

Appendix 2 – Feedback on the progress to date

District	Collaborative	Lead School(s)	What progress do you feel you have made against your priorities?
Ashford	Central Ashford Town Schools (CATS)	Willesborough Junior	<p>Priority 1: Improve the consistency of good or better teaching by an average of 7.5% in all schools by July 2013 All heads have used funding to facilitate class release for classroom observations and anecdotally heads report an overall improvement in the number of lessons judged good or better. Within schools all staff had had training on the elements of good/outstanding lessons alongside training on the new teaching standards. From the schools that have returned % data (6) average is 79% good or better. Heads have used the opportunity of meetings to discuss with colleagues particular personnel issues impacting on quality of T and L. Two schools, Kingsnorth and Great Chart, have sent teachers on the Outstanding Teacher Programme.</p> <p>Priority 2: Increase the rate of progress in English and/or maths and vulnerable groups are at least in line with National figures and/or school trend is upward. All heads have agreed to share in year progress and end of key stage data and the first round of APS's have been submitted by each school for discussion at March meeting of HTs. Schools have used funding to facilitate PPMs, Assertive Mentoring and other initiatives to raise standards. Both the literacy and maths co-ordinator groups are becoming well established and feedback within schools is very positive. The middle managers representing each school are taking ownership and driving the agenda to meet the needs of schools within the group. The collaborative is beginning to identify areas of strength in these subjects and sharing good practice. Great Chart, East Stour and Willesborough Junior School have used funding to support middle leader development which includes Leading From the Middle and St Simon's and Kingsnorth have sent senior leaders on a coaching and mentoring course organised by Shepway Teaching Schools.</p> <p>Priority 3: To ensure all schools are judged as good or better in their next Ofsted. Heads organised a data management session to share best practice and more experienced colleagues were able to demonstrate systems used within their own school. For example one HT has developed a template showing how the Pupil Premium is being used and the impact of the interventions funded under this initiative. All heads now have a good understanding of the role of data within inspection and how it might be managed to the school's advantage. Funding has been used by four schools for heads/senior leader to attend 4 day Ofsted training course (Ashford Oaks, Great Chart, Godinton, St Mary's) and the main points will be fed back to the whole group. Within the mini groups at least one visit by each head will have been made to another school by the end of Term 4</p>
Ashford	ACE	Hamstreet Primary	<ul style="list-style-type: none"> Sharing of good practice Improvement of teaching and learning and greater consistency as seen in joint lesson observations/book scrutinies/pupil interviews during Teaching & Learning reviews and when observations and reviews have been completed by external moderators e.g. Andrell consultants, OUP/Read Write Inc/Maths Makes Sense advisers (FP), Local Authority advisers. Target is 100% teaching & learning to be good or better in all schools – this achieved at HS, JWS, FP Accelerated progress has been achieved in reading, writing and maths in identified year groups Maths now regarded as a positive area of learning by staff and children (JWS, BG, HS) and Maths Makes Sense (FP) having positive impact Beginning to ensure that levels of involvement of all children are raised to ensure deeper level learning and increased well being.
Ashford	EAS Hub	Downs View Infant	<p>IMPROVEMENT IN PROVISION IN MORE ABLE WRITING INCREASE PERCENTAGES OF GOOD & OUTSTANDING TEACHING (100% GOOD) THROUGH PEER</p>

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			<p>MENTORING & TEAM PROJECTS</p> <ul style="list-style-type: none"> Staff development day was inspirational. All practitioners evaluated the day as extremely useful & very applicable to their own practice regardless of whether they were KS1, 2 or EYFS. Lesson obs demonstrate the impact of 'Writing for Real' experiences with children too! SPAG training ensuring all Year 5/6 teachers equipped. Implications for T & L throughout KS2 have been reviewed across the three school. Learning Walks – after a learning walk at Downs View Willesborough carried out an audit of their environments <p>DEVELOP CAPACITY OF MIDDLE LEADERS OF T & L THROUGHOUT THE SCHOOLS</p> <ul style="list-style-type: none"> Peer observations have enabled less experienced teachers & middle leaders to confidently evaluate & discuss one another's lessons/practice. It is less daunting to be observed by a colleague rather than SL. Staff have been initiating peer support rather than senior leaders directing. Middle leaders are initiating school to school projects & support Relationships between schools & a surge of enthusiasm & commitment Openness & willingness to share
Ashford	Tenterden Rural Alliance	Tenterden Junior (budget holder)	<ul style="list-style-type: none"> We have three specific objectives in our Action Plan. All are on track to be achieved by the end of the academic year. Two of them relate to work which is already underway, as outlined above. The third relates to transition for vulnerable students which was not due to start until Year 6 pupils had been allocated to their secondary schools, but is now being actively planned. Since we started our activities as an Alliance, seven of our schools have had an Ofsted inspection under the new framework. Of these, six achieved a "Good" outcome. For five of these schools, this was an improvement from a previous "Satisfactory". The impact of the TRA activities on these outcomes is difficult to quantify, but there is a strong sense in which the mutual support provided has given confidence to Headteachers in managing an Ofsted inspection constructively. We are confident that the training activities undertaken through the TRA have also helped staff develop their skills in the classroom.
Canterbury	Coastal Alliance	Herne Bay High	<p>Objective 1: To increase the rate of progress in English and Maths from KS1 to3 so that all school and vulnerable groups are at least in line with national figures and/or the school trend is upward.</p> <p>PROGRESS:</p> <ul style="list-style-type: none"> Support is directed at schools in need through use of Alliance funding focused on schools placed in the lowest Data Dashboard quintiles. A comprehensive directory of all interventions used to address literacy and maths needs of vulnerable groups has been compiled and shared across all schools to support all teachers in addressing these issues. Data tracking shows that in a key school of concern, well below floor targets in Eng and Maths progress measures in 2012 will be just below or at national averages in 2013. A majority of HTs report most recent data shows progress from KS1 to end of KS2 to be at least expected and good in some areas. <p>Objective 2: To improve the quality of teaching and learning in all Alliance Schools in order to raise levels of attainment in core subjects</p> <p>PROGRESS:</p> <ul style="list-style-type: none"> Evaluations show that attendees consider the training sessions already provided are improving teacher knowledge and skills SLT training undertaken re ROL, and monitoring T&L. Evaluations showed that 100% of attendees thought the

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			<p>training very useful to their roles. SLTs have asked for this training to be rolled out to middle leaders.</p> <ul style="list-style-type: none"> Core subject Networks training including training and sharing good practice, is now being cascaded through schools during staff/ subject meetings. Numbers attending second network meetings were similar to or just slightly less than the first meeting indicating the value that teachers are placing on the networks as a means to improve teaching and learning in school. List of successful ways to manage TAs to support teaching and learning (including TA training) has been compiled and shared with all schools. Three courses under the ELC banner now planned, places allocated and ready to begin in Terms 5 and 6: Consistently Good Teaching, Good and Better support by Teaching Assistants, and Good to Outstanding Teaching. Sustainability planned to be achieved through “Consistently Outstanding” teachers being trained to lead ELC. Current comparative data shows that the quality of teaching and learning is strongly improving in two school of concern and generally improving in a further three schools from September to March. <p>Objective 3: To improve transition procedures to ensure good progression for vulnerable groups* of students between all key stages/points of transition</p> <p>PROGRESS:</p> <ul style="list-style-type: none"> Clearer understanding of expectations of Y2/3 and Y6/7 transition through moderation of work. High uptake required repeat sessions. Very positive feedback received re teacher confidence in teacher assessment and making sound level judgements. HTs report greater consistency in levelling Infant schools now planning to regularly involve junior feeder schools in writing and maths moderation <p>Evidence:</p> <ol style="list-style-type: none"> All staff taking part in training have completed paper or on line evaluation sheets Analysis of term 3 and 4 data against data from Terms 1 and 2. HT network lead reports HT review of progress. <p>In addition to the actions outlined on the Alliance Plan and through the networks, the following have been organised with collective funding paid by interested schools:</p> <p>EP support organised across the Alliance –saved £125 per EP day</p> <p>EAL crisis support- not available through KCC</p> <p>School Meals service- improved service agreement negotiated</p>
Canterbury	Educant	<p>Blean Primary St Peters Methodist Primary St Thomas Catholic Primary Parkside Community Primary St Johns Church of England Primary Petham Primary Chartham Primary</p>	<p>As above-L6 maths pupils have gained in confidence and the challenge provided is strong. The children have enjoyed working with children from other schools. The impact of shared maths training day is evident in increased % of good lessons.</p> <ul style="list-style-type: none"> Speech link representatives have met with HTs and are planning work with individual schools’ needs and priorities separately as schools’ needs differ.

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Canterbury	Wickhambreaux CEP	Wickhambreaux Hoath Primary Chislet CE Primary	<ul style="list-style-type: none"> Excellent progress in targeted areas of Reading and Maths.
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 Family CoE Primary</p>	<ul style="list-style-type: none"> We have made progress in identifying a collective goal which will benefit the teachers and students of each of our family's schools. There is agreement amongst family members that the objectives are purposeful and realistic. Whilst it has naturally been difficult to organise a disparate group of teachers from different schools, with different timetables, I believe that we are making excellent, meaningful progress. Having been able to secure the services of Alison Floyd, literacy leader for Dartford, for this meeting, has been of particular importance. Our priorities were to establish what makes a level 4/5/6 student and share practice on how to achieve these targets. We are on our way to doing this. The schools are more aware of the direction they need to go in to ensure further pupil independence and progress. Have agreed that working together will support pupil progress and that they can learn from each other through the sharing of good practice. Stone St Mary's has shared objective with staff and governors – all staff aware of expectations to raise standards of Literacy across the curriculum. All staff now including more Literacy skills in Foundation subjects – they expect same standards from children as in 'English' with children using individual Reading and Writing targets in all subjects. Documentation has been changed to include this objective, eg. Feedback forms following monitoring. St Anslems have shared expectations / objectives with staff and have begun in a similar way but have yet to inform governors of this project. All schools benefitted from the DASCo Literacy conference. As a family of schools we have met regularly and shared ideas/ areas that we feel are a problem. We have discussed ways in which we can support our HA achievers. Have had 2 moderation meetings whereby members of the Local Authority, primary and secondary teachers have been present. This has enabled an opportunity for class teachers to ensure consistency when levelling and to ask advice if unsure when levelling. Have begun to discuss ways where funding would be best spent for supporting HA pupils. Sharing examples of levelled work from Secondary to reassure staff marking Level 5/6 work in Year 6.
Dartford	Temple Hill & Oakfield Collaborative Reading Project	Oakfield	<ul style="list-style-type: none"> Quality of teaching has improved at Temple Hill, with our recent Ofsted inspection reinforcing our judgements that quality of teaching is now consistently GOOD. (83% of lessons observed during Ofsted were judged as good or better). % of children in Y5 and Y6 accessing phonics programmes is significantly lower in both schools than at the beginning of the year. Accelerated progress in Reading for all year groups at Temple Hill. Improved reading age data at Oakfield.
Dover	RAiD	Priory Fields (budget holder)	<p><u>Priority 1: To raise standards in writing across the school</u></p> <p><u>Objective 1 - Raise the profile of the importance of grammar in writing.</u></p> <ul style="list-style-type: none"> SPAG Training delivered by Penny Bill – all schools aware of expectations of tests at end of Year 6. Training

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			<p>is being disseminated regularly at staff meetings and TA sessions to ensure that good teaching of SPAG is happening across the schools. This is being monitored through observations. Interim assessments etc. (See data sheet at back)</p> <ul style="list-style-type: none"> ○ Bruce Potts Training – At least two teachers from each school attended training afternoon – explored the use of SPAG in writing and up-skilled grammatical understanding for delegates, supporting teaching by exploring how to raise levels from L3 to L4 and L4 to L5. (Ideas disseminated at individual school's staff meetings. (See attached data sheet) <p><u>Objective 2 - To raise standards in writing for more able pupils. – This objective has had to be adjusted for Yr 4 and 5 pupils – this is due to time constraints and the amount of time particularly teachers were out of class for different projects/programmes</u></p> <ul style="list-style-type: none"> ○ A Programme has been developed collaboratively to deliver workshops for more able Yr 4/5 pupils to up-skill writing to ensure at least L5 at the end of Year 6 – Working in pairs across the schools workshops will be delivered in terms 5 and 6 to enrich children's writing skills covering a range of genres. The plan is to continue these workshops in the academic year 2013-2014. (Tracking of pupils involved in the programme will help evaluate actions ○ A greater understanding of expectations and an up-skilling in knowledge, disseminated across all schools (Minutes, lesson obs, data) in addition to a collaborative approach to professional development. ○ Workshops organised for terms 5 and 6 ○ Bruce Potts Training – Up skilling teachers by exploring what learning will be required to achieve a L5 at the end of KS2 and the explicit teaching to support children in succeeding. Attending teachers have disseminated information at staff meetings and this is being monitored through discussion and schools monitoring procedures. <p><u>Objective 3 - To develop the use of marking for improvement to enable pupils to be aware of next steps learning.</u></p> <ul style="list-style-type: none"> ○ Bruce Potts training – The collaboration has reflected upon this objective and feel that all schools have good marking and next steps development points already embedded into good practice. To move the teaching of writing to the next level it has been decided to change the focus of our collaborative training day on May 24th to include, <ul style="list-style-type: none"> ▪ Conferencing with and mentoring pupils for effective learning ▪ SPAG for writing - not SPAG as discrete learning ▪ Engaging reluctant writers ○ Assertive Mentoring – Following this training all schools are exploring ideas on effective; <ul style="list-style-type: none"> ▪ Pupil Conferencing ▪ Pastoral tracking – attendance, uniform, behaviour, homework ▪ Traffic light system <p>This will be reviewed in term 1 2013.</p> <p><u>Priority Two: Leadership</u></p> <p><u>Objective 1 - To develop all teachers as leaders of learning</u></p> <ul style="list-style-type: none"> ○ New Standards Training delivered by Gary Edwards– Supported teachers in understanding what the new standards are and wider expectations including leadership skills at a range of levels including the leadership of TA's subjects, other colleagues etc.
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			<ul style="list-style-type: none"> Subject Leadership Training – Delivered by Jackie Cox/Veronica Smith – All schools developing subject leaders ensuring a subject self review is undertaken leading into a subject action plan. Some subject leaders have had opportunity to explore in more depth the role of subject leader and how expectations can be put into practice including how to monitor, assess and develop their subject throughout the school. This work needs to be embedded with the subject leaders who were able to attend the training and cascaded to other subject leaders in the schools. Training was difficult as different delegates had differing needs and covered different subjects. Additionally, a change of trainers caused some repetition. Next steps would include – Ofsted style discussions to help evaluate progress and identify further needs and opportunities to network across the collaboration. <p><u>Objective 2 - To develop Senior Leaders leadership capacity.</u></p> <ul style="list-style-type: none"> Sessions organised for Term 6 and 1 to be delivered by Nick Hind Coaching sessions organised for Senior/Middle Leaders to develop their leadership skills – Identify strengths and areas of development and to explore leaderships qualities such as leadership perspective, leadership intelligences, pedagogical leadership, curriculum and strategic leadership. <p><u>Priority 3 Engaging Parents</u></p> <p><u>Objective 1 To involve parents in their children's learning (Writing – Years 4 and 5)</u></p> <ul style="list-style-type: none"> All schools completed a parents audit to identify strengths and development points in engaging parents. All schools have a staff meeting arranged with Sue Dinsdale (LA parents advisor) to develop school's approaches to parents exploring how to effectively engage with parents.(Parental Engagement Training) This will include how to engage parents in support children's writing. All schools involved in the class movie maker – Helping my Child to learn Training – Still to be finalised – this will now be in Term 1 Reading for Well being Training – still to be finalised – Term 1 <p><u>Objective 2 To involve parents in their children's learning (Maths Year 2 and 3)</u></p> <ul style="list-style-type: none"> <u>This has been postponed until next year due to a focus on writing</u>
Dover	The Dover Collaboration of Schools	Green Park CP	<p>Our priorities were:</p> <ul style="list-style-type: none"> Raise achievement for pupils across the collaboration in writing. <i>The training that has been held has been appreciated by the teachers and they have all come away with positive ideas to improve the standards in writing across the year groups. The collaborative Termly meetings allow teachers to see what they are all doing and this has led to a conscious raising of standards as best practices are shared.</i> Raise achievement in Maths across the collaboration for all pupils. <i>The training from Stella Byrne, led to great discussions and each school has taken time to reflect upon their own practices. Being at different points on our journeys, each school has taken ideas from the training. Some schools have begun a root and branch review of the teaching of maths, while others have simply adapted the ideas discussed to their own situations. Overall, the refreshing evaluation has led to an improvement in the quality of maths teaching across the collaboration.</i> Improve the quality of teaching and learning so that at least 80% of lessons are at least good. <i>Being able to see other schools and work with other teachers has led to valuable self review. The training</i>

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			<p>sessions held have allowed teachers to try out new ideas and practices. Feedback from heads shows that the quality of teaching is improving.</p> <ul style="list-style-type: none"> Develop a collaboration training plan that can be accessed by all and will directly improve provision for children across the collaboration. <i>This is happening to a degree. When schools are planning training sessions, these are opened to partner schools and there is regular take up. The collaborative sessions have worked well and we have planned a professional development day for September to mirror the one held in 2012. On occasions, other schools from outside the collaboration have taken part in the training.</i> Build leadership capacity across the collaboration. <i>Again, this is an area that is different for each school, because of their individual circumstances. The devolution of control of the Termly year team meetings to the teachers has allowed senior leaders to plan and carry out training specific to them. This has allowed leaders to have responsibility and to lead change across their own schools. We had planned to create opportunities for deputies to shadow head teachers but this has not happened yet.</i>
Dover	Samphire Hub Action Plan	n/a	<p>1.2 Joint SDD to build social capital and trust across hub. Shared purpose secured to achieve excellent educational provision for all across 7 schools. Evaluation forms demonstrate corporate understanding of aims. Outcomes inform more precise planning of intended actions within the hub plan – eg Year group teams, subject leader forums. Collective focus on achieving shared priorities. 1.1 Build collective capacity to monitor, evaluate and support the development of T&L</p> <p>1.5 Review and agree approaches to Performance Appraisal Each school has revised and updated policy and procedure in line with new statutory requirements</p> <p>17 members of SLT achieved accreditation - Consistent approaches/ judgements across hub – evident in paired observations across schools Confident use of Sept 2012 Ofsted criteria. Secure evidence of quality of teaching across hub Staff for support/action identified in individual schools and targets agreed Ability to provide confident 'external' view to each school achieved to further drive improvements</p> <p>3.1. 5 Reading audit, further enhances Subject Leader overview of strengths and areas for development Thorough audit undertaken in 2 schools using expertise across hub Audit outcomes used to refine school action plans and implement robust improvements</p> <p>5.2 Provide leadership development through collegiate work of Maths leads Subject action plans shared and progress to targets</p> <p>5.6 Improve childrens' ability to solve problems and apply skills in a range of contexts Opportunities and approaches to AT1 shared. Moderation of assessments undertaken</p>
Dover	Sandwich Consortium	Eastry is budget holder, but otherwise no school takes a specific	<p>A whole-school/consortium target-setting approach has meant a rigorous focus on progress and improvement for all learners across all phases. The deeper understanding of progression across the whole 4-11 age-range has meant that all staff members are now fully aware of the part that they play in the development of children across their primary schooling. This has been helped particularly by the splitting of targets into EYFS, KS1, Lower KS2</p>

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		lead across the consortium.	and Upper KS2, enabling all teachers to take ownership of their part of each child's learning journey. The opportunities to work more closely and meaningfully together as headteachers has meant that the pastoral aspects of the consortium (which have been strong for many years) are now effectively supplemented by a deeper engagement with the school improvement process, enabling all schools to make good progress towards those targets that have been covered so far this year: quality of teaching and learning and progress in English and Maths, all of which are improving, with a very clear focus on outcomes for children rather than purely the process of planning and teaching. All schools should now be more ready for the revised Ofsted framework.
Gravesham	Northfleet & Gravesend Alliance (Getting Gravesham Reading)	St Botolph's	<ul style="list-style-type: none"> ▪ We successfully launched the project at the end of January and having distributed the passports the verbal feedback from schools to date is that pupils and parents have been very positive about the use of them. Literacy Leaders from the NGA schools will report in greater detail about the impact of the passports as the project progresses. At the moment, the passports have only been in use for seven weeks. ▪ The Literacy Conference was well attended by NGA schools, with representatives from the LA, University of Greenwich, Gravesend Library, London Gifted and Talented and Gravesend Library. ▪ Feedback from both the launch and the conference will be given at the next NGA meeting in term 5. ▪ Several NGA schools are linking to work further with Matt Dickenson from London Gifted and Talented as an off shoot; Laura Bunny to work with NTC's AST so linking GGR to Teaching School issues; governors aware and on board for Northfleet School for Girls; post 16 training commences in term 5/6 ; post 16 conference is likely to take place in Sept; story exchange feedback will be presented at NGA meetings. ▪ Sixth form mentors from NSfG and NTC have commenced training.
Gravesham	Valley Schools Partnership	Kings Farm	<ul style="list-style-type: none"> ▪ Early Years Foundation Stage – The training for teachers and TAs has had significant impact on how adults in early years interact with children, this has been observed a number of times by external advisors and commented upon in their notes of visit ▪ Reading – The reading visits to other schools and the internal discussions have led to the review and purchase of additional reading resources. There has been some sharing of expertise around the teaching of reading and this has led to improvements in the teaching of reading as seen through formal and informal observations ▪ Writing – The circus project has raised the profile of the partnership through local media coverage, it has also raised the profile of writing in each school because the event was closely linked with writing. There is some evidence that as a result of having something exciting and real to write about children's writing linked to the event was better than their usual writing
Maidstone	Maidstone Rural Anglican Church Schools	Yaling St Peter and St Paul	<ul style="list-style-type: none"> ○ Good progress made within Every TA Counts although programme incomplete. Some TAs reflective and have found sessions and resources useful. In some instances these have been shared with teaching staff. Classroom observations show improved interaction between TAs and pupils. ○ Teaching in Term 4 – 905 + of teaching across all 4 schools was good or better. End of year progress data available in Term 6.
Maidstone	Weald Collaboration	Coxheath	<p>Good progress for 1, 2, 3, 4</p> <ul style="list-style-type: none"> ○ The ELC course first cohort is complete, second near completion. ○ Feedback from TAs has been mainly positive, greater confidence in supporting CTs in delivering interventions and curriculum programmes and class room management and in some cases has re-ignited TAs' interest in developing their practice. <p>5, 6, 7, 8, 12, 13, 14.</p>

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			<ul style="list-style-type: none"> Some progress has been made against these objectives Inter and intra school observations and learning walks have helped validate senior leaders judgements Staff experience and security in levelling work has been improved. Inter school discussions have helped to clarify recent changes to testing procedures <p>9</p> <ul style="list-style-type: none"> Progress and take up has varied with individual schools according to need, development and priorities
Maidstone	Maidstone West Collaboration	West Borough	<ul style="list-style-type: none"> To improve pupil outcomes and raise standards across the group – due to increased staff confidence and joint practice development, greater progress is beginning to be seen in reading and writing To improve consistency of quality of leadership at all levels – joint monitoring/learning walks/book scrutinies in particular amongst middle leaders has led to consistency of judgements across the collaboration To encourage collaboration between staff at all levels – through the plan, all teaching staff have had an opportunity to network and have set up some powerful links with colleagues To provide joint purchasing power across the group – yet to be achieved To share resources – human curriculum and management – yet to be achieved
Maidstone	Consortium F	East Borough	<p>Most of our schools engaged in some of the following:</p> <ul style="list-style-type: none"> Learning walks Lesson observation Book study Learning environments Peer learning experiences Solution service – LIFT Shared training opportunities including SDDs Shared ideas for resource spend Networking beyond Consortium, Maidstone and Kent Headteachers feel that work completed this year will be evidenced in standards rising in the prime areas listed on our plan
Sevenoaks	Swanley Partnership Collaboration	St Mary's, Hextable Primary, High Firs, Downsview & Horizon	<p><u>Objective 1</u></p> <p>As a result of the ELC Sustaining Good course, 83% (5 out of 6) teachers are now judged to be delivering consistently good lessons in daily classroom practice. As a result, pupils are making progress in their learning. More data will be analysed at a later date to demonstrate the positive impact of the ELC course. Teaching staff who have attended the course have spoken of increased confidence and feel they have a wider range of strategies and skills to engage pupils and appropriately challenge them. The ELC course has also given the 'mentors' of each delegate a chance to meet and discuss strengths and areas for further development in teaching. This work has been well facilitated and enabled focused professional dialogue to take place. One teacher, however, has not consistently improved their practice and is now leaving the employment of the school.</p> <p><u>Objective 2</u></p> <p>All of the teaching and support staff who attended the conference days now have access to eurekaeach.com resources for better literacy lessons. The website gives staff the ability to download ideas for lessons that will engage learners and improve the quality of writing sessions. The HTs of the collaboration have agreed to monitor the quality of teaching and learning in writing lessons in order to measure the impact of the INSET training input. Staff and Senior Leaders in attendance now have a better understanding of the research associated with writing</p>

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			<p>development, particularly with boys. All schools are now reviewing their curriculum provision to increase the level of multi-sensory style learning sessions.</p> <p>Objective 3 The teachers involved were aware of the requirements for this year's profile and expectations of next steps in learning, before Kent had released its training days. These teachers had adapted their classroom practice to meet the changes in expectations, and are now looking at improvements to the enabling environments. These teachers are now meeting to share good practice and visiting the classrooms of their colleagues and going further afield to identify successes from other schools that could be used. The training has enabled lengthy professional dialogue to take place between EYFS staff and allow ideas to be shared and trialled in other settings. The HTs of the collaboration are monitoring the changes being made in the EYFS setting and discussing with staff as to the benefits that may be evident on a day to day basis. A formal evaluation of the impact of the training to show how schools are adapting their settings needs to be completed.</p> <p>Objective 4 All Numeracy leaders have been given the opportunity to discuss school wide maths issues and identify a clear action plan to improve standards in Maths. Maths leaders are now tracking start of project data and the impact of the training – particularly on mental maths skills. Training days will be delivered to whole school staff in each school in the near future. An inter-school maths competition is being discussed and organised in order to raise the profile of mental maths across all schools. Although not finalised, one school will host with other collaborative schools invited to join the maths festival. Due to the delayed beginning of this objective, no progress has been made to date. However, in Term 5 all ICT leaders will meet to discuss curriculum and hardware/software enabling a coherent and clear vision to be set. The collaboration is keen to utilise the strengths and skills within the cluster but is aware that external professional support may be required also. Some schools in the collaboration are further ahead in terms of ICT development and so careful planning and thinking will be needed to ensure maximum impact in ICT development.</p>
Sevenoaks	Longfield Schools Learning Partners	New Ash Green Primary	<ul style="list-style-type: none"> Each group has started & this is already impacting back at the individual schools
Sevenoaks	Sevenoaks Cluster of Schools Collaborative	Kemsing	<ul style="list-style-type: none"> Headteachers are reporting improvements particularly in attainment in writing but until SATs 2013 are published and analysed we have no confirmed data Headteachers report that teachers' subject knowledge in maths has improved
Sevenoaks	Ways with words (sub project of Sevenoaks Cluster of Schools Collaborative)	Kemsing	<ul style="list-style-type: none"> 16 schools have signed up for the project and dates for training agreed.
Sevenoaks	Sevenoaks Cluster of Schools	Sevenoaks Primary School	<p>Development of collegiate support from senior leaders, teachers and teaching assistants. Openness of discussions</p> <p>Achievement at all schools inspected since September 2012 judged as 'good'</p>
Sevenoaks	Sevenoaks Cluster of Schools	Chevening (St Botolph's) CEP School	<p>HTs report that teachers who have received Coaching and Mentoring training are having a positive impact on the quality of teaching in their schools.</p> <p>Quality of teaching at schools inspected since September 2012 has been judged as at least good.</p>

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Sevenoaks	Sevenoaks Cluster of Schools	St Thomas' RC Primary School, Sevenoaks	<p>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> <p>No schools judged less than good by Ofsted under current schedule</p>
Shepway	Shepway Rural Mini Hub	Lyminge School	<p>Priority 1 <i>Improve outcomes for Vulnerable pupils</i></p> <ul style="list-style-type: none"> • Elham Primary achieved "Good" in January 2013 OFSTED (previously "Satisfactory") • Support for Ofsted preparation and inspections IMPACT – all schools in this hub either outstanding (60%) or good (40%) • Essential advice and support provided for headteacher with new Appraisal system and failing teacher IMPACT –capability procedures in process to increase good/outstanding teaching and learning opportunities for <u>all</u> pupils • Joint monitoring has ensured quality control in grading lesson observations. IMPACT – increased percentage of good/outstanding lessons eg at Stowting following joint observation 2 teachers were graded as needs improvement- both then had subsequent good lessons observed; at Elham more rigorous and accurate lesson evaluation resulted in quality of teaching raised from Satisfactory to Good. • Reduced isolation of pupils in small rural schools by attending masterclasses – N.B. essential transport to different schools provided by taxi not the minibuses first envisaged as being the cheapest travel option <p>Priority 2 <i>All SEN children make minimum 2 levels of progress end KS2</i></p> <ul style="list-style-type: none"> • SEN networking – IMPACT – Staff have increased confidence in the use of interventions and assessments to improve pupils' achievements. • TA networking & observation visits – IMPACT – increased confidence in using interventions and raised accountability as part of the teaching team <p>Priority 3 <i>Increase G&T progress by 12% L5s & 9% L6</i></p> <ul style="list-style-type: none"> • Level 6 Numeracy and Literacy masterclasses – IMPACT - Pupils better prepared for the Level 6 tests and are more confident and able to access more questions, hence increased likelihood of meeting an increase in L6 attainment.
Shepway	SAMS Collaboration	All Souls	<p>1).Increase progress and attainment in maths.</p> <ul style="list-style-type: none"> • Maths at KS2 a priority – all primary schools. • OTP training and investment in other Maths CPD had had positive impact on quality of teaching and learning- all primary schools. • all KS2 classes on track to make 4 pts progress this year – AS, SM, S • All staff have appraisal targets linked to Maths. AS, SM • Focus Maths curriculum team closely tracking and monitoring progress. SM • Parent info evenings have raised parental awareness of calculations policy and how to support children AS, SM • Continued use of Mathematics All primary schools. <p>2).Increase progress and attainment in reading.</p> <ul style="list-style-type: none"> • introduction of Reading Plus - all primary schools- school purchased additional seats AS, M, SM • Good progress in reading in all year groups all primary schools • Yr 3 progress in reading addressing low attainment in Yr2 SM

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			<ul style="list-style-type: none"> • Use of Spellodrome to support phonic skills – all primary schools • Targeted support for KS1 phonics - all primary schools <p>3).Challenge for leadership to increase Ofsted grading. FSG did improve on its Ofsted grading in October 2012 which is within the timespan of the collaborative plan. As a hub member and Ofsted Inspector I (Tracy Luke) have shared my insights on Ofsted with our hub and with other Shepway Heads (5 to Survive).</p> <ul style="list-style-type: none"> • moderation of teaching and learning observations AS paired with SM, S with M. • learning walks – all HT visited SM, FSG, M next term, AS term 6. • Sharing data -all schools • Support with self evaluation - all schools • NLE support - S supporting within the hub. • Joint staff governor review of School Improvement plan - SM • Staff and Gobs involved in self evaluation - all schools <p>4).Improve quality of teaching. We (all of us) have shared good practice across our hub on CPD, Teaching and the use of data. We have also shared documentation and are planning to share training provision in future. We have completed at least 2 Learning Walks and suggested WWW/EBI for those schools visited to enable them to plan for improvement. We will continue with this.</p> <ul style="list-style-type: none"> • investment in CPD - all schools • OTP had positive impact on quality of teaching and learning – all primary schools. FSG in the process of developing OTP for secondary schools. • Investment in Teaching assistant course • Moderated judgements across hub – all schools • Reviewed planning formats to reflect cross curricular learning - SM • Staff effective use of data • Blooms Taxonomy to support questioning and independent learning <p>5). Share good practice and improve transition across KS2/ KS3. FSG is benefiting from a greater understanding of the issues facing Primary Colleagues and is learning about good practice with regard to parental involvement and comment-based marking (Learning Walk at St Martins). Primary Colleagues have given really useful feedback on how we can improve and how we can better target hard to reach parents etc. Primary Colleagues have some insight into how a selective school functions in 2013 ie it is not quite as backward looking as once was the case. L6 English work should ease transition for most able and help to develop teaching for FSG and others.</p>
Shepway	Hythe Hub Partners	No lead	<ul style="list-style-type: none"> ○ See previous response. ○ Hythe Bay has moved from satisfactory to good.
Shepway	Romney Marsh School Improvement	St Nicholas (fund holder)	<ul style="list-style-type: none"> ○ 1.1 – joint moderation well received & contributed to collegiate understanding of good assessment. Joint LO validated levels & good impact on professional dialogue seen.

	Collaborative Hub		<ul style="list-style-type: none"> ○ 1.2 – currently all NQT procedures up to date & termly reports in place. No NQT is failing or considering leaving ○ 1.3 – very positive feedback on joint training day & good professional liaison on joint EYFS training ○ 2.1 – pupils very positive about extra curricular experiences at Marsh Academy. Some individual school impact on pupil perceptions of secondary transfer. ○ 2.2 – very positive feedback from Year 5 students on active learning activities at the Marsh Academy ○ 3.1 – all schools find that localised issues impact on ability to find a common approach to attendance. Still investigating staffing issues surrounding this.
Shepway	Urban Folkestone School Collaborative	Harcourt	<ul style="list-style-type: none"> ● Assertive Mentoring – much clearer focus of assessment leading to precision teaching, more focused pupil conferencing and precise INSET to develop staff skills. Points progress for whole school – Sept 12 to Feb 13 – R 3.7, W 3.8, M 3.0. Own materials now developed in same format for Grammar, Punctuation and Spelling. ● Power of Reading – no collaborative work undertaken this year. ● Pupil mentoring – has not happened so no comment. ● Peer to peer challenge - not sure how positively staff view this. Senior leaders who take part in the process of observing have found it very useful and informative, those being ‘done to’ are less enthusiastic. ● Triangulation of evidence – useful but time consuming and often difficult to organise across schools. ● Hub meetings – these are worthwhile for sharing best practice and talking through issues, but we need the meetings minuted so that we can be more focused in developing a plan of action as a collaborative.
		Stella Maris	<ul style="list-style-type: none"> ● Assertive Mentoring has raised expectations for all staff and pupils ● More closely focused tracking, supported by new version of Target Tracker, has increased the focus and effectiveness of interventions ● Power of Reading continues to provide us with an exciting and engaging curriculum which, curiously, has helped us to make particularly good progress in Writing across the school ● Our Maths Co-ordinator is growing more confident and helping us to continue to make good progress in Maths ● Our NQTs are showing real capacity for consistently good teaching – both have been observed teaching good lessons
		Castle Hill CP	<ul style="list-style-type: none"> ● Assertive Mentoring. Children are much clearer on their targets and what they need to do to achieve them. Progress is accelerated in Maths and Writing. ● Peer review has provided school with clear areas for development ● Year 6 results are predicted to increase again this year, with a slim possibility of reaching floor targets ● Increase in the number of good or better lessons, currently at 75%
Swale	Rural Swale Schools Collaboration	No lead	<ul style="list-style-type: none"> ○ Substantial progress in some areas resulting in forming relationships between schools and a focus on standards e.g. gifted writers, ELC etc
Swale	Faversham Schools Collaborative	Ospringe CEP	<ul style="list-style-type: none"> ○ Funding only obtained recently so still in early stages however a number of initial meetings have identified some key areas for collaboration. Some of these have commenced i.e. moderation, TA training around vulnerable groups, training needs identified & transition
Thanet	West Ramsgate Achievement Partnership	Newington Primary	<ul style="list-style-type: none"> ○ Teachers on FGTO have all improved in latest monitoring. ○ Moderation in EYFS, Literacy & Maths across all four schools resulting in agreed consistent judgements ○ Assessment results in Term 6 to be shared & reviewed for next academic year.

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Thanet	M7 Partnership	Minster Primary	<ul style="list-style-type: none"> As our plan was approved just before Christmas and we didn't have access to the money until January, as a Partnership group we feel that we have not yet made much headway with our plan. Where we feel we are making great headway is in getting to know each other. It is vital those relationships between schools, as well as our understanding about each of the M7 schools develop. This will aid good communication, sharing of good practice and improved planning for what we can develop as a partnership. For example there are some schools in the M7 that several of the Headteachers have never even been to visit. Never having even been on the site gives no understanding of the opportunities or limitations under which we operate. Building relationships in order to share data, budget concerns etc are really important.
Tonbridge & Malling	Tonbridge & Malling 4	More Park	<ul style="list-style-type: none"> Strand 1 – Everything is set up and ready to go. Conference is booked and the London Centre for C & M is fully engaged in planning to meet our requirements. Strand 2 – The learning walk has enable schools to share good practice with evidence that schools are already looking at ways of implementing strategies. (eg, 100 Club at West Malling) Strand 3 – The training is booked and each school has identified staff to attend. West Malling's Parent Council meeting allowed other schools to consider how they might implement similar strategies in their schools. Strand 4 – The learning walk provided the group with an opportunity to plan for a common area of development with a focus on the new EYFS profile. Teachers feel more supported.
Tonbridge & Malling	School Collaboration - Burham, Tunbury, St Mark's at Eccles, Wouldham All Saints	Wouldham, All Saints	<ul style="list-style-type: none"> Collaboration funding received spring 2013 so limited progress so far. Main priority of raising levels of progress and achievement in boys writing (KS1) shows motivation for boys writing in all schools is higher. Consistency of expectations achieved through moderation session. Clear structure and focus of plan established
Tonbridge & Malling	Tonbridge & Malling School to School Partnership	Hugh Christie TC	<ul style="list-style-type: none"> Priority 1: quality of teaching: First session of training for Senior Leaders has taken place with positive evaluations. Brook alliance link now established and programmes for the summer term agreed and recruited for coaching / NPQSL (15) / NPQML (15). ELC group candidates identified. Priority 2: quality of leadership: Training still to take place. Coaches identified. Brook Alliance meeting taken place (see above) Priority 3: vulnerable learners: SENCO group now established to plan the next actions for this group. Extensive support in place from collaboration for Cage Green Unit.
Tonbridge & Malling	Pilgrim's Way Partnership	St George's CEP School	<p>Priority One: To raise attainment and accelerate progress in reading across the collaboration through improving teachers' knowledge and skills, developing the role of the subject leaders and ensuring that all the schools provide a vibrant and exciting reading environment.</p> <ul style="list-style-type: none"> SL's have met collectively to plan how to moderate reading. This has included the opportunity to be involved in analysing Reading data, both historic and current. By focusing on targets there have been an increase in EY's data, Year 1 Phonics tests and 2b+ Reading at KS1 and an improvement in attainment and progress across KS2. Reading Environments have been a focus at each school with new reading books purchased through the collaboration fund, Book Theme Weeks planned. The original focus of the group (2012/3) was to support teachers with the teaching of Phonics and this will be aided by through the dissemination of current research evidence from Edge Hill University <p>Priority Two: To improve the quality of teaching and learning, through the collaboration of subject leadership and dissemination of best practice to teachers across the partnership schools.</p> <ul style="list-style-type: none"> Middle managers have been given the opportunity to meet as individual groups (Numeracy, Literacy, EY's &

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			<p>SEN) and have been using this time to self-support and organise a number of proposed joint events (Maths Week including joint Maths Moderations, Literacy Moderations, EY's Profiles). Greater impact will be seen in Term 5/6 through targeted guidance by Headteachers.</p> <p>Priority Three: To develop strategic leadership and succession planning, for long term sustainability of schools within the partnership, in order to continue to raise pupil standards year on year. (OA-1, 2, 3, 4 and Ofsted Framework-A, T&L, L&M).</p> <ul style="list-style-type: none"> Headteachers have reviewed each school's data together and identified where areas of challenge are. Reading data shows improvement (Term 4) SENCo's in each school have analysed data for vulnerable groups including pupil premium and respond accordingly, accessing joint support across the partnership. Focus on Provision Mapping and assessment of interventions with entry and exit data. Planned focus for Term 5/6 is on leadership with D/Hs and subject leaders <p>Evidence for comments: Reading data Notes of meetings Moderated work Learning environments</p>
Tonbridge & Malling	Ryarsh, Mereworth, Discovery	Ryarsh Primary	<p>Objective 1: To raise attainment and rates of progress for all pupils through developing a collaborative understanding and delivery of 'outstanding teaching' and embedding the principles of Quality First Teaching.</p> <ul style="list-style-type: none"> Lesson observation judgements for all schools reflect generally good or better teaching and learning. 'Less than good' teaching is being supported and challenged. Collaboratively agreed criteria for, and approach to, process of judging quality of teaching and learning is supporting the process of improvement here in all three schools Mid-year progress reviews for all three schools show good rates of progress for all groups. All three schools on track to achieve targets set. <p>Objective 2: Build capacity for improvement across the collaboration through developing highly effective leadership at all levels.</p> <ul style="list-style-type: none"> Subject leadership developing at all three schools Collaboration between key leaders across the collaboration (DHT, SENCo, KS, Literacy, Maths, ICT, etc) starting to develop <p>Objective 3: To raise attainment and accelerate progress in writing and maths across the collaboration through better enabling parents to support and engage with their children's learning outside of school.</p> <ul style="list-style-type: none"> Literacy and Maths leaders have begun the process of developing strategies for better involving parents in supporting learning at home
Tonbridge & Malling	Tonbridge Village Collaboration	Hildenborough CEP	<ul style="list-style-type: none"> Raise Attainment and accelerate Progress ~ Current in year data for schools is on track for schools individual targets Encourage collaboration and secure quality of teaching ~ Weaker teachers have been supported by lead collaborative teachers and all schools' teaching profiles have improved
Tonbridge &	Mosaic Group D	Ightham Primary	Spotlight 3 Leadership and Management

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Malling		School	<p>Progress - Middle leaders are beginning to develop a clearer understanding of primary stronger management systems and as a consequence are able to support Senior Leadership with observations.</p> <p>Spotlight 1 Achievement Moving spotlight 1 due to capacity issues. For some schools the same people are involved in Spotlight 3.</p>
Tunbridge Wells	Tunbridge Wells	LANGTON GREEN, BISHOPS DOWN, ST JAMES' INFANTS, CLAREMONT	<ul style="list-style-type: none"> ▪ All in attendance think it is very positive. The various teacher and leadership groups are meeting together, links are beginning to be established between teachers enabling them to share good practice and developing understanding. ▪ Governors are beginning to understand the collaboration model. ▪ There have been opportunities for Headteachers to work together to moderate their judgements on lesson observations. ▪ Opportunities for staff to plan together are arising and learning walks in other collaboration schools.
Tunbridge Wells	Cranbrook & Paddock Wood Partnership	Lamberhurst & St Mary's	<ul style="list-style-type: none"> ▪ Very strong collaborative links created ▪ High quality moderation & shared inset (particularly whole partnership) – INSET day – Feb 2013