



independent
schools
council

Celebrating Partnerships

2022



Annual report of
cross-sector partnership
work between
independent
and state schools



Contents

Introduction	1
Department for Education celebrates school partnerships	2
Partnerships and the All-Party Parliamentary Group on Independent Education	4
Charity launched to support partnership work	5
Support for Ukraine	6
Academic partnerships	8
Supporting education recovery and tackling disadvantage	10
Preparing young people for their next steps in life	11
Regional partnership groups	12
Supporting music and the arts	14
Sporting partnerships	16
Improving education through governance	18
Sharing resources	19
Supporting teacher development	20
Transforming children's lives through bursaries	21

Editor - Emily Roberts

Editorial assistance from Alex Beynon

Celebrating Partnerships is published annually by the Independent Schools Council (ISC).

The Independent Schools Council brings together seven associations and four affiliate associations to represent over 1,350 independent schools. These schools are amongst the best in the world and educate more than half-a-million children. Around half of UK independent schools are ISC schools and these educate around 80% of all independent school children.

Independent schools save the taxpayer £3.5 billion a year from students not being in state education and contribute £13.7 billion to the economy.



Introduction

Coming out of the pandemic, state-independent school partnerships are bouncing back. Most independent schools are involved in such partnerships, working together with state schools for their mutual benefit. Contributing to and sharing with the local community is part of the charitable ethos and purpose of ISC schools.

Promoting and encouraging effective partnerships has been a high priority for the sector for many years and these partnerships now benefit thousands of pupils every year, in both independent and state schools.

Proposals to further tax independent schools run the risk of ruining much of this, making schools less accessible and undermining their ability to fund the important initiatives described in this booklet. Partnerships support levelling up, enhance academic opportunity, improve teacher training, narrow the disadvantage gap, strengthen careers advice and university applications. Schools working together enhance sporting activities, unite pupils through creative and performing arts, support wellbeing and improve school governance. Punitive taxes would damage this work.

The most effective and successful partnerships develop between heads and teachers really wanting to work together, out of genuine local relationships, needs and enthusiasms. Most of the partnerships in this booklet – only a small sample of the whole – started with just a couple of energetic and like-minded heads making things happen.

State-independent partnerships are one of the great success stories of the past 10 years. Some are small but many are now very large, involving schools in activity seven days a week. Many schools now have dedicated staff whose main job is managing and promoting partnerships. But there is some way to go. We want to see many more children in care or on the edge of care being offered places in good independent schools, for example. We want to see stronger relationships between independent schools and multi-academy trusts.

We are grateful to the Department for Education for their continued support in promoting partnerships. Successive ministers and civil servants have used their influence to great effect.

Finally, we want to thank the many hundreds of teachers who give up their time, often unpaid, often outside normal working hours, to run these partnerships. They have greatly enhanced the educational opportunities of thousands of children.



**Barnaby Lenon
Chairman,
Independent Schools Council**



Department for Education

Department for Education celebrates school partnerships

As minister for the school and college system, I have the privilege of visiting a broad range of schools – state and independent, ranging in size, ethos, and many other distinctive characteristics. Based on what I've seen recently, there are two things in particular that I'd like to reflect on.

Firstly, since the pandemic it's been wonderful to see the return of collaborative activities which once again bring so many benefits to students, teachers and communities. As always, I'm struck by the enthusiasm shown by school leaders and their willingness to work with others to seize opportunities and tackle challenges. Many partnerships have, in recent times, used technology effectively. Yet, we have also seen its limitations. Face to face activities which physically unite groups of students make them truly valuable. We sorely missed them during the last two interrupted years. I'm delighted to see that most schools that previously engaged in partnerships aren't just back where they were – they're doing even more, and they're being joined by an ever-growing number of schools who want to collaborate with others.

Secondly, cross-sector partnerships have reached a level of maturity and strategic purpose that we could rarely have imagined a few years ago. Where once we spoke about

one-off activities between schools, today we talk about partnerships with real impact. Partnerships are no longer just about an afternoon of fun, but about interventions that deliver lasting benefits. We are also seeing more well-structured partnerships that consider governance and buy-in, ensuring that their activities become a part of the fabric of each school, rather than an add-on. Broad area partnerships, which most often include most, if not all, of the schools across a district, were once rare. I'm pleased to see that more of these types of partnerships are forming, further developing the model based on what has worked for others.

I note that the 2022 ISC Census shows that there were 6,963 partnerships reported across 936 association schools during 2021, despite many restrictions being in place during that time. Of course, those high numbers are very welcome. If I were to offer a challenge, it's that numbers only tell us half of the story. What I'm determined to explore with you is the story of the impact of these almost 7,000 partnerships. I'm attracted by our vision for multi-academy trusts and how that model creates families of schools that bring about measurable benefits through deep collaboration and a resolute focus on school improvement. Over the next year, as we continue to build on this work, I'd like to see a new wave of post-pandemic

partnerships that mirror that approach – delivering deeper, longer-lasting and more impactful collaborations.

Finally, I want to acknowledge the tireless work of the ISC and the associations in driving engagement on partnerships. This work is dependent on the hard work of school leaders and their representative bodies in supporting the cross-pollination of good ideas. Thank you once again for demonstrating your commitment to our Joint Understanding over the past year. I also want to acknowledge the important work of the School Partnerships Alliance, who continue to play a vital role in bringing practitioners together to share their skills and knowledge.

20



Department
for Education



Baroness Barran MBE
Parliamentary under secretary of state
for the school and college system

Partnerships and the All-Party Parliamentary Group on Independent Education

Independent-state school partnerships are inspiring, valuable and the range of such partnerships is awe-inspiring. Once again, those highlighted in this report demonstrate the value of partnership working, with schools sharing their expertise, resources, and capacity to the benefit of all.

As schools are recovering from the pandemic, we have seen all types of school responding well, re-establishing postponed activities, arranging new activities to overcome the effects of lockdown, and continuing online activities which worked well. All schools have much to gain from these partnerships, and activities aimed at supporting university entry and careers advice can be so important for tackling disadvantage and spreading opportunities.

I want to encourage all my fellow MPs: do go and visit schools who are forming and strengthening these mutually beneficial partnerships. You are certain of a warm welcome, and fascinating insights. What is more, I encourage you to speak to all local schools and see if they can get involved in new or existing partnership working, to the benefit of all.

To all the schools in this report, and all those working together across the country: thank you! What you do is so important, working to care for and nurture our most precious resource – our children and young people.



Andrew Lewer MBE MP
Chairman of the APPG on
Independent Education and member
of the Education Select Committee

Charity launched to support partnership work

The School Partnerships Alliance (S.P.A.) is a new charity that researches, enables and promotes meaningful partnerships between different schools in the state and independent sectors for the benefit of children across the national education system.



Our over-arching objective is to be a force for school improvement and the strongest pupil outcomes, informed by research and driven by impact.

To achieve this, we are focused on:

- Raising the profile, status and access to partnership working
- Better understanding and evaluating the impact of partnership working
- Equipping partnership leads with a common language and framework that will help schools at every stage of partnership engagement and development.

There is already a significant amount of hugely important partnership work carried out between state and independent schools who have come together voluntarily and as equal partners, at varying levels and by different methods, for the mutual benefit of their pupils.

While supporting and promoting these existing school-to-school partnerships, the S.P.A.'s delivery arm will also enable schools to forge new and sustainable partnerships. Our Innovation Hub will match schools as well as acting as an incubator so that strong impactful projects can be replicated in schools in other areas, ensuring that successful models have wider benefit.

A schools system in which all schools, wherever they are and whatever their size and resources, are engaged in meaningful partnerships, with all parties learning from one another, will help achieve the strongest outcomes for all children, including those in disadvantaged communities.

In developing and promoting strong and successful cross-sector partnerships, ensuring that impact assessment outcomes and measurement are robust and meaningful and providing advice and guidance, the S.P.A. will help schools at every stage of partnership engagement and development to work together and collaborate for the joint purpose of achieving common good.

To find out more visit

www.schoolpartnershipsalliance.org.uk or contact us on info@schoolpartnershipsalliance.org.uk



Sue Riley
Chief executive,
School Partnerships Alliance
(S.P.A.)

Support for Ukraine

Following the invasion of Ukraine in February this year, schools have rallied to support those affected. These inspiring initiatives range from donation drives and fundraising efforts to the provision of free school places for children and young people displaced by the war.

Russian and Ukrainian staff, parents and students all within the **ACS International Schools** community came together to collect valuable resources for those in need. Working with partner schools, the ACS team used its minibuses to pick up a total of more than 1,200 boxes of supplies, which were then transported to Poland and Ukraine with the help of a global freight firm. Every Saturday, ACS opens its facilities to host local Ukrainian families, offering basic, intermediate and advanced academic English classes alongside sporting, music and arts activities for the children. Students regularly visit the Bells Farm refugee drop-in centre to provide clothes, fruit, children's toys and other essentials. Pupils also work in the café, creche and donations area for an afternoon each week.

Each year, **Thomas's Fulham** dedicates a fortnight to various activities to raise funds for the school's charity. This year, the activities were directed towards the crisis in Ukraine. Pupils were challenged to complete the miles to Ukraine and back by walking, running and cycling throughout the fortnight, raising money in the process. The parent-teacher association also supported fundraising efforts by selling school merchandise, ice lollies and sweets, and over the course of two weeks the school raised a total of over £10,500. Several families from Ukraine attend the school, along with two fully-funded refugee students.

Every Saturday during term time, **The Cavendish School** hosts the charity **Families4Peace** at its premises, providing a space for them to hold presentations, games and activities for children. They also carry out English lessons

with the support of teaching staff from the school, and help hosts and their Ukrainian guests access the support they need. Through these community gatherings, families have the opportunity to connect and build lifelong friendships. Funds raised by the school also contribute to the provision of valuable resources.

The **Bedales Schools'** community has offered valuable support to those affected by the invasion of Ukraine through various donations and fundraising efforts. Several Bedales families are offering accommodation as part of the 'Homes for Ukraine' scheme, and an Emergency Refugee Fund was launched to enable young people escaping war and persecution to attend the Bedales Schools and access additional language and pastoral support. Eight Ukrainian children across a range of year groups have been welcomed to Bedales Prep, Dunhurst and Bedales Senior, and the school community aims to provide immediate support for up to 10 displaced young people fleeing unrest. Bedales also held a community day dedicated to supporting the plight of refugees, which raised over £50,000 for the Rural Refugee Network.

“

The amount raised at Bedales is nothing short of life changing for the Rural Refugee Network and the families it serves. Their support means we will continue to save lives in the future by bringing refugees to safety in the UK, and to do the especially important work of helping those here to find their feet in our communities.

Julia Newton, Rural Refugee Network founder

”



"We are so pleased to have Families4Peace and its Ukrainian School as part of our Cavendish community. Staff, girls, and their parents delight in sharing our physical space as well as joining together to raise much needed funding. But by far the greatest joy is knowing that our school is filled with laughter and learning every Saturday, as it is during the week."

**Taryn Lombard, head of
The Cavendish School**



Academic partnerships

Academic partnerships are wide-ranging in nature and provide enriching learning opportunities for all involved. Many of these initiatives involve direct support from pupils themselves, who play a key role in mentoring their younger peers.

In July this year, over 200 Year 5 pupils from seven local state schools visited **King Edward's School, Bath (KES)**, to take part in a week-long programme of enriching subject-led workshops. This initiative, which has been running for over 10 years, is designed to introduce pupils to a variety of different subjects in a fun and interactive way. Teaching staff at the school lead the workshops with support from older KES pupils, and this year's activities ranged from chemistry and storytelling sessions to a Community Cricket Day led by the games department and **Bath Cricket Club**.

"The workshops at KES were amazing and really helped to start the transition towards secondary school for our Year 5 pupils. It was fantastic to offer new opportunities and experiences for our children, such as the media suite sponsored by Lenovo. As a local primary school, we look forward to developing links with KES further."

**Alex Dodgson,
a teacher at Bathampton
Primary School**

Wolverhampton Grammar School (WGS) is passionate about inspiring young people to read for pleasure. During the summer term, more than 500 pupils from 12 local state schools were invited to the school to participate in literacy workshops with several authors and illustrator Lydia Monks. The school also launched its fourth Children's Book Award, created by head librarian Zoe Rowley, to find the most loved children's book of 2022 as voted for by nine to 13-year-olds across the region; with 120 pupils from local state schools attending the award ceremony at WGS. In partnership with **Southern Connecticut State University**, the school designed the Discover Reading Project, intended for Year 2 pupils who have been identified as eligible for free school meals or pupil premium, and classified as weak or reluctant readers, having special educational needs or English as an





additional language. Children from local state schools were invited to a free launch event in June, where participants enjoyed a variety of activities centred around the book 'What the Ladybird Heard'. This was followed by a six-week programme of weekly book-related crafts and activities, designed to encourage reading for pleasure and boost literacy skills.

Leighton Park School is particularly well known for its academic approach to science, technology, engineering, arts and mathematics (STEAM), winning the national Award for Excellence in STEAM Education 2021. During the pandemic, the school developed a STEAM Interactive workshop series to coincide with British Science Week. These workshops, which were led by staff and students at Leighton Park School, enabled hundreds of Year 5 students to take part live and engage in follow-up Q&A sessions. Many other schools also opted to

“
Merridale Primary School has been fortunate enough to work in partnership with Wolverhampton Grammar School (WGS) for several years through their reading for pleasure and enrichment events. Having many children from disadvantaged backgrounds, we are always thrilled to be invited to meet authors, enter book quizzes and celebrate reading for pleasure in all its forms – we would not have been able to offer our children such opportunities if it wasn't for our links with WGS.

Laura Towle, head at Merridale Primary School

”

incorporate the materials into their teaching later in the term.

Red House School organises and hosts an annual Primary Maths Challenge activity day, open to local state primary schools in the Stockton, Middlesbrough and Hartlepool region. Young mathematicians from a number of local schools are invited to compete in a diverse range of stimulating, curriculum-based challenges. In

addition, pupils complete a Primary Mathematics Challenge, which tens of thousands of children across the country take part in. Red House School hosts the event and provides the materials, administration, resources, facilities and lunches. Pupils from the school also enjoy participating in the event, taking on the role of ambassadors for the day. While COVID disruption prevented the activity day from taking place during the pandemic, the school looks forward to hosting the event again in due course.



Supporting education recovery and tackling disadvantage

Over the last two years, the education and wellbeing of pupils has been significantly affected by COVID-19 disruption. A number of state and independent schools are working in partnership to support children as they recover from the impacts of the pandemic.

In 2021, **Channing School** hosted the **Highgate Newtown Community Partners (HNCP)** sponsored Summer Camp. The Summer Camp is aimed at local primary school pupils in years 4 and 5 who would not otherwise be able to access such activities. This year, four nearby schools were invited to take part, along with residents of the local Peabody housing estate. The programme provided valuable support for the children involved, boosting their self-esteem, confidence and academic progress. Pupils enjoyed morning workshops led by staff from **Channing Junior School** and **Brookfield Primary School**, discovering new interests in a range of topics. They carried out science experiments, consolidated maths skills through fun strategic maths games, and developed their own play scripts. The afternoons were spent participating in Active Day Camp activities which included rounders, arts and crafts and a mock Olympics to end the week.

This year, **Hornsby House Prep School** created an initiative called Page Turners to support children from a

local primary school whose learning had been severely disrupted by the pandemic. Every Saturday morning, children from **Trinity St Mary's Primary School** have the opportunity to read with Hornsby House parents in the school library. The school is currently exploring the possibility of working with other independent and state schools next year, to expand and accommodate the needs of more pupils.

Throughout the 2021-22 academic year, 85 Year 5 pupils took part in a six-week block of academic masterclasses hosted by **Whitgift School**. Pupils were selected by their headteachers on the basis of having academic potential but facing disadvantage. The aim of the project was to provide stretch and stimulation in the core subjects of English, maths and science. Each Saturday morning the children received three hours of intensive lessons taught by specialist Whitgift teachers, with support from sixth form pupils who developed their communication and leadership skills through delivering explanations, discussions and demonstrations.

"My child has had an absolute whale of a time – she is excited every time she wakes up on a Saturday because she knows she will see her adult and read with her!"

A parent of a Year 2 pupil at Trinity St Mary's Primary School



Preparing young people for their next steps in life

Many independent and state schools are working together to provide students with careers advice and higher education support. These partnerships offer valuable insight into the different pathways and opportunities available to young people once they leave school.

In March, **The Grammar School at Leeds (GSAL)** hosted its annual Futures Conference for students aged 15 to 18 from GSAL and three partner schools: **Leeds East Academy, Mount St Mary's** and **Leeds West Academy**. Students had the opportunity to attend keynote sessions and workshops representing a range of sectors, including sustainability, technology, media, medicine, engineering, and creative industries, either in person or remotely. The 50 speakers and panellists were alumni of GSAL and were all at different stages of their careers, meaning students could find out about the different pathways they could take. Whether they participated virtually or in person, students were able to ask the speakers questions, and each session was recorded to enable pupils to revisit them later.

Robert Gordon's College in Aberdeen has launched RGC Online, a new service designed to address a technology skills gap emerging in schools. Students aged 16 and 17

from state schools across the country have the opportunity to study Higher Computing Science and Higher Applications of Mathematics, taught by teachers at Robert Gordon's College and developed in collaboration with university and industry experts. Furthermore, new modules which are not currently offered on the national curriculum are available to help students prepare for career pathways underpinned by technology.

Ibstock Place School hosts an annual 'Make Me a Medic' event, offering a unique insight into the broad and varied career paths in medicine. This year, Ibstock pupils were joined by those from five other local schools; **St Cecilia's, Orleans Park, Richmond Park Academy, Christ's** and **The Kingston Academy**, with over 70 students in attendance. Pupils learned about the different roles within a multi-disciplinary team and participated in four sessions designed to both inform and challenge perceptions. These consisted of a discussion on medical ethics, a Q&A with a panel of doctors, a session on personal statements and a session on mock medical interview questions, with the latter led by eight teachers from the participating schools. Following resoundingly positive feedback, the school looks forward to hosting the event again next year.



Regional partnership groups

Many schools are building bridges across larger areas to form city or region-wide partnerships. These groups, which bring together many different schools, share knowledge and experience to enhance educational opportunities for all pupils and staff involved.

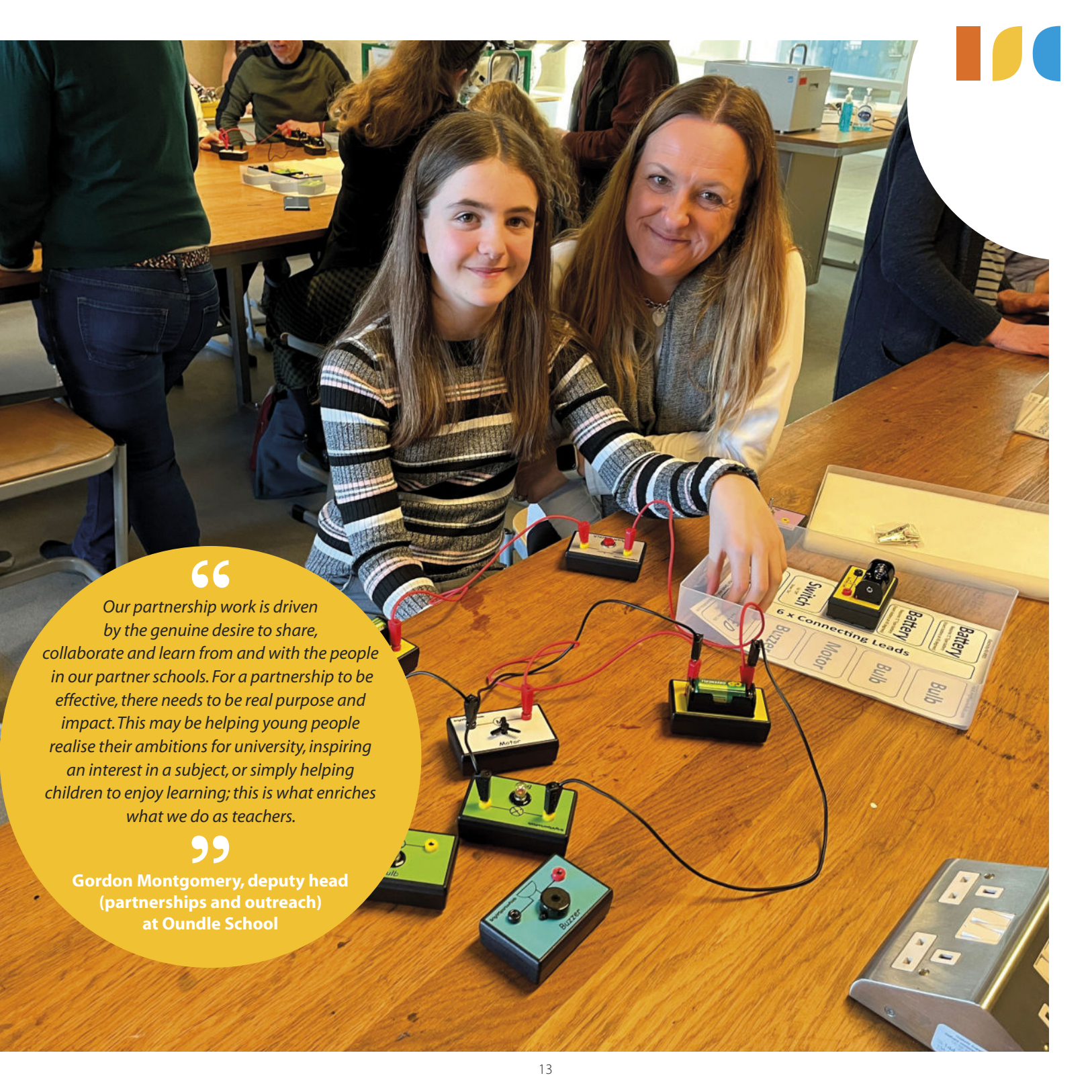
Created in 2019, the **Cheltenham Education Partnership (CEP)** is an equal partnership bringing together 11 state and independent schools, the **University of Gloucestershire** and **Gloucestershire College**, with support from a number of organisations across the town including **Cheltenham Borough Council** and **GCHQ**. The partnership aims to provide outstanding educational opportunities for young people in Cheltenham and stimulating professional development for teachers. Among its many initiatives is the ChangeMakers Project, which aims to empower Cheltenham's young people to take positive action towards sustainability and tackling climate change. At the launch event in November 2021, 30 students from across 10 CEP schools met with industry specialists and government officials to explore sustainable solutions to climate issues affecting their schools and community. In June of this year, 200 students from across all CEP schools and colleges came together for the CEP ChangeMakers Summit, where they presented and celebrated their efforts in front of local leaders and industry representatives. The Summit equipped students with the skills to create change, helped to drive curriculum changes in the University of Gloucester's School of Education, and provided sustainability-focused professional development resources for teachers and trainees.

Established by **Kent College Pembury**, the **West Kent Independent State School Partnership (ISSP)** is a group of eight secondary schools. The partnership aims to create enrichment opportunities for pupils outside of the

curriculum, to share resources, facilities and knowledge, and to enable teachers to collaborate and build on their professional development. Partnership activities resumed in 2022 following a two-year break, beginning with an evening of lectures at **The Skinners' School**, during which 120 Year 7 and 8 pupils and their families explored some of the alternative ways of using sound. This event was followed by a day of inspirational masterclasses held at **The Skinners' Kent Academy**, where over 20 teachers from the participating schools collaborated to run workshops. The final event was the first ever Tunbridge Wells Soapbox Challenge schools' race. Six of the partner schools assembled a team of designers and engineers from years 9 and 10 who sourced the materials and built the karts, before racing against each other on the day.

In 2018, **Oundle School** became a founding member of the **Oundle, Peterborough and East Northants (OPEN) Learning Partnership**, which now includes **Laxton Junior School, Thomas Deacon Academy, Kettering Buccleuch Academy, Prince William School** and **Oundle CE Primary School**, as well as **Imperial College London**. The group has shared aims of increasing opportunity, raising aspirations and allowing the sharing of best practice between local schools from the independent and maintained sectors. The partnership is wide-ranging in nature, encompassing everything from enrichment days in maths and debating to physics teacher training, engineering challenges and STEM Potential, a programme supporting university access. The partnership has also joined together with other ISSPs to create ExpertEdLive, sharing speakers and resources across the country to give as many children as possible a richer and broader experience. From a modest 1,500 in its first year, the partnership has been successful in scaling up projects and last year saw 10,000 people attend academic enrichment opportunities in person while an additional 20,000 joined online.





“

Our partnership work is driven by the genuine desire to share, collaborate and learn from and with the people in our partner schools. For a partnership to be effective, there needs to be real purpose and impact. This may be helping young people realise their ambitions for university, inspiring an interest in a subject, or simply helping children to enjoy learning; this is what enriches what we do as teachers.

”

**Gordon Montgomery, deputy head
(partnerships and outreach)
at Oundle School**

Supporting music and the arts

Cross-sector partnerships involving music and the arts enable children to explore new talents and express themselves through creativity. For many schools these partnerships are more important than ever as part of the road to education recovery.

Old Vicarage School (OVS) in Derby partnered with **Walter Evans CE Primary** to create Darley Abbey, a combined choir. The choir uses singing and sign language to spread joy within the local village and beyond. Regular rehearsals take place at both the schools and the local parish church of St Matthew's. OVS head of school, Kerry Wise, teaches the children the sign language. The choir, which involves up to 40 young children at any given time, has received a hugely positive reaction from local residents and the wider region, and continues to go from strength to strength.

Recognising the impact of cuts to performing arts funding on the state sector, **Workshop College** has partnered with **Voces8**, a world-renowned vocal ensemble, to offer free vocal workshops and concerts to local primary schools. This annual partnership brings the wider community together, while creating and fostering a love for music in children from the age of 10.

Earlier this year, several students from **Norwich High School, GDST** helped pupils from **The Parkside School** to create artwork which was put on display as part of the high school's Winter Arts Festival public exhibition.

"Music is such an important, enriching aspect of education, and something that really brings people together. Watching young voices from across the region lifted in song is such a wonderful experience – both for our pupils and those from joining schools."

Dr John Price, headmaster of Workshop College and Ranby House





I thoroughly enjoyed helping with this project, it has been very inspiring for me to see how creative the group is and how interested in the project they are. I loved seeing how proud they were of the finished outcome, and I think it turned out amazingly.

**Abi Smith, a pupil at
Norwich High School,
GDST**

The girls' school has been partnering with The Parkside School, which is a specialist communication and interaction school, for the past five years. Every week, as part of a Lower Six community-based enrichment programme, a number of students support children with complex needs as they express themselves through art.

Building on its already extensive partnerships programme, **Radley College** collaborated with the **Abingdon Music Centre** to create 'Music Flood' – a series of ensemble music making events for schools across the local area complemented by ongoing support of ensemble music in primary schools. Bespoke musical arrangements were developed, tailored to the abilities of both primary and secondary school musicians. Pupils from Radley College, **Didcot Girls School, St Birinus School, Europa School** and **Larkmead School** joined with children from six primary schools, teachers, and parent helpers for sectional

rehearsals in the morning, before the whole orchestra came together for a collective rehearsal. Over 175 pupils took part in the event, filling the college's concert hall with the sound of music.

The TuneUp Arts programme was established by **King Edward VI High School for Girls** in September 2020 in response to the impact of COVID-19 on the arts. Run for teachers by teachers, the initiative aims to provide schools with access to the arts and artists, opportunities for creative expression, and exposure to a spectrum of arts careers and routes into them. Since its inception the programme has expanded significantly, including through the addition of sixth form arts ambassadors who deliver workshops in primary and secondary schools, enabling more students to participate in high-quality arts projects. As of October 2022, more than 600 UK schools had registered with TuneUp online.

Sporting partnerships

The UEFA Women's Euros and the Commonwealth Games are just two major sporting events that have inspired many young people across the country to take up a new sport this year. Partnerships between state and independent schools in this area are key to encouraging children to get active, stay fit and healthy, and form new friendships.

Bradford Grammar School (BGS) continues to work with **Skipton Tennis Centre (STC)** to foster youth tennis and physical activity programmes for hundreds of pupils from a variety of primary and secondary schools in West and North Yorkshire. Both BGS and STC have hosted matches and masterclasses, along with mass participation tournaments and holiday clubs, which have seen children take part in tennis and multi-sports challenges. Shared values of inclusion, respect and fair play have brought STC and BGS together, along with the aims of breaking down stereotypes, encouraging mixing, and widening access to the sport.

Earlier this year, **Portsmouth High School, GDST** hosted its Primary Schools Outdoor Activity Festival for 80 Year 3 and 4 pupils from nearby



We're keen to ensure that tennis is inclusive and accessible for people of all ages and abilities and the regular BGS challenges, competitions and fixtures are a great way to encourage young people while still having that all essential fun!

**Adam Cox,
head coach at Skipton
Tennis Centre**





partner schools. There, the children enjoyed taking part in various sessions including Forest School, netball, cricket, team building challenges, fitness and fundamental movement skill development. The afternoon enabled pupils to experience a range of new activities and make use of the school's excellent facilities.

Newcastle School for Boys (NSB) has created a sporting partnership with **Darras Hall Primary School** and **Archbishop Runcie CofE First School** around sharing expertise on

rugby and cricket coaching and playing methods, utilising their heads of department and multi-sport coaches. Coaches from NSB deliver at least a half-day of rugby and cricket training games and sessions for the pupils involved, and those who show a particular interest or aptitude for the sport are then invited to take part in a weekly after-school club at NSB throughout the summer term. As a result, children have the opportunity to develop their skills and understanding of rugby and cricket in a supportive and welcoming environment.

Each year, **Reed's School** hosts its Fun Olympiad Day for around 200 Year 4 children from six different schools. The

"Children from St James' had a brilliant time taking part in the wide range of activities. Our aim was to give children, who do not regularly have opportunities to take part in outdoor activities, positive experiences to inspire them to continue to lead healthy and active lifestyles. This day certainly gave them this. Thank you to all the staff for hosting us and putting on a fantastic day for our children."

Neil Hall, deputy headteacher and PE lead at St James' CofE Primary School, Emsworth

children enjoy a variety of sporting activities, including football, cricket, golf and tennis, with support from partners such as **Surrey County Cricket Club, Chelsea FC Foundation, Leatherhead** and **Betchworth Park Golf** clubs and **Reed's Tennis School**. The school shares its sports facilities for the event, and provides transport and lunch for all the children involved. Former Reed's School pupils are also invited back to assist throughout the day. In taking part, pupils have the opportunity to discover the pleasure of playing sport and find their hidden talents. At the end of the session, all of the children receive a medal in recognition of their effort and participation.

Improving education through **governance**

Governors and trustees play a valuable role in helping shape children's education, opportunities and futures by determining the overall direction and development of a school. When staff from independent and state schools come together, best practice can be shared for the benefit of all children and young people.

This April saw the launch of the **Hurst Education Trust (HET)**, set up as a partnership between **Hurstpierpoint College** and the **Diocese of Chichester** with the aim of offering a home for local schools that share the same vision and values. The college provides the HET with a wide range of specialist, targeted education support focused on the "Good to Outstanding" journey, along with high-quality back office functions. Schools joining the Trust can expect to benefit from financial savings, enabling them to devote a larger proportion of their

budgets to pupil-focused activities. Children within these schools also enjoy access to the college's site and specialist teaching and co-curricular facilities, while staff benefit from an extensive CPD programme. Three schools are currently part of the Trust, with a combined total of 800 pupils, and this figure is expected to grow over the course of the next few years.

"Being part of the HET enables us to learn together as a community of schools. This collaboration facilitates fantastic opportunities for professional development for our staff and with this support and guidance enables all our pupils, staff and wider community to flourish."

Amy Clarke, headteacher of Ditchling Primary

September marked the opening of **Feltham College**, a pioneering sixth form model arising from a close partnership between **Hampton School, Lady Eleanor Holles School (LEH)** and **Reach Academy, Feltham**. The college, which is located in an area of high deprivation, aims to ensure local young people have access to the best in further education. Equal emphasis is placed on academic and vocational courses, providing a range of pathways for students to pursue.





Between them, Hampton and LEH provide 28 periods of teaching time a week, working in collaboration with their colleagues at Feltham College to ensure support is directed to where it is most needed, including extension and revision sessions, and help with university applications. Through close links with industry leaders including **Kingston University, Ashford and St Peter's Hospitals NHS Foundation Trust**, and award-winning restaurateur **Jacob Kenedy**, pupils also benefit from valuable mentoring and work experience opportunities.



Sharing resources

Through the sharing of facilities and resources, schools can maximise educational opportunities for pupils and form strong links within the local community.

Pownall Hall School hosts a weekly community Forest School on its grounds, open to all local school children. The pupils, along with their accompanying adults, have the opportunity to take part in a blend of creative nature art and craft activities, sensory outdoor exploration and woodland adventure. The sessions also involve campfire cooking and weekly bug hunts, and the children can enjoy digging, making and creating in all weathers.

Sharing Shoreham is an exciting programme of activities designed to share **Shoreham College's** excellent facilities and expertise with members of the local community. Each year, Year 5 pupils from a number of local state schools come together to enjoy Sharing Shoreham days promoting exploration and discovery in drama, history, geography, art and sport. Year 9 pupils at Shoreham College, along with the school's junior head boy and girl, help make the children feel welcome. A Day of Sport enables local children to use the school's heated open-air pool and sports equipment to develop their skills and teamwork. Termly Stay and Plays involve nursery-age children and their parents visiting the premises to enjoy themed mornings, along with fun and games as part of Shoreham College's Forest School.





Supporting teacher development

Teachers from state and independent schools are coming together to share their skills, resources and expertise for the benefit of their pupils. Partnerships like these create valuable professional development opportunities for school staff, and inspire new, innovative approaches to classroom learning.

Northwood College for Girls, GDST runs termly Teach Meet events where teachers from a range of state and independent schools come together to explore educational theories and research, share good practice and discuss their experiences. The sessions, which take place over Zoom, enable teachers to develop their skills and knowledge and have covered a variety of topics including same-sex education, hybrid learning and the Key Stage 3 years - with titles ranging from 'Building confidence in the post-COVID classroom', 'Is growth mindset really worth it?' and 'Lessons from top performing schools (with Lucy Crehan)'.

The Hampshire Physics CPD Partnership provides fully funded professional development workshops targeted at specialist and non-specialist physics teachers, supporting the teaching of physics in Key Stage 3 and

Key Stage 4. The partnership includes **Winchester College, UTC Portsmouth, Physics Partners, STEM Academy South, HISP Multi Academy Trust and STEM Learning**. Led by experienced physics trainers, the sessions provide engaging practical activities supported by learning approaches designed to further develop participants' confidence in physics teaching. Over 80 teachers from across Hampshire attended training in 2021-2022. This year, Winchester College hosted the annual Festival of Physics, where teachers benefited from CPD and networking opportunities through access to a range of exhibitors and 18 different workshops.





Transforming children's lives through bursaries

The independent sector is committed to providing valuable educational opportunities to greater numbers of children and young people. Over the last year, independent schools provided **£480 million** of means-tested fee assistance, widening access for families from all different walks of life.

An innovative partnership initiative in Stamford, Lincolnshire, is helping to fund bursaries for pupils to attend **Stamford Endowed Schools** while supporting independent businesses in and around the town. Members of the local community that own the Stamford Card pay £10 per month, and all of this money goes towards bursaries for children who require means-tested funding of at least 80 per cent of the fees, and who would otherwise be unable to benefit from an education at Stamford. In return, cardholders have access to an array of benefits and special offers with many of the traders in and around the town – which include over 140 shops, hotels, restaurants, services and attractions in the area. The scheme is supported by **ShopStamford**, an initiative aimed at raising awareness of and promoting local independent businesses.

The Bursary Foundation is a registered charity in Manchester working with independent schools to identify and nurture bright children from some of the most disadvantaged communities in the region. The third cohort of Bursary Foundation pupils have now received their school offers, and half of the students that received tutoring have secured fully funded bursaries at leading independent schools or Trafford Grammar Schools. Over £1.5 million has been invested in life-transforming bursaries for children to attend schools including **The Manchester Grammar School, Withington Girls' School, Manchester High School for Girls** and **Oldham Hulme Grammar School**. Earlier this year, The Bursary Foundation brought together pupils, families, school leaders, friends and supporters for a summer reception, where they celebrated the impact of the programme and shared future plans.

"Making the Schools as accessible as possible to local children, while encouraging spend within our local economy is, in my mind, a winning combination."

Lucy Findlay,
a card partner and
current parent





Constituent Associations

Girls' Schools Association, Headmasters' and Headmistresses' Conference
Independent Association of Prep Schools, Independent Schools Association
The Society of Heads, Association of Governing Bodies of Independent Schools
The Independent Schools' Bursars Association

Affiliated Associations

Boarding Schools' Association, Council of British International Schools
Scottish Council of Independent Schools, Welsh Independent Schools Council

Independent Schools Council
First Floor, 27 Queen Anne's Gate, London SW1H 9BU
020 7766 7070
www.isc.co.uk



Schools Together

www.schoolstogether.org

Celebrating and encouraging partnership projects

Schools have been engaged in partnerships for many years. The main motivation is a desire to collaborate with other schools in the local community for mutual benefit.

The Schools Together website demonstrates the excellent work that is already going on and helps and inspires more schools to get involved.

web@isc.co.uk