Case Study 1 - partnership subscription

A group of headteachers explored with a shared DBE headteacher adviser, how they might work together as a SIAMS self-evaluation network, sharing practice, raising questions, visiting each others’ schools to learn from one another. Their shared aim was to consider how self-evaluation might improve children’s experience of school. In the first instance the headteachers met as a group with the adviser and, over the year, the adviser facilitated the headteacher network.

The headteacher group wanted to establish an opportunity for RE co-ordinators to learn together and to share and celebrate great practice. The headteacher adviser commissioned a lead RE practitioner to support the network, who, over an 18 month period, explored RE practice and pedagogy, producing creative ways of teaching complex Christian concepts, and modelled how RE can be a driving force of creative teaching and learning, leading to improved outcomes for children within a church school.

Headteachers and clergy within the group of schools wanted to develop inspiring partnerships; the headteacher adviser, working with a group of heads and clergy, commissioned the children’s adviser to work with schools and parishes. They developed a church based facilitated learning day for children from the group of schools, linked to the theme of Pentecost. This work led to a group of parish volunteers working with the children’s adviser and a lead RE practitioner to develop, in the following year, a week of RE activity across the group of schools. This culminated in a weekend of parish celebration on the theme of harvest.

During the course of the year, two of the academies, and one school within the group, asked the DBE to provide them with a School Improvement Partner, seamlessly enabling support and challenge for all aspects of their work.

Most of the schools within the group purchased further PSA credits, and used them to meet with the headteacher adviser in their own school – for some this was a termly meeting, for others a single half day.

As the year progressed, the headteacher adviser was able to act as ‘gatekeeper’ for all support to individual schools and the group of schools; quality assuring the work of the DBE and responding flexibly to schools’ needs.