

The GRACE Schools

Collaborative Framework

2018-2019



*And the child grew and became strong; he was filled with wisdom,
and the grace of God was on him.*

Luke 2:40



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What are GRACE Schools?

The '**Grantham Region Association of Church of England Schools or GRACE Schools**' is a group of Church of England Primary Schools, in Grantham, who work closely together to evaluate and enhance their provision and the services which they offer.

Partners in the Association are:

- Barrowby Church of England Primary School
- Claypole Church of England Primary School
- Denton Church of England Primary School
- Dudley House
- Gonerby Hill Foot Church of England Primary School
- Great Ponton Church of England Primary School
- Harlaxton Church of England Primary School
- Long Bennington Church of England Academy
- Ropsley Church of England Primary School
- St. John's Church of England Academy

Mission Statement and Aims of the Collaboration

As a GRACE School, each school is committed to working closely with the other schools to:

create a collaborative framework which will support schools, within the collaboration and provide an external view / validation; challenging where appropriate

so that pupils irrespective of gender, race, creed or ability; staff; governors and parents can – ‘grow together,’ so that all can fulfil their potential.

*And the child grew and became strong; he was filled with wisdom,
and the grace of God was on him.*

Luke 2:40

Terms of reference

The GRACE School’s Collaboration will act as a strategic body to:

- Coordinate opportunities for pupils to interact and learn from each other;
- Develop strategic roles based on individual skills; and
- Empower and upskill all stakeholders.

This will be achieved through a range of professional development opportunities so that all schools can benefit from:

- An objective view;
- Specialist support and advice;
- Rigour and challenge, within school improvement; and a
- Commitment to be outward looking and stay abreast of current developments.

GRACE School's Collaboration Structure

The aims of the association are facilitated and organised by the Core Group Headteachers of the following schools:

Barrowby Church of England Primary School	Len Batey
Denton Church of England Primary School & Harlaxton Church of England Primary School	Sheriden Edwards
Gonerby Hill Foot Church of England Primary School	Claire Stylliandes
Great Ponton Church of England Primary School	Keith Leader
Long Bennington Church of England Academy	Rebecca King
Ropsley Church of England Primary School	Ann Cook

The Core Group meets 6 times, in an academic year to coordinate and feedback on GRACE School's activities. These meetings are scheduled for:

- | | | |
|-------------------------------|--------|-------------------------------------|
| 1. 24 th September | 1-3pm | Gonerby Hill Foot CE Primary School |
| 2. 5 th November | 11-3pm | Harlaxton CE Primary School |
| 3. 7 th January | 1-3pm | Great-Ponton CE Primary School |
| 4. 4 th March | 11-3pm | Ropsley CE Primary School |
| 5. 29 th April | 1-3pm | Long Bennington CE Primary Academy |
| 6. 3 rd June | 11-3pm | Barrowby CE Primary School |

The Core Group is ably supported by a representative of their Governing Body, including:

Barrowby Church of England Primary School	Sarah Cooley
Denton Church of England Primary School & Harlaxton Church of England Primary School	David Kay
Gonerby Hill Foot Church of England Primary School	Michael Buckeridge
Great Ponton Church of England Primary School	Steve Williams
Long Bennington Church of England Academy	Briony Price
Ropsley Church of England Primary School	Fred Mann

Governor Liaison

This group meets with the Core Group at the 2nd, 4th and 6th meetings to discuss feedback from collaborative activities and seek ways to develop a Governor Network for support.

Throughout the year, school Governors may wish to make contact with other Governors across the GRACE Schools to develop further a 'support network' or seek advice and/or specialist support from other Governors. Governors should complete the 'Governor Support Form' Appendix 5 after any visit.

Focus for Governor Liaison 2018/19: Monitoring role of the Full Governing Body

Purpose:

1. To support Governors who are responsible for monitoring the effectiveness of plans, processes and ethos that are agreed with SLT and can validate the question, 'How do you know?'
2. To have a clearer understanding of statutory responsibilities.
3. To gain an insight into how other schools facilitate monitoring activities-sharing best practice-so that all Governors are effective.

Prior to the Liaison Meeting, each visiting Governor will:

1. Arrange a preliminary discussion, before the visit to agree the focus of the visit.
2. Share any appropriate documentation available.
3. Agree/amend as necessary and facilitate the agenda.
4. Participate in Liaison Meeting.
5. Discuss outcomes of Liaison Meeting with host Governor and/or Headteacher to begin to populate Liaison Meeting Report.
6. Finalise report and make it available to the visiting and host schools Governing Body.

Each host Governor will:

1. Undertake a preliminary discussion, before the visit to agree the focus of the visit.
2. Share appropriate documentation and begin to identify activities for the visit.
3. Provide agenda, prior to the visit.
4. Conduct Liaison Meeting. Invite various stakeholders, as relevant to the Meeting e.g. pupils, staff, governors etc.
5. Discuss outcomes of Liaison Meeting with visiting Governor and/or Headteacher, providing any further information, as necessary.
6. Share results/report with Governing Body.

Governing Bodies should:

1. Evaluate the impact of the visit.

GRACE School's Collaboration Development Priorities

These views were collated to form this year's **Strategic Development Priorities** for the GRACE School's. They are:

Key Issues	Action	Success Criteria	Resources cost / time	Responsibility	Timescale	Monitoring and evaluation
To develop professional collaboration networks in order to share and learn from best practice	<ul style="list-style-type: none"> Mobilise including developing good quality and meaningful marking and feedback processes Subject leader liaison – letters (NQT, SENDCO, Science, Computing, etc. Moderation – rotation of schools GRACE SLT and trustee meetings Shared website for communicating opportunities including CPD / jobs / meetings / resources 	<p>There is a consistency of approach across the GRACE Schools, underpinned by best practice.</p> <p>Professionals:</p> <ul style="list-style-type: none"> seek advice; contribute to networks; and work collegiately. 	Each school provides necessary non-contact time	GRACE HTs to facilitate	Jan–July 2018	Is each member of staff aware that they have the opportunity to network as part of their CPD?
To develop collaborative coaching models to sustain growth in teaching and learning	<ul style="list-style-type: none"> Lesson studies to target teaching and learning difficulties or to explore creative teaching methods (e.g. inspire reading for pleasure) Visiting schools to see different provision (letter of invitation) -Observation, QA and tracking systems for interventions to enable collaboration best practise and core expertise 	All staff benefit from the offer and application of coaching models, which enables them to improve their practice.	Each school provides necessary non-contact time	Senior leaders identify need and facilitate visits	Jan–July 2018	Does each staff member have the opportunity to develop their own practice?
To support developing behaviour strategies	<ul style="list-style-type: none"> Peer review to include learning and behaviour focus Shared training on behavioural and SEN management (attachment disorder / anger management / mindfulness) 	<ul style="list-style-type: none"> Each school undertakes a Peer to Peer Review-Learning behaviours & attitudes 	HT peer review time half day per term Cost of training	HT	Half termly review	Does learning behaviour contribute positively to pupil progress?
To support good quality training, communication channels and CPD for TAs	<ul style="list-style-type: none"> Shared intervention training and resourcing Arranged visits to assist with training requirements Arranged visits to consider examples of different provision/ practice or expertise TA protocols – communication, support networks and information sharing 	All TAs feel valued and are trained to deliver specialist interventions or to support other varied tasks as necessary.	TA non-contact time	HT and TA line managers	Termly	Are TAs used effectively as a resource to impact on pupil progress?

Peer to Peer Review-Specialist Support

Over the course of a 2 year cycle:

- Cycle A 2018-2019
- Cycle B 2019-2020

each of the respective Headteachers will act as a 'Specialist' providing further external rigor and challenge to partner schools. These areas are:

- | | | |
|--|--------------------|-------------|
| 1. School Development Priority | Sheri Edwards | SE |
| 2. Use of additional funding: interventions, Pupil Premium and Vulnerable Groups | Ann Cook | AC |
| 3. Delivery of a broad and balanced curriculum | Becky King | RK |
| 4. Curriculum Assessment | Len Batey | LB |
| 5. SEND | Claire Stylianides | CS |
| 6. Healthy schools and Sports inc.PE premium | Keith Leader | KL |
| 7. Flexible Foci-Headteacher's can choose from: | | |
| • Attitudes to learning and behaviour & Church School's Distinctiveness | | Len Batey** |
| • Safeguarding | | Ann Cook** |

Each Headteacher or 'Specialist' will provide 1 review each term:

Area & Lead	Term 1 A	Term 2 B	Term 3 A	Term 4 B	Term 5 A	Term 6 B
1.SE	A	F	E	D	C	B
2.AC	B	A	F	E	D	C
3.RK	C	B	G	F	E	D
4.LB	D	C	A	G	F	E
5.CS	E	D	B	A	G	F
6.KL	F	E	C	B	A	G
7.**	G	F	D	C	B	A

Key-Schools

A. Ropsley

B. Barrowby

C. Long Bennington

D. Denton

E. Great Ponton

F. Gonerby Hill Foot

G. Harlaxton

Prior to the Peer to Peer Review, each visiting Headteacher will:

1. Arrange a preliminary discussion, before the visit to agree the purpose of the visit.
2. View appropriate documentation and begin to identify activities for the visit.
3. Provide agenda, prior to the visit.
4. Conduct Peer to Peer Review.
5. Discuss outcomes of visit with host Headteacher and begin to populate Peer to Peer Review Report.
6. Finalise report and make it available to the host school.

Each host Headteacher will:

1. Undertake a preliminary discussion, before the visit to agree the purpose of the visit.
2. Make any appropriate documentation available.
3. Agree/amend as necessary and facilitate the agenda.
4. Invite various stakeholders, as relevant to the review e.g. pupils, staff, governors etc.
5. Participate in Peer to Peer Review.
6. Discuss outcomes of visit with visiting Headteacher, providing any further information, as necessary.
7. Receive and agree report (Appendix 1).
8. Share results/report with Governing Body.

External Moderation

Throughout the academic year, there are 3 External Moderation opportunities scheduled for staff of all GRACE Schools, these are:

Subject: Reading Common Assessment: Pearson Date: 21st Nov 2018

Hosted:

EYFS	Long Bennington
Year 1 and 2	Gonerby Hill Foot
Year 3 and 4	Great Ponton
Year 5	Harlaxton
Year 6	Barrowby

Subject: Writing Common Assessment: Criterion Scale Date: 27th March 2019

Hosted:

EYFS	Barrowby
Year 1 and 2	Long Bennington
Year 3 and 4	Gonerby Hill Foot
Year 5	Great Ponton
Year 6	Denton

Subject: Mathematics Common Assessment: Date: 12th June 2019

Hosted:

EYFS	Great Ponton
Year 1 and 2	Barrowby
Year 3 and 4	Harlaxton
Year 5	Long Bennington
Year 6	Gonerby Hill Foot

All GRACE Schools, will have the opportunity to attend the Moderation Meetings.

Each host school will facilitate the meeting. The host Headteacher will:

- Manage the meeting;
- Facilitate collaborative working relationships;
- Share findings; and
- Disseminate findings to Headteacher colleagues and Governors as appropriate.

When working, staff will work across schools to further develop/challenge standards of pupils who are:

1. WTS/EXS
2. EXS/GDS

in the respective subjects. Outcomes decided at these meetings will be recorded on the relevant Moderation Form (Appendix 3) and returned to the Headteacher of the relevant school. All hosting Headteachers will complete a GRACE Schools-Moderation Summary Record and circulate to all Headteachers of GRACE Schools (Appendix 2).

Subject Development Cluster Meetings

Throughout the academic year, Cluster meetings are scheduled for Subject Leaders of all GRACE Schools, these are:

Subject	Host School	Cluster Lead	Dates
Arts	Barrowby	Laura-Jo Webster	TBC
Computing	Denton	Claire Smith	TBC
English	Gonerby Hill Foot	Wendy Daily	TBC
EYFS	Ropsley	Rebecca Spencer & Sarah Hickey	TBC
Humanities	Gonerby Hill Foot	Peggy Hills	TBC
Mathematics	Barrowby	Jess Beveridge	TBC
RE	Barrowby	Natasha Selby	25 th September 2018
PE	Gonerby Hill Foot	Jo Spendlove	TBC
SEND	Harlaxton	Rachel Harper	TBC
Science	Long Bennington	Jane White	TBC

The aim of the Cluster Meetings is to enable all GRACE Schools to ensure Subject Leaders have the opportunity to:

- Collaborate with other professionals;
- Develop further specialist support and advice; and
- Be outward looking and stay abreast of current developments.

Prior to the Cluster Meeting, each visiting Subject Leader will:

1. Review the minutes taken from the previous meeting.
2. Acknowledge attendance of meetings with the host school and ensure any points for discussion are communicated ahead of the meeting for inclusion on the agenda.
3. Participate in Cluster Meeting.
4. Acknowledge receipt of the minutes and share with own Headteacher.

Each host Cluster Lead will:

1. Review minutes from the previous meeting and action any points e.g. invite supporting professionals, prepare documentation etc
2. Prepare agenda.
3. Send an invitation to all Cluster members including draft agenda.
4. Review/amend agenda in light of member's responses.
5. Facilitate Cluster Meetings: welcome members; coordinate events/visitors; take minutes.
6. Share minutes with members of the Cluster.

Extended Activities

GRACE Schools is a collaborative network which offers an extensive range of bespoke activities. These include:

- Educational Psychologist
- Moderation Activities
- Peer to Peer Review
- Shared Resources
- Supporting Schools
- Specialist Support

If interested in participating in these activities, please contact one of the Headteacher's of the GRACE Schools.

Appendix 1



GRACE Schools - Peer Review Report

School.....Head Teacher.....

Date.....

Reviewer

Lead Reviewer.....

Focus for the Peer Review:
Description of the review length and what was seen or collected:
Areas of Strength:
Areas for Development:
Recommendations:
Shared Resources:

Appendix 2



GRACE Schools - Moderation Summary Record

Date of moderations:

Names of Schools attending			
Names of teachers in attendance			
Moderators' contexts (Year group / responsibility / new to school? / NQT ?)		Focus for Moderation	

Key Issues / context (*include recent data analysis or contextual changes which may provide background to the moderation / visit*)

Discussion Points

and Agreed Actions (if any)

Any comments / summary?

Form completed by (print name):

Signature:

Appendix 3



GRACE Schools - Internal/External Moderation Form

Setting:			
Date:			
Moderating Teacher:			
Year Group:			
Description of Sample:			
Percentage of judgements:	Accurate:	Changed:	

School:			
Child's Name	Teacher Assessment	Moderator Assessment	Level Agreed
Comment:			

School:			
Child's Name	Teacher Assessment	Moderator Assessment	Level Agreed
Comment:			

School:			
Child's Name	Teacher Assessment	Moderator Assessment	Level Agreed
Comment:			

*The **Grantham Region Association of Church of England Primary Schools**
Framework 2018-2019*

School:			
Child's Name	Teacher Assessment	Moderator Assessment	Level Agreed
Comment:			

School:			
Child's Name	Teacher Assessment	Moderator Assessment	Level Agreed
Comment:			

School:			
Child's Name	Teacher Assessment	Moderator Assessment	Level Agreed
Comment:			

School:			
Child's Name	Teacher Assessment	Moderator Assessment	Level Agreed
Comment:			

Teacher signature: _____ Date: _____

Moderating Teacher's signature: _____

Position: _____

School: _____

Appendix 4

Directory of Subject Specialists

Art

Surname	Forename	School
Banfield	Sarah	Barrowby
Cook	Ann	Ropsley
Dowsett	Kirsty	GHF
Edwards	Sheri	Harlaxton
MacDonald	Christine	Long Bennington

Assessment

Surname	Forename	School
Batey	Len	Barrowby
Cook	Ann	Ropsley
Davidson	Rachel	GHF
King	Becky	Long Bennington
Stylianides	Claire	GHF

Computing

Surname	Forename	School
Butterfield	Lynn	Long Bennington
Cook	Ann	Ropsley
Davidson	Rachel	GHF
Leader	Keith	Great Ponton
Ironmonger	Lisa	Harlaxton
Webster	Laura-Jo	Barrowby

Design & Technology

Surname	Forename	School
Finder	Claire	Denton
Liversidge	James	Barrowby

English

Surname	Forename	School
McDonnell	Amanda	Great Ponton
Buckley	Victoria	Denton
Daley	Wendy	GHF
Haigh	Jim	Long Bennington
Holden	Emily	Harlaxton
Hubbard	Hattie	Ropsley
Jones	Susie	Long Bennington
Sugden	Louise	Barrowby

EYFS

Surname	Forename	School
Ellis	Gayle	Ropsley
Geraghty	Sarah	GHF
Jones	Susie	Long Bennington
Payne	Kirsty	Harlaxton
Selby	Natasha	Barrowby

EVC

Surname	Forename	School
Hubbard	Hattie	Ropsley
Haigh	Jim	Long Bennington
Webster	Laura-Jo	Barrowby

History

Surname	Forename	School
Ambrose	Karen	Harlaxton
Liversidge	James	Barrowby
Hills	Peggy	GHF
Mills	Rachel	Long Bennington
Tosh	Alex	GHF
Wynne	Jane	Ropsley

Geography

Surname	Forename	School
Ambrose	Karen	Harlaxton
Haigh	Jim	Long Bennington
Hills	Peggy	GHF
Tosh	Alex	GHF
Swatton	Tabitha	Barrowby
Wynne	Jane	Ropsley

Mathematics

Surname	Forename	School
Arthurs	Shelley	GHF
Cook	Ann	Ropsley
Coupland	Anita	Harlaxton
Crowson	Judith	Long Bennington
Bevin	Sarah	Great Ponton
Welton	Jess	Barrowby

MFL

Surname	Forename	School
Bevin	Sarah	Great Ponton
Flint	Diana	Long Bennington
Hubbard	Susan	Ropley
Packwood	Amanda	Denton
Spendlove	Jo	GHF
Webster	Laura-Jo	Barrowby

Music

Surname	Forename	School
Dowsett	Kirsty	GHF
King	Becky	Long Bennington
Evans	Rachel	Long Bennington
Payne	Kirsty	Harlaxton
Webster	Laura-Jo	Barrowby

PE

Surname	Forename	School
Banfield	Sarah	Barrowby
Bowden	Lucy	Long Bennington
Hubbard	Hattie	Ropsley
Leader	Keith	Great Ponton
Spencer	Rebecca	Ropsley
Spendlove	Jo	GHF

PSCHE

Surname	Forename	School
Newcombe	Rachel	Long Bennington
Shipman	Amy	GHF
Tinkley	Shelley	Barrowby

Pupil Premium

Surname	Forename	School
Newcombe	Rachel	Long Bennington
North	Louise	Ropsley
Sugden	Louise	Barrowby

RE

Surname	Forename	School
Harper	Rachel	Denton
Oliver	Jo	Great Ponton
Raistrick	Lin	GHF
Selby	Natasha	Barrowby
Woodrow	Liz	Long Bennington
Wynne	Jane	Ropsley

Science

Surname	Forename	School
Eason	Katie	GHF
Finder	Claire	Denton
Hailes	Michelle	Denton
McDonnell	Amanda	Great Ponton
Threlfall	Katie	GHF
White	Jane	Long Bennington
Tinkley Swatton	Shelley Tabitha	Barrowby
Wynne	Jane	Ropsley

SEND

Surname	Forename	School
Ellis	Gayle	Ropsley
Geraghty	Sarah	GHF
Harper	Rachel	Denton
MacDonald	Christine	Long Bennington
Oliver	Jo	Great Ponton
Sugden Lees	Louise India	Barrowby

Appendix 5



GRACE Schools - Governor Support

School.....Governor

Date.....

School Visited

Focus for the Governor Support:
Description and what was seen or collected:
Areas of Strength:
Areas for Development:
Recommendations:
Shared Resources:

Appendix 6



GRACE Schools – Cluster Meeting Minutes

Subject:..... Host School: Cluster Lead:

Date.....

Attendance:

Partner Schools	Staff	Partner Schools	Staff
Barrowby		Great Ponton	
Claypole		Long Bennington	
Dudley House		Ropsley	
Denton		St. John's	
Harlaxton		St. Sebastian's	
Gonerby Hill Foot			

Apologies

Partner Schools	Staff	Partner Schools	Staff
Barrowby		Great Ponton	
Claypole		Long Bennington	
Dudley House		Ropsley	
Denton		St. John's	
Harlaxton		St. Sebastian's	
Gonerby Hill Foot			

Meeting & Notes for dissemination:

Agenda	Notes for dissemination	ACTION