

Coasting School Status Report

A coasting school is identified when data shows that, over a three year period, the school may not be ensuring that all pupils reach their potential. A school will only be coasting if performance data falls below the coasting bar in all three previous years. Schools will be identified for the first time in December 2016, based on revised 2016 performance data. The coasting definition is not linked to Ofsted judgments.

Schools that are coasting

Coasting is a three year measure so our 2014, 2015 and 2016 data has been taken into account. Although all 2016 progress measures were above the Floor Standard and our Reading and Writing progress scores were above the Coasting threshold our Maths progress was below the Coasting threshold, by just 0.1%. This does mean that Brightlingsea Junior school has been officially classified as a coasting school.

What did Ofsted say about progress at Brightlingsea Juniors? (June 2015)

Our June 2015 inspection gave us an overall grading of Good. Inspectors looked at progress in lessons, progress in books and our own baseline assessments as well as published data. Our report contained the following statements on progress:

- Pupils make good progress because of the headteacher's successful drive to make improvements in the quality of teaching. Teaching has improved and is now good. Classroom environments are very positive, colourful and stimulating.
- Pupils enter the school with above average attainment in Year 3, including in spelling, grammar and punctuation. They mostly make good progress as they move through the school in reading, writing and mathematics.
- The schools' own data, and inspectors' observations of pupils' learning in lessons and work in their books, show that most Year 6 pupils are on track to attain at least expected levels in reading, writing and mathematics. The most recent school information on pupils for this year group shows that they achieved a faster rate of progress for the last two years, than they had done in the first two years, of Key Stage 2. (These) Pupils made slow progress when in Years 3 and 4, but made good progress in Year 5 and 6 to make up the ground they had lost. Progress for other year groups is also much improved and is now consistently good. As a result, higher levels of attainment are being achieved across Key Stage 2.
- Staff provide good support for disadvantaged pupils and those who are disabled or who have special educational needs, so that they make good progress.
- The school uses its pupil premium funding effectively to staff small teaching groups for eligible pupils and to provide some one-to-one teaching. This has ensured that these pupils make good progress.
- Strong leadership from the headteacher, senior leaders and governors has led to improvement, since the previous inspection, in teaching and pupils' achievement.

National & Essex Junior School Progress Issues

Our analysis of 2016 progress data for Essex schools shows us that there is a marked difference between progress scores of junior schools compared to primaries in our county. Essex primary schools (just primaries with junior data removed) have progress scores that are not significantly

different to national in reading and above average in writing and maths. By comparison Essex junior schools are below average in reading and maths progress and above average in writing progress. Closer to home junior schools in North Essex (Colchester and Tendring) are below average in reading and maths progress but above average in writing. If we look just at our district of Tendring then Junior schools are below average in reading and maths progress and not significantly different in writing. By comparison Brightlingsea Junior School are only below average in maths, and not significantly different to national progress in reading and writing. Our wider reading on this issue suggests that a difference between primary and junior school progress is a national issue, not just an Essex one, but RAISEonline does not currently enable us to compare data in that way.

Nationally, although Junior schools only make up 7.5% of 'Primary' schools, when we look at the new Coasting definition then Junior schools account for 22% of Coasting 'Primary schools.

We read with interest the recent TES article (25th November 2016) '**Why are junior schools less likely to get a top rating?**' which noted the difficulty junior schools can have when it comes to progress data and the impact that progress data can have on Ofsted outcomes. The online version of the article states "Some head teachers believe that overly generous teacher assessments for seven-year-olds help infant schools to get better Ofsted grades, at the expense of junior schools who then find it harder to show that pupils have made enough progress. One junior school head, who wished to remain anonymous, told TES: "It becomes almost impossible for a junior school to show [the required] level of progress, because of the high level of attainment that children are coming in with." A TES analysis of the underlying data for Ofsted verdicts up to the end of September showed that 37 per cent of infant schools were judged "outstanding", compared with just 13 per cent of junior schools."

We welcomed the **Education Datalab** research "Seven Things You Might Not Know About Our Schools" (March 2015) which includes a chapter focusing on 'Why is Key Stage One assessment so different in Infant and Primary Schools?' which states "It seems highly unlikely that infant schools are systematically effective institutions whilst junior schools are systematically ineffective institutions." The report goes on to conclude "So, junior schools are, in part, vindicated by our analysis. It is indeed more difficult for them to achieve high Key Stage Two progress, having received their Key Stage one assessments from infant schools. But perhaps there are wrong to point the finger of blame at their feeder school partners. Instead, the problem appears to lie with primary schools who depress their teacher assessed Key Stage One baselines to achieve the best possible progress results in Key Stage Two. Copy of the Education Datalab report can be found as an appendix to this data set as can data comparisons for local junior and infant schools compared to the Essex primary, District and National averages.

More recently we have read with interest the NAHT "**Report of the Assessment Review Group – Redressing the Balance**" (January 2017) which on page 22 recognises the difficulty for single and cross key stage schools like our junior school. "A small but significant number of schools only cover one key stage or do not align with the standard key stages. These schools have long been poorly-served by the statutory accountability system." We welcome their suggestion of a new measure to be applied to junior and all through primary schools and we agree and support their assertion that "The removal of statutory assessments at Key Stage 1 would, we hope, help to improve transition arrangements between infant and junior, first and middle schools, providing an incentive for schools to collaborate on sound and robust assessments at transition."

Our response to these junior school progress issues:

As a leadership team we haven't let these data discrepancies be an excuse, we have instead focused on how we can maximise progress for all pupils, including those who had insecure KS1 assessments. Improving pupil progress has been an ongoing theme of our Raising Achievement Plans (RAPS) and subject action plans and it was one of the reasons that we introduced Believe & Achieve (Assertive Mentoring) across the school in 2013 and signed up to the 3 year partnership with NAHT Aspire in 2015. We were pleased that our Ofsted inspection team in June 2015 recognised the difficulties with progress in a Junior school. They found good progress in books and in lessons observed and therefore judged our progress to be good which added to our Good grading overall.

2014 & 2015 data

- 2014 gave us our best ever set of SATs results and we believe this was largely due to Believe and Achieve (Assertive Mentoring) which we introduced across the school from September 2013.
- In 2015 the percentage of pupils at Brightlingsea achieving a level 4 or above in core (combined reading, writing and maths) had increased by an average rate of 9% per year since 2013, which was 3.6 times faster than the national rate of change. Overall, at Brightlingsea the percentage achieving at or above level 4 in combined RWM had increased by 18% since 2013.

Combined Attainment	2015	2014	2013	2012
L4+ Reading SAT & L4+ Maths SAT & L4+ Writing TA	79%	74%	61%	54%

- By 2015 the Average Point Score across all national curriculum core subjects at Brightlingsea had increased by an average rate of 0.6 points per year since 2013, which was 3 times faster than the national rate of change. Overall, the APS across all core subjects at Brightlingsea had increased by 1.1 points since 2013.
- The Average Point Score for Reading at Brightlingsea increased by an average rate of 0.3 points per year since 2013, which is 1.5 times faster than the national rate of change. Overall the APS for Reading at Brightlingsea increased by 0.5 points since 2013. At 85% our Reading progress in 2015 was below the national however it had increased by 7% during the past 3 years.
- The Average Point Score for Writing at Brightlingsea increased by an average rate of 1 point per year from 2013 to 2015, which was 3.3 times faster than the national rate of change. Overall the APS for Writing at Brightlingsea increased by 1.9 points from 2013-2015. Again our 2015 Writing progress was below the national, but it had increased by 12% during the past 3 years. Our writing was moderated in 2014 and 2015 with positive feedback, the moderators were complimentary on the quality of marking and feedback and high expectations.
- The Average Point Score for Maths at Brightlingsea increased by an average rate of 0.5 points per year since 2013, which was 5 times faster than the national rate of change. Overall, the APS for Maths at Brightlingsea has increased by 0.9 points since 2013. The percentage of pupils at Brightlingsea achieving expected progress in Maths in 2015 increased by an average rate of 1% per year since 2013. Overall, at Brightlingsea the percentage achieving expected progress in Maths increased by 2% from 2013 to 2015. Our Maths progress has been slower to shift, and has improved at a slower rate when compared to Reading and Writing. This is possibly because historically Maths has been the subject with the greatest discrepancy between KS1 and our Y3 assessments.

SATS 2016

- 3 children in each of reading and GPS and 6 in maths scored a scaled score of 99, so only just missed the threshold to be judged as achieving the expected standard. A smaller number of children scored 98. Those 6 pupils with a score of 99 in maths will have impacted on our progress score as they narrowly missed the threshold.
- 3 SATS papers were remarked. 1 maths paper was given +1 mark taking that child's score to 100. 1 reading paper was given +1 taking that child's score to 99. 1 Maths paper was remarked with no additional marks awarded.

Positives in our 2016 SATs data:

- Pupils achieving the higher standard in reading was above the national average (22% BJS 19% Nat).
- Pupils achieving greater depth within expected standard in writing is 1% above the national average (16% BJS 15% Nat) *NB: extending opportunities for all pupils to write at length and depth in different subjects was a 2015 Ofsted action.*
- Our average scaled score for reading was 102.8 compared to national 102.6
- It is now just our maths progress score that is below the coasting threshold in 2016 whereas in 2014 & 2015 all 3 progress measures (maths, reading & writing) were below the coasting threshold.

Priorities to target following analysis of our 2016 SATs data

- Overall progress score in Maths -2.6 BJS 0 National -2.5 Coasting

Actions taken to target improvements in achievement at Brightlingsea Junior School:

- The school has been part of the **NAHT Aspire programme** for 2 years (Year 3 of the programme begins January 2017). This is our main driver for school improvement and has had a significant impact on our school. A successful Ofsted inspection took place after we had been in the programme for just 2 terms and we have continued to drive forward improvements since then. Each term we send our key leads out to 3 network days and then have 4 days each term when an advisor comes into school to work alongside us.
Impact of Aspire:
 - “The significant support provided by the contractor to strengthen and empower leadership at all levels is reflected in their view of improved teaching and achievement. Staff are positive and buoyant following involvement in the programme and highly value the increased opportunities to lead improvements. The school have been wholly committed to the Aspire programme, which has been adapted to ensure structures are in place to enhance capacity and accountability.” LA Quality Assurance visit March 2015.
 - The main impact of Aspire in the early stages was on our middle leaders and this was recognised by Ofsted. “Subject and other middle leadership is good. These leaders are increasingly effective in their roles. They are participating successfully in a local three-year leadership development programme and this has helped them to improve teaching and pupils' achievement in the school. They are keen, enthusiastic and knowledgeable about what needs to be done.” Ofsted report June 2015. LA SEC visit notes also evidence the strength of middle leadership.

- Our main Aspire focus for Autumn 2016 was maths. Our Aspire advisor and maths subject leader observed maths lessons and Fast Maths sessions across the school. Strong maths teaching was seen, particularly in Y6 where pupils were engaged in productive dialogue about their learning with each other and adults. The Aspire visit note also states that pupils were able to explain how they learned best and how they overcame barriers in their learning including strategies to help themselves when they became stuck. Pupils were confident and active throughout the lessons – enjoyed talking about their learning and they were able to identify next steps in their learning. Maths planning format has been reviewed by our advisor and subject leader and an updated format has been shared with staff.
- Our Aspire advisor is currently quality assuring our plans for our current Year 6 cohort to ensure we are doing all that we can to maximise their progress. This work will be monitored by our LA SEC who is providing us with additional support this year due to our coasting status.
- We have maximised parental engagement in learning, and built on our successful 1:1 mentoring sessions (Assertive Mentoring), by introducing Aspire style Learning Conferences in place of traditional parents evenings. These have been very well attended and very positively received by the majority of parents.
- We have introduced Aspire foundational and conceptual learning strategies including Fast Maths (timed times tables) which have impacted positively on standards.
- All year groups regularly spend time working on learning and life skills to increase their independence in learning and improve their skills in collaborative working. There are 6 units of work, one for each half term and we call these OWLS (Our Wise Learning Skills).
- Due to the success of Aspire in its first year at our school our Headteacher was asked to support a local primary school that had recently been placed in Special Measures. She has been working with this school, as an Aspire Achievement Advisor, since February 2016. As an advisor our Headteacher receives training from Aspire which has enabled us to be at the forefront of developments with the programme.
- In order to ensure all staff and governors were as well informed as they could be on our work with Aspire the key leads produced a handbook. This handbook has been shared with other local schools, and at Aspire network events nationally, as an example of good practice.
- Teachers and LSAs regularly meet in Achievement Teams. These Achievement Teams regularly revisit the progress of learners and sub groups to check the ongoing impact of strategies and question whether new ideas are needed. Question Level Analysis from RAISEonline was shared with these groups. Staff routinely bring assessment information to AT meetings to focus discussion of issues. Strategies are identified to achieve measurable progress towards specific goals in particular time periods. The minutes of AT meetings are shared in the staffroom so each group can see the work of the others.
- LA Quality Assurance Visit – March 2015 “The HT feels the (Aspire) programme has been tailored to meet the needs of the school, recognising existing strengths and areas which could be further enhanced. The emphasis on the language of learning has impacted well and monitoring has shown the pupils are ready and able to articulate their learning; an issue identified in the LA review (Nov 2014). As strengths have been recognised and staff have been empowered, this has impacted positively on staff morale. They have highly valued working with

experienced colleagues at network and spotlight days.“ and “The contractor feels the leadership are 100% committed to the programme, all school led tasks are carried out and they are always highly prepared for visits.”

- We have a CARES (Child And Relative Support) team who meet regularly to discuss support for our most vulnerable pupils. They set up a free breakfast club for targeted pupils and this has led to improved attendance and punctuality for club members as well as improved attitudes to learning for some pupils where that had previously been an issue. The club is run by volunteers from our staff and governors also regularly attend to spend time with the children. The local foodbank provide food donations to support the club. “Children shared how they enjoy breakfast club and all seemed relaxed – good relationships with adults.”
Aspire visit note January 2017.
- We have strengthened pupil voice and now hold fortnightly Class Learning Forums. This has made our pupils more confident in discussing their learning and they now take more responsibility for their learning behaviours. We have a School Learning Council with pupil representatives from each class, this group meets each term with our governors Curriculum Committee.
- The school have been using ‘**Believe and Achieve**’ (**Assertive Mentoring**) for 3 years. This has had significant impact on school improvement:
 - LA Review November 2014 “Older pupils in particular value the conversation/target setting sessions they have with their mentor as part of Believe and Achieve.”
 - Ofsted 2015 recognised the impact: “Leaders have successfully promoted the key theme of ‘believe and achieve’ to ensure all staff become involved in school improvement. By setting teachers and pupils challenging targets, school leaders have tackled previous inconsistencies in teaching and learning so that attainment is rising, particularly in mathematics, spelling, grammar and punctuation. Parents are also engaged effectively in this programme, to support their children in taking more responsibility for their homework.”
 - As part of this ‘Believe and Achieve’ programme we use weekly or fortnightly basic skills tests to inform planning in maths and in Y6 we have weekly BIGFOOT (Being in Groups Focusing On Our Targets) maths sessions. In other year groups these BIGFOOT sessions may be fortnightly. For these sessions we deploy all of our HLTAs as well as the LSAs and Teachers within a year group so that we can make the group sizes as small as possible and really focus on the areas of misconception in the most recent basic skills test. When we first introduced Assertive Mentoring and BIGFOOT maths it had a significant impact on our maths results so we have revisited and refocused on this for the coming year and have ensured all staff are clear on expectations for these sessions.
 - LA SEC Visit Note March 2014 “In September Assertive Mentoring was introduced – called Believe and Achieve . It has been introduced to improve standards in maths and writing, and to improve attitudes and aspirations. The school leadership reports that all pupils are making progress, the weekly maths skills tests motivate and enthuse children. As a result of the regular testing focused teaching takes place to address the gaps in groups of pupils” learning; “BigFoot” maths.”
- We have a robust annual **Raising Achievement Plan (RAP)** with half termly action plans for Maths, Reading & Writing to run alongside it . A data driven cycle and monitoring schedule have been planned for the year ahead and included in the RAP. This includes dates for Achievement Team meetings, Pupil Progress Meetings and Performance Management Reviews etc.

- Year 6 classes were completely mixed at the end of last year. This was to optimise the learning environment by tackling some low level behaviour issues that occurred in Y5 and to balance out SEND and gender in each class.
- In Y6 we set for Maths (Top, Middle and Lower Maths sets). Our Aspire advisor has carried out joint observations of these sets and they have been found to be effective with high quality teaching.
- The school has been part of the Aspire programme for 2 years (Year 3 of the programme begins January 2017). This is our main driver for school improvement and has had a significant impact on our school. A successful Ofsted inspection took place after we had been in the programme for just 2 terms and we have continued to drive forward improvements since then. In December 2015 our Headteacher was asked to be an Aspire Achievement Advisor and has been supporting a Colchester primary school in this role since February 2016. Each term we send our key leads out to 3 network days and then have 4 days each term when an advisor comes into school to work alongside us. Our main Aspire focus for this Autumn term has been maths. Our Aspire advisor and maths subject leader have observed maths lessons and Fast Maths sessions. Strong maths teaching seen, particularly in Y6. Maths planning format has been reviewed by our advisor and subject leader. Next term our new advisor will undertake some coaching with our newer teaching staff. Looking forward the school has 1 year remaining in the current programme and is already in discussion to explore the option of taking up the ‘continuing partnership: modular support’ programme from January 2018.
- ABC (Afternoon of Books and Cakes) sessions happen fortnightly. These are led by the Headteacher and a governor. 1 pupil per class brings their books to share and they answer questions about their learning. There has been 1 maths focus ABC session since October half term. Children were confident from the outset to share their work and talk about it. The children talked about challenge, and challenge was evident in their books.
- The school have been using ‘Believe and Achieve’ (Assertive Mentoring) for 3 years. We use weekly or fortnightly basic skills tests to inform planning in maths and in Y6 we have weekly BIGFOOT (Being in Groups Focusing On Our Targets) maths sessions. In other year groups these BIGFOOT sessions may be fortnightly. For these sessions we deploy all of our HLTAs as well as the LSAs and Teachers within a year group so that we can make the group sizes as small as possible and really focus on the areas of misconception in the most recent basic skills test. When we first introduced Assertive Mentoring and BIGFOOT maths it had a significant impact on our maths results so we have revisited and refocused on this for the coming year and have ensured all staff are clear on expectations for these sessions.
- We have a high proportion (30%) of pupil premium pupils in our current Y6 cohort, these pupils have been prioritised for 1:2 tuition.
- Each of our Y6 teachers lead a Maths booster group either before or after school.
- Governors School Improvement Group (SIG) are meeting half termly and have a focus on our work with Aspire and Maths. Our Curriculum committee recently undertook a learning walk and have booked the Aspire advisor to lead a session on lesson visits for the Spring term (using Aspire spotlight on learning materials). Following this training session all governors will be asked to join their adopted class for a Maths lesson this year.
- A new report format was devised for Pupil Progress Meetings and after each round of meetings the year group leaders meet with Assessment Lead, Maths Lead and Literacy

Lead to discuss their PPM report. Any issues identified then feed into the half termly subject action plans for maths, reading or writing.

- Maths leads across our cluster group regularly meet and are currently working on a shared calculations policy. Literacy, maths, science and pupil premium leaders across the cluster meet at least termly and we also arrange for staff from each year group to come together to facilitate moderation. We held a cluster conference in September with Dame Alison Peacock as our speaker, we have booked Matthew Syed for a conference in September 2017. Our cluster has a proven track record of supporting each other with school improvement and we have been discussing the possibility of formalising our partnership working by forming a Multi-Academy Trust. A meeting has been booked for February with a representative from the office of the Regional Schools Commissioner to move this discussion forward and gain some answers to questions we have on leadership structure.
- Current Y6 on track figures suggest that our 2017 SATs results will be better than last years in all areas, including maths.

Other relevant information about Brightlingsea Junior School

Strengths and Successes

- **Leadership** at all levels is a strength of the school. Our leadership team is well established and settled. Our Headteacher has been in post for 13 years and this has enabled a settled period for a consistent approach to school improvement.
 - “The school leadership is working proactively to raise standards across the school, particularly in maths. Middle leaders are becoming increasingly involved in this and now produce their own action plans to support the termly RAP. Plans show timescales and some measurable success criteria; these can be now be further developed to include more specific measurable goals and amended actions reflecting the monitoring and evaluation of the previous plan.” LA SEC visit note January 2017
 - “This is a very successfully led school. It is well led and managed by the head and her team of staff. Staff are valued, motivated and this has ensured that there is a very positive ethos in school. Children are universally engaged in the life of the school. The school has enjoyed success beyond the academic with a considerable number of sporting achievements achieved last year.” LA SEC visit note September 2015
 - “Subject leaders are passionate about their subject responsibilities; aware of the strengths and weaknesses and the actions needed to improve provision”. Basic Skills Quality Mark assessor 2015
 - “The headteacher feels she has strong support from the chair, and believes the new structure enabled governors to get to know the school better, helping them to become more involved, raising their profile with staff and parents and developing teamwork. The twice yearly Governor Awards have proved to be particularly effective in engaging parents with the work of the school. These Awards, initiated by the governors, are designed to encourage children across the full range of achievement and progress recognising teamwork, kindness and friendliness and great attitude towards learning. Ofsted inspectors (June 2015) agreed that governors provided strong leadership and knew their school well, and were impressed with the improvements made to systems and procedures.”

Case Study by Debbi Botham EES for Schools Governor Services Manager
February 2016

- “Strong leadership from the headteacher, senior leaders and governors has led to improvements since the previous inspection, in teaching and pupils’ achievements.” Ofsted June 2015
- “Literacy Leader has been well prepared for her role, she is enthusiastic and has clear ideas on how to develop the school’s work. She is a great asset to the school.” LA SEC visit note April 2016
- “The governors are very strong, committed to school and very knowledgeable. They are frequently in school hearing readers, supporting activities etc and so they have extensive knowledge of the school. They have all kept up to date with training.” LA SEC visit note September 2015
- “The Headteacher is a strong leader and can tell the school’s story well. The Achievement Advisors feel progress since entering the Aspire programme has been ‘phenomenal’. Aspire visit note 2015
- “A really positive day in school. It is very rewarding to work with the staff at Brightlingsea as they are so professional and totally dedicated to giving the children the best experience possible.” Aspire visit note 2016
- The work ethic of our staff is a significant strength of our school. We have a close knit team of very **hard working staff** who enjoy working at our school. All staff share a determination to do the very best we can for all of our pupils. There is a strong bond between the staff and they form a very supportive team, this in turn enables us to successfully nurture high quality NQTs and SCITT Trainee Teachers.
- “The **work in books** is of a high standard, with very many books showing real pride. Work seen shows a wide variety of teaching approaches and some very interesting learning activities. Books are marked to a very high standard with children responding to marking and feedback in their books” LA SEC Visit Note April 2016
- **Basic Skills Quality Mark** renewal visit note July 2015: “The school was well prepared for the assessment visit with a range of clearly labelled evidence available for scrutiny. Despite the recent good report from Ofsted, it is evident that the drive to raise standards of attainment remains just as strong – this is not a school that intends to sit back and rest on its’ laurels.”
- **Pupil progress meetings** are used to ensure that teachers are accountable for the progress their children make and for modifying their teaching to meet children’s individual needs more effectively. Individual class teachers are frequently involved in discussions relating to data and the link between data and school improvement is explicit. These meetings are included in the data driven cycle set out in our RAP (Raising Achievement Plan)
- One of our Y6 teachers received a **Silver National Teaching Award**, in the category of Primary Teacher of the Year 2015. (Pearson Teaching Awards)
- Brightlingsea Junior School were finalists in the 2016 ‘**Primary School of the Year**’ category at the Education Awards organised by the Gazette and Essex County Standard newspapers. We came joint runner up with Millfields Primary.
- At Brightlingsea Junior School we recognise the value of **competitive sport** and we set out to enter teams in a wide range of competitive events. In our preparation and training we focus on good sportsmanship, fair play and improving on our personal best rather than winning but it is a lovely added bonus to win! On the ‘News’ page of our school website you will find a list of our sporting achievements for the 2015/2016 school year, highlights include winning the Clacton District athletics for the 3rd year in a row, 1st place in the Clacton netball league and 1st place in the Boys and the Girls Football Finals. We currently offer 17 after school clubs, and 16 of these are free of charge, this is more than any other local school. We strive for

balance at Brightlingsea Juniors, and we are an inclusive school, so in addition to our annual competitive sports day we also run a whole school multi-skills festival. This style of sports day enables every pupil to take part that wants to and it focuses on team work and co-operation. Brightlingsea Junior School were finalists in the 'Fit for Life' category at the November 2016 Education Awards organised by the Gazette and Essex County Standard newspapers. Ofsted June 2015 "Good use of additional sports funding ensures that pupils achieve well in sporting activities"

Do we require any additional support?

- We believe we have been very well supported by the NAHT Aspire partnership and we are just embarking on year 3 of this programme. As this partnership has had such a positive impact in our school (Aspire visit notes and implementation review documents evidence this) it would be our intention to continue working with Aspire once the current contract expires and our School Improvement Group (SIG) of governors have begun looking at details of the Aspire modular support package for continuing partnership for January 2018 onwards. "Aspire has been a very positive, and continues to be, impact in school. Staff have taken real ownership of the developments as it evident through notice boards in the staff room." LA SEC Visit Note September 2015
- In addition to the support we receive from Aspire we are proud to be part of the Coast 2 Coast Teaching School alliance. Delegates on the Developing Teaching Programme visit Brightlingsea Junior School to observe lesson starters and plenaries. Being a part of the alliance has enabled us to access free accredited practitioner training for the THRIVE programme as well specialist training for our designated teacher for children in care.
- We are part of the Colne Cluster group of schools. The cluster has a strong established record of working collaboratively on projects including school improvement conferences, subject leader and year group leader network meetings and shared CPD. Heads and Chairs of Governors hold regular meetings. Our Cluster is part of a pilot with Essex and EDT (Education Development Trust) to develop peer review processes to strengthen partnership working. Our main aim that we wish to achieve through collaboration is to raise achievement across all cluster schools, through better sharing of resources, good practice and ideas. A more formal collaboration arrangement would enable us to employ shared staff and commission services that are tailored to the specific needs of our Cluster, and this is something we have been exploring as a Cluster for some time now. In order to move these discussions forward, and gain answers to some key questions around forming our own Multi-Academy Trust or joining the Thrive Partnership Multi-Academy Trust we have a Cluster Heads & Chairs meeting booked with a representative from the Regional Schools Commissioners office, this meeting is due to take in February.