

# The GRACE Schools Collaborative Framework 2021-2022



*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.

Core Group members of the Association are:

- Barrowby Church of England Primary School
- Claypole Church of England Primary School
- Denton Church of England Primary School
- 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
- Marston Thorold's Charity Church of England Primary School
- Ropsley Church of England Primary School
- St. Sebastian's Church of England Primary School

Partners in the Association are:

- Dudley House
- West Grantham Federation Academy
- Associated Headteacher-Becky Jackson (C.I.T)

## **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
Claypole Church of England Primary School	Martyn Wells
Denton Church of England Primary School & Harlaxton Church of England Primary School	Sheriden Edwards
Gonerby Hill Foot Church of England Primary School	Jayne Watson
Great Ponton Church of England Primary School	Keith Leader
Long Bennington Church of England Academy	David Nicholson
Ropsley Church of England Primary School	Ann Cook
St. Sebastian's Church of England Primary School & Marston and Thorold Church of England Primary School	Michelle Waddell

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. 27<sup>th</sup> September 1-3pm Virtually or at GHF CE Primary School
2. 22<sup>nd</sup> November HTs-12.30 - 1.45pm  
1.45 - 3.00pm Virtually or at Harlaxton CE Primary School
3. 17<sup>th</sup> January 1-3pm Virtually or at Claypole CE Primary School
4. 7<sup>th</sup> March HTs-12.30 - 1.45pm  
1.45 - 3.00pm Virtually or at Harlaxton CE Primary School
5. 25<sup>th</sup> April 1-3pm Virtually or Long Bennington Academy
6. 13<sup>th</sup> June HTs-12.30 - 1.45pm  
1.45 - 3.00pm Virtually or at Barrowby CE Primary School

Prior to the Core Group Meeting, each visiting Headteacher 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 Core Group Meeting.
4. Acknowledge receipt of the minutes and share with own Governing Body.

Each hosting Headteacher of the Core Group 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 Core Group members including draft agenda.
4. Review/amend agenda in light of member's responses.
5. Facilitate Core Group Meetings: welcome members; coordinate events/visitors; take minutes; supply refreshments.
6. Share minutes with members of the Core Group.

## **Governor Liaison**

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

Barrowby Church of England Primary School	Steven Clark
Claypole Church of England Primary School	Sarah Fischer
Denton Church of England Primary School & Harlaxton Church of England Primary School	Kevin Carter
Gonerby Hill Foot Church of England Primary School	Michael Buckeridge
Great Ponton Church of England Primary School	David Simmons
Long Bennington Church of England Academy	Jo Blatherwick
Ropsley Church of England Primary School	Fred Mann
St. Sebastian's Church of England Primary School & Marston and Thorold Church of England Primary School	Steph Kirton

This group meets with the Core Group at the 2nd, 4th and 6th meetings to discuss feedback from collaborative activities.

When attending meetings and/or visits, Chairs or School Governor representatives will:

1. observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside the GRACE School's Collaboration;
2. exercise the greatest prudence at all times when discussions regarding partnership business, including discussion with individual governing bodies; and
3. ensure all papers are held and disposed of appropriately and that minutes and/or notes are anonymised if referring to individuals and/or schools in respect of confidential matters or matters which are considered sensitive.

The Governor Group will appoint a 'nominated host Governor' to coordinate the group's meetings.

The 'nominated host Governor' for this year is: **Michael Buckeridge.**

Prior to the Governor Group Meeting, each visiting Governor will:

1. Review the minutes taken from the previous meeting.
2. Acknowledge attendance of meetings with nominated Governor and ensure any points for discussion are communicated ahead of the meeting for inclusion on the agenda.
3. Participate in Governor Group Meeting.
4. Acknowledge receipt of the minutes and share with own Governing Body.

Each ‘nominated host Governor’ 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 Governor Group members including draft agenda.
4. Review/amend agenda in light of member’s responses.
5. Facilitate Governor Group Meetings: welcome members; coordinate events/visitors; take minutes; supply refreshments.
6. Share minutes with members of the Governor Group.

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.

**Focus for Governor Liaison 2021/22:**

<b>Area of Development</b>	<b>Objective</b>	<b>Actions/Tasks</b>	<b>Success Criteria</b>
Monitoring and Evaluation	To share practice across the GRACE Schools to support the review and evaluation of monitoring and evaluation processes.	<ul style="list-style-type: none"> <li>• Prior to meetings/visits collate specific areas to focus on;</li> <li>• Discuss and share material to aid understanding of different practice;</li> <li>• Observe practice.</li> </ul>	Evaluate and deepen Governor confidence in monitoring processes and practice.
Understanding the Ofsted framework	To gain a clearer understanding of the requirements of the new framework	<ul style="list-style-type: none"> <li>• Read new framework;</li> <li>• Share and disseminate training material’s.</li> </ul>	Develop a greater understanding of current requirements so that Governors can be better placed to identify where schools need to improve and are able to challenge appropriately.
Role of the Chair	To develop a greater understanding of the role	<ul style="list-style-type: none"> <li>• Review Governor / chair handbook;</li> <li>• NGA material on the role of the chair;</li> <li>• Outline duties;</li> <li>• Chair of Governor Role Descriptors</li> </ul>	To review and/or produce a Chair of Governor Role descriptor so that Governors understand the role and are able to fulfil

Governors should complete the ‘Governor Support Form’ Appendix 5 after any visit and share with their own Governing Body.



Purpose of a Governor visit:

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 embed professional collaboration networks in order to share and learn from best practice	<ul style="list-style-type: none"> <li>Mobilise including developing good quality and meaningful marking and feedback processes</li> <li>Subject leader liaison – letters (NQT, SENDCO, Science, Computing, etc.</li> <li>Moderation – rotation of schools</li> <li>GRACE SLT and trustee meetings</li> <li>Shared website for communicating opportunities including CPD / jobs / meetings / resources</li> </ul>	<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"> <li>seek advice;</li> <li>contribute to networks; and</li> <li>work collegiately.</li> </ul>	Each school provides necessary non-contact time	GRACE HTs to facilitate	Termly	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"> <li>Lesson studies to target teaching and learning difficulties or to explore creative teaching methods (e.g. inspire reading for pleasure)</li> <li>Visiting schools to see different provision (letter of invitation)</li> <li>-Observation, QA and tracking systems for interventions to enable collaboration best practise and core expertise</li> </ul>	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	Termly	Does each staff member have the opportunity to develop their own practice?
To support developing behaviour strategies	<ul style="list-style-type: none"> <li>Shared training on behavioural and SEN management (attachment disorder / anger management / mindfulness)</li> <li>CPD to focus on Personal Development, RSE and Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>Each school undertakes a Peer to Peer Review-Learning behaviours &amp; attitudes</li> <li>All TAs feel valued and are trained to deliver specialist interventions or to support other varied tasks as necessary.</li> </ul>	HT peer review time half day per term Cost of training	HT	Half termly review	Does learning behaviour contribute positively to pupil progress?
To further develop knowledge of changes to SIAMs	<ul style="list-style-type: none"> <li>Shared intervention training and resourcing</li> <li>Arranged Peer to Peer Reviews to review Church School Distinctiveness</li> <li>Disseminate training information from Associate Advisor</li> </ul>	All schools benefit from the shared expertise and development of SIAMs	Each school provides necessary non-contact time	HT	Termly	Are schools supported to evaluate Church School Distinctiveness?

## Peer to Peer Review-Specialist Support

Each of the respective Headteachers will act as a 'Specialist' providing further external rigor and challenge to core and partner schools.

Headteachers will collaborate together to support each other.

During 2021-2022, schools will be able to choose from any of the areas below. These areas are:

- |                                                                                                                 |                       |     |
|-----------------------------------------------------------------------------------------------------------------|-----------------------|-----|
| 1. School Development Priority                                                                                  | Sheri Edwards         | SE  |
| 2. Reading and early development                                                                                | Ann Cook              | AC  |
| 3. Attitudes to learning and behaviour & Church School's Distinctiveness                                        | Len Batey             | LB  |
| 4. Evidence of progress                                                                                         | Martyn Wells          | MWe |
| 5. SEND: Use of additional funding: interventions, Pupil Premium and Vulnerable Groups, Catch Up Premium Review | Michelle Waddell      | MWa |
| 6. Cultural Capital Beyond the Curriculum                                                                       | Keith Leader          | KL  |
| 7. Subject specific 'Deep dive'                                                                                 | Jayne Watson          | JW  |
| 8. A school's broad and balanced curriculum 'Planning and development'                                          | David Nicholson       | DN  |
| 9. Flexible Foci-Headteacher's can choose from:                                                                 |                       |     |
| • Safeguarding                                                                                                  | Ann Cook**            |     |
| • Specific focus from previous year                                                                             | A N Other Headteacher |     |
| • COVID-19 Review                                                                                               |                       |     |

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 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: 17<sup>th</sup> Nov 2021

Hosted:

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

**Subject:** Writing Common Assessment: Criterion Scale Date: 23<sup>rd</sup> March 2022

Hosted:

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

**Subject:** Mathematics Common Assessment: Date: 15<sup>th</sup> June 2022

Hosted:

EYFS	Ropsley
Year 1 and 2	Barrowby
Year 3 and 4	St Sebastian's
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 identify barriers to learning since returning to school, in the respective subjects and share ways to overcome issues.

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. Each Cluster meets 3 times per year.

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.

These meetings are scheduled for:

### Core Subjects

Subject	Host School	Cluster Lead	Dates-Tuesday:
English	Gonerby Hill Foot	Wendy Daley	Autumn: 2 <sup>nd</sup> November 2021 Spring: 25 <sup>th</sup> January 2022 Summer: 26 <sup>th</sup> April 2022
Mathematics	Barrowby	Tabitha Swatton	
RE	Barrowby	Natasha Selby	
Science	Long Bennington	Jane White	
SEND	Harlaxton	Rachel Harper	

### Non-Core Subjects

Subject	Host School	Cluster Lead	Dates-Wednesday:
Arts	Barrowby	Laura-Jo Webster	Autumn: 2 <sup>nd</sup> November 2021 Spring: 26 <sup>th</sup> January 2022 Summer: 27 <sup>th</sup> April 2022
Computing	Harlaxton	Lisa Ironmonger	
EYFS			
Humanities	Gonerby Hill Foot	Peggy Hills	
PHE	Harlaxton	Karen Ambrose	
PE	Gonerby Hill Foot	Georgia Newton	

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.....

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

**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 <i>(include recent data analysis or contextual changes which may provide background to the moderation / visit)</i>	
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 2020-2021*

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

School	Forename	Surname
Barrowby	Sarah	Banfield
GHF	Kirsty	Rhodes
Denton	Siobhan	Croft
Long Bennington	Rachel	Mills
Marston Thorold's	Roxanne	Graney
Ropsley	Ann	Cook
St Sebastian's	Emily	McKee

#### Assessment

School	Surname	Forename
Barrowby	Batey	Len
GHF	Davidson	Rachel
GHF	Watson	Jayne
Long Bennington	Baliol-Key	Eleanor
Ropsley	Cook	Ann
St Sebastian's	Waddell	Michelle

#### Computing

School	Forename	Surname
Barrowby	Sam	Caton
GHF	Jess	Melinn
Great Ponton	Keith	Leader
Harlaxton	Lisa	Ironmonger
Long Bennington	Sally	Copley
Marston Thorold's	Roxanne	Graney
Ropsley	Ann	Cook

## Design & Technology

School	Forename	Surname
Barrowby	James	Liversidge
Denton	Sheriden	Edwards
Marston Thorold's	Roxanne	Graney
Ropsley	Rebecca	Spencer
St Sebastian's	Emily	McKee
GHF	Clare	Gaylard
Long Bennington	Charlene	Fraser

## English

School	Forename	Surname
Barrowby	Louise	Sugden
Denton	Claire	Finder
Great Ponton	Amanda	McDonnell
GHF	Wendy	Daley
Harlaxton	Victoria	Buckley
Long Bennington (Writing)	Jim	Haigh
Long Bennington (Reading)	Susie	Jones
Marston Thorold's	Amy	Critchley
Ropsley	Hattie Rebecca	Hubbard Spencer
St Sebastian's	Amy	Critchley

## EVC

School	Forename	Surname
Barrowby	Tabitha	Ward
GHF	Sarah	Garland
Long Bennington	Jim	Haigh
Ropsley	Hattie	Hubbard
St Sebastian's	Amy	Parnham

## EYFS

School	Forename	Surname
Barrowby	Natasha	Selby
GHF	Sarah	Geraghty
Harlaxton	Kirsty	Payne
Long Bennington	Susie	Jones
Marston & Thorold	Carys	Cant
Ropsley	Charlotte	Quinton Smith

St Sebastian's	Louise	Moxham
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## History

School	Forename	Surname
Barrowby	Emily	Kirk
GHF	Peggy	Hills
Harlaxton	Natasha	Middleton
Denton	Helen	Ainsworth
Long Bennington	Rachel	Mills
Marston Thorold's	Jacqui	Fulcher
Ropsley	Rachel	Cartwright
St Sebastian's	Jacqui	Fulcher

## Geography

School	Forename	Surname
Barrowby	Tina	Goodband
GHF	Alex	Tosh
Harlaxton	Natasha	Middleton
Denton	Helen	Ainsworth
Long Bennington	Jim	Haigh
Marston Thorold's	Jacqui	Fulcher
Ropsley	Sally	Harrison
St Sebastian's	Jacqui	Fulcher

## Mathematics

School	Forename	Surname
Barrowby	Tabitha	Ward
GHF	Shelley	Arthurs
Great Ponton	Keith	Leader
Harlaxton	Anita	Coupland
Long Bennington	Diana	Flint
Marston Thorold's	Ian	Woolerton
Ropsley	Catherine	Langley
St Sebastian's	Dale	Palmer



## MFL

School	Forename	Surname
Barrowby	Laura-Jo	Webster
Denton	Sheriden	Edwards
GHF	Sarah	Garland
Great Ponton	Sarah	Bevin
Long Bennington	Diana	Flint
Marston Thorold's	Ian	Woolerton
Ropsley	Catherine	Langley
St Sebastian's	Dale	Palmer

## Music

School	Forename	Surname
Barrowby	Laura-Jo	Webster
GHF	Kirsty	Rhodes
Harlaxton	Kirsty	Payne
Long Bennington	Eleanor	Baliol-Key
Marston Thorold's	Cathy	Liversidge
Ropsley From Term 3	Charlotte	Quinton Smith
St Sebastian's	Cathy	Liversidge

## PE

School	Forename	Surname
Barrowby	Sarah	Banfield
Denton	Sue	Lee
Harlaxton	Ben	Rowe
GHF	Georgia	Bryan
Great Ponton	Keith	Leader
Long Bennington	Rachel	Handley
Marston Thorold's	Louise	Moxham
Ropsley	Hattie	Hubbard
St Sebastian's	Callum/ Louise	Johnson/ Moxham

## PSCHE

School	Forename	Surname
Barrowby	Shelley	Tinkley
GHF	Amy	Shipman
Harlaxton	Karen	Ambrose
Long Bennington	Rachel	Newcombe
Marston Thorold's	Helen	Copson
Ropsley	Ann	Cook
St Sebastian's	Helen	Copson

## Pupil Premium

School	Forename	Surname
Barrowby	Louise	Sugden
GHF	Sarah	Garland
Long Bennington	Rachel	Newcombe
Ropsley	Louise	North
St Sebastian's	Louise	Moxham

## RE

School	Forename	Surname
Barrowby	Natasha	Selby
Denton	Rachel	Harper
Great Ponton	Jo	Oliver
GHF	Jo	Spendlove
Harlaxton	Victoria	Buckley
Long Bennington	Hannah	Anderson
Marston Thorold's	Ian	Woolerton
Ropsley	Jane	Wynne
St Sebastian's	Helen	Copson

## Science

School	Forename	Surname
Barrowby	Shelley	Tinkley
Denton	Michelle	Hailes
GHF	Jen	Marshall
Great Ponton	Amanda	McDonnell
Long Bennington	Jane	White
Marston Thorold's	Cathy	Liversidge
Ropsley	Jane	Wynne
St Sebastian's	Cathy	Liversidge

## SEND

School	Forename	Surname
Barrowby	India	Lees
Denton	Rachel	Harper
Great Ponton	Jo	Oliver
GHF	Sarah	Geraghty
Long Bennington	Liz	Woodrow
Marston Thorold's	Jacqui	Fulcher
Ropsley	Ann	Cook
St Sebastian's	Jacqui	Fulcher

**Appendix 5**



**GRACE Schools - Governor Support**

School.....Governor .....

Date.....

School Visited .....

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

**Appendix 6**



**GRACE Schools – Cluster Meeting Minutes**

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

Date.....

**Attendance:**

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

**Apologies**

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

**Meeting & Notes for dissemination:**

<b>Agenda</b>	<b>Notes for dissemination</b>	<b>ACTION</b>
<b>Date of Next Meeting:</b>		