaining elements of the action plan. In particular develop further the cross-school projects. 3. Begin to address the challenges that will be evident in the event of LA start-up funding reducing. Looking at agreements on budget contributions for projects from individual budgets within the group. 4. Develop further the links between governors in the group-shared training and opportunities to learn from good practice. 5. Further develop the good work carried out on INSET-take advantage of the fact that all schools in the group have settled on the same evening for staff meetings. Look at further shared development days. 6. Start to look at how cost savings can be made through bulk purchasing/business management to procure value for money services across the group. 7. Gather information from the successful approaches to maths and look at spreading this good practice wider.
Dover	Sandwich Consortium	Eastry is budget holder, but otherwise no school takes a specific lead across the consortium	Appointment of a business manager for the consortium company, to meet our needs but comply with personnel requirements.
Gravesham	Northfleet & Gravesend Alliance (Getting Gravesham Reading)	St Botolph's	<ul style="list-style-type: none"> ▪ For all the schools in NGA to send representatives to each meeting and to participate in the planned activities. ▪ For early years settings to be fully involved as appropriate and to consider that in future projects they are involved from the outset.
Gravesham	Valley Schools Partnership	Kings Farm	<ul style="list-style-type: none"> ▪ As a direct result of the circus writing project all four partners have signed up to take part in a Shakespeare in School event which will lead to each school preparing and presenting a version of Shakespeare play at the Woodville Halls in Gravesend ▪ It is intended to extend the programme of teachers visiting each other and observing others schools within the partnership as well as visiting schools beyond the partnership when appropriate to our plan ▪ We plan to further extend the collaboration between the schools for moderation and standardisation of work in addition to planning more joint CPD events
Maidstone Rural	Anglican Church School	Yalding St Peter and St Paul	<ul style="list-style-type: none"> ○ Consideration currently being given to future working groups ensuring a very specific area for development. ○ Under discussion – possibility of "Achievement for All" although we wish to analyse end of year data prior to making any decisions.
Maidstone	Consortium F	East Borough	Currently seeking advice and CPD for our schools from Bob Worth to identify and grasp the current concerns about inconsistencies across our collaboration and locally for writing levelling.

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			<p>Date set for Headteacher brain storming with Bob 6th June 2013.</p> <p>Continued learning walks</p> <p>Continued development of core subject leadership collaboratively, supported by the commissioned time from local authority as requested (Bob Worth)</p>
Maidstone	Maidstone West Collaboration	West Borough	Next dates have been made to continue and gather evidence to evaluate the plan
Maidstone	Weald Collaboration	Coxheath	<ul style="list-style-type: none"> ○ TAs to complete evaluation and action plan which will be used as a base for future professional development, which will form the basis of a programme focused lesson observations in term 5 and 6 ○ Following completion of training programme it is anticipated that TAs will play a significant role in contributing to lessons that are at least 80% are good or better. ○ Extend opportunities for staff to visit other schools and to make paired observations and other aspects of CPD ○ To seek outside advice and possible training on the most effective way of presenting data
Sevenoaks	Swanley Partnership Collaboration	St Mary's, Hextable Primary, High Firs, Downsview & Horizon	<ul style="list-style-type: none"> • Leadership training. • Further ICT development work • To introduce and induct a newly appointed HT from another school in the area to the Swanley Collaboration project.
Sevenoaks	Longfield Schools Learning Partners	New Ash Green Primary	<ul style="list-style-type: none"> ○ Sharing of good practice for middle leaders
Sevenoaks	Sevenoaks Cluster of Schools Collaborative	Kemsing	<ul style="list-style-type: none"> • To further improve the quality of teaching and attainment in writing • To further improve the quality of teaching and attainment for higher attaining pupils in all subjects • To further improve percentage of pupils in cluster attaining L6 in English and Maths through improved teacher subject knowledge
Sevenoaks	Ways with words (sub project of Sevenoaks Cluster of Schools Collaborative)	Kemsing	<ul style="list-style-type: none"> ○ The project hasn't actually started yet.
Sevenoaks	Sevenoaks Cluster of Schools	Sevenoaks Primary School	<ul style="list-style-type: none"> • Quality of intervention programmes improve and pupils make accelerated progress from starting points. • HTs aware of effective strategies to 'close the gap', ensuring value for money from the available funding.
Sevenoaks	Sevenoaks Cluster of Schools	Chevening (St Botolph's) CEP School	<ul style="list-style-type: none"> ○ Improve teaching in those schools vulnerable to not being judged as 'good' by Ofsted
Sevenoaks	Sevenoaks Cluster of Schools	St Thomas' RC Primary School, Sevenoaks	<ul style="list-style-type: none"> ○ All leaders to identify and share good leadership with those schools vulnerable to not being judged as 'good' by Ofsted
Shepway	Shepway Rural Mini Hub	Lyminge School	<ul style="list-style-type: none"> ○ Build on monitoring and networking opportunities between teachers in year groups – particularly those in mixed year groups ○ Book selected teachers on "Outstanding to Good " training with Shepway Teaching School September 2013

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			<ul style="list-style-type: none"> ○ Governors to share governor training eg Equality and Child Protection ○ Build on links between primary and secondary schools eg Yr 6 and Yr 7 literacy/numeracy teachers do Learning Walk and lesson observations ○ Use of new devolved PE funding across the hub to provide enhanced PE opportunities.
Shepway	SAMS Collaboration	All Souls	<ul style="list-style-type: none"> ○ Shared staff training – especially primary staff able to become involved in CPD at FSG in challenge, assessment, ○ 'Good to outstanding in a week' – through 5 lesson observations, coaching, feedback and shared planning.
Shepway	Hythe Hub Partners	No lead	<ul style="list-style-type: none"> ○ Writing ○ Literacy ○ Numeracy ○ Talent spotting ○ Supporting leadership
Shepway	Romney Marsh School Improvement Collaborative Hub	St Nicholas (fund holder)	<ul style="list-style-type: none"> ○ A "Hub" emergency plan to cover absent colleagues at SLT level ○ Further use of colleague Heads on interview panels ○ Possible "swapping" of staff to gain experience within the locality
Shepway	Urban Folkestone School Collaborative	Harcourt Stella Maris Castle Hill CP	<ul style="list-style-type: none"> ○ Power of Reading – I would like the joint staff meetings to develop progression modules – or start with Literacy leads meeting? ○ Better links between other school leaders – SLT members, SENCOs, Governors, middle leaders? <ul style="list-style-type: none"> ● In-depth exploration of approaches to assessment, especially in Reading ● 'Moderation' of 'Good teaching' (whatever that might look like!) ● Further support for teachers from Carol Atkins <ul style="list-style-type: none"> ● Use of Lilac Sky for in school OTP programme ● Further support for teachers from Carole Atkins
Swale	Rural Swale Schools Collaboration	No lead	<ul style="list-style-type: none"> ○ Leadership development in school ○ Plan needs – reviewing & prioritising
Swale	Faversham Schools Collaborative	Ospringe CEP	<ul style="list-style-type: none"> ○ Transition ○ Moderation ○ Vulnerable groups progress
Thanet	West Ramsgate Achievement Partnership	Newington Primary	<ul style="list-style-type: none"> ○ Review & develop new targets for Reading/Writing/Maths and progress indicators based upon 2013 results for each school ○ Employ Lesley Gallagher as IA again for leadership development ○ Joint staff development training for New National Curriculum & International Primary Curriculum – developing creative schemes of work & assessment criteria ○ Continue FGTO with second wave (10 teachers) ○ Every Lesson Counts-style training for TAs across all four schools led by Alan Peach (Newington to co-ordinate)

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			<ul style="list-style-type: none"> ○ Pooling of Sports Premium funding to employ a specialist PE teacher to lead professional development in PE across all four schools.
Thanet	M7 Partnership	Minster Primary	<ul style="list-style-type: none"> ▪ To develop a more efficient way of working that allows for all partners to benefit from the work together without HTs being inundated with extra work load as this will slow down progress
Thanet	Thanet Catholic Schools	St Ethelbert CEP	<ul style="list-style-type: none"> ○ Joint 4 day Ofsted training by all three primary heads together – followed by Joint DH Ofsted training ○ Joint EYs, KS1 and KS2 SATs moderation ○ Development of protocol system for Year 6 to Year 7 transition ○ Economies of scale in purchasing of resources and personnel ○ Bursars working closer together to benchmark and challenge budget – governor involvement ○ Complete Language 4 learning training for Year 5 and 6 and see effect on reading data. ○ Headteachers and SLT to officially observe in other collaborative schools – moderate lesson observations ○ Staff completing and starting leadership courses. ○ ITT ○ Ursuline College to attend SSAT training on collaborative schools for best practice comparisons and more efficient working practice (the time commitment has been enormous but willingly given)
Tonbridge & Malling	Wrotham/Mascalls Partnership	Wrotham School	<ul style="list-style-type: none"> ▪ A number of the objectives are now at the point where they are being delivered – it will be exciting to see the impact. ▪ The joint visits to 'outstanding' schools is an activity that we will undertake again, even after the collaborative funding ends
Tonbridge & Malling	Tonbridge & Malling 4	More Park	<ul style="list-style-type: none"> ▪ Even tighter working together. Leadership change and staff mobility has slowed the pace of some projects.
Tonbridge & Malling	School Collaboration - Burham, Tunbury, St Mark's at Eccles, Wouldham All Saints	Wouldham, All Saints	<ul style="list-style-type: none"> ▪ Recruitment support ▪ Early Years ▪ Shared CPD – Boys literacy ▪ Sports Premium usage ▪ Pupil Premium shared development ▪ Sharing/spreading best practice within and beyond schools.
Tonbridge & Malling	Tonbridge & Malling School Partnership	Hugh Christie	<ul style="list-style-type: none"> ○ Implementation group for Priority 1 and 2 must be established as a priority. This to be discussed and agreed at the meeting on the 25th January. All schools to have a nominated member who will lead the implementation of P1 and 2 in their schools. ○ Holley Blount to contact St. Stephen's Primary School about joining the partnership. ○ LIFT Executive – Jon Barker, Jo Powell and Suzi Morgan agreed to join Jacqui Tovey on the LIFT Executive for Tonbridge and Malling in order to provide leadership to get this important initiative started.
Tonbridge & Malling	Pilgrim's Way	St George's CEP	<ul style="list-style-type: none"> ▪ EY's joint planning & establishing extra provision for creativity & high attainers. There is also a joint need to further develop 'outside' area provision for child led learning. ▪ Staff CDP on Collective Worship with training planned for 220513 on pupil leadership of CW (Leading Lights). ▪ We have also investigated the possibility of participating in the UBUNTU 4 LIFE project which will support developing links within the collaboration for 2013/14. ▪ Leadership project for senior and middle leaders ▪ A joint Music project to culminate in an end of term singing festival.

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Tonbridge & Malling	The Discovery, Ryarsh & Mereworth Collaboration	Ryarsh Primary	<ul style="list-style-type: none"> ○ Further opportunities for collaboration between middle leaders is a priority if we are to continue to build capacity for improvement ○ Objective 3 (working with parents and engaging the 'hard to reach')
Tonbridge & Malling	Tonbridge Village	Hildenborough CEP	<ul style="list-style-type: none"> ○ Governing bodies supporting each other ○ Implementation of new curriculum. ○ Induction and support for new members of staff.
Tonbridge & Malling	Mosaic Group D	Ightham Primary School	<ul style="list-style-type: none"> ● Regular meetings between Headteachers to review feedback – this has been planned for. ● Distribution of responsibilities and management tasks.
Tunbridge Wells	Tunbridge Wells	LANGTON GREEN, BISHOPS DOWN, ST JAMES' INFANTS, CLAREMONT	<ul style="list-style-type: none"> ▪ Higher attainment for all pupils ▪ Closing the attainment gaps, particularly with FSM ▪ More joint moderation (triangulated) ▪ Fit for purpose Governing Bodies
Tunbridge Wells	Cranbrook & Paddock Wood Partnership	Lamberhurst & St Mary's	<ul style="list-style-type: none"> ▪ To continue with planned activities ▪ To review quantitative evidence at summer term review meeting