



Arete Partnership

Improving education through cooperation and innovation



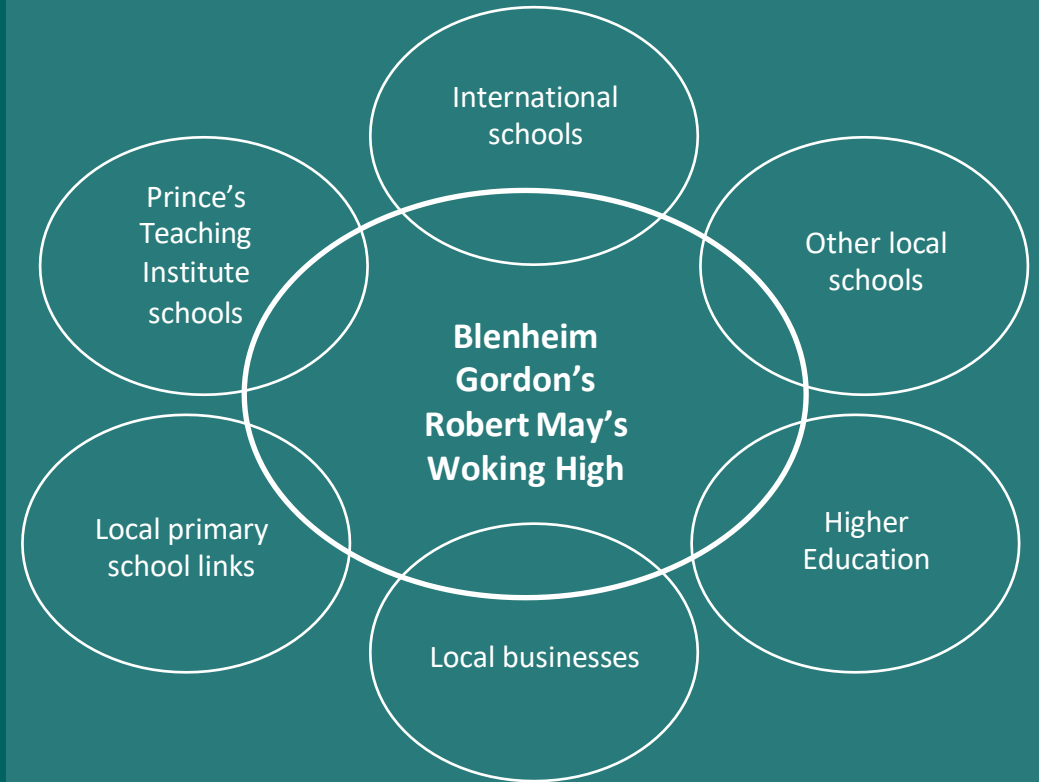
Introduction

The Arete Partnership is a collaborative trust with between Woking High, Robert May's, Gordon's and Blenheim. Its purpose is to provide an environment and structure within which these affiliated schools can better achieve their common aim to provide every child with a thorough preparation for life and maximise staff development.

Emerging evidence suggests that it is networks and an evidence-led profession that are creating the kinds of environments in which schools can respond to the challenge in education and wider society and develop healthier communities for all. For this reason the partnership seeks not to be an exclusive arrangement between two schools but to bring together secondary and primary schools, higher education institutions and local businesses under the common principles of innovation, sustainability and cooperation on areas of mutual interest.

Existing collaboration established by the schools with other institutions continue and only are only strengthened by the activities and impact of the partnership.

The partnership is not hierarchical, has no legally binding structure and is designed to facilitate the meeting of equals on areas of mutual interest through a Memorandum of Understanding. The strength of the partnership is in its equality and the attraction of engaging in ideas and activities that, through collaboration, are more richly delivered to the benefit of more young people, leading to better life chances for all.

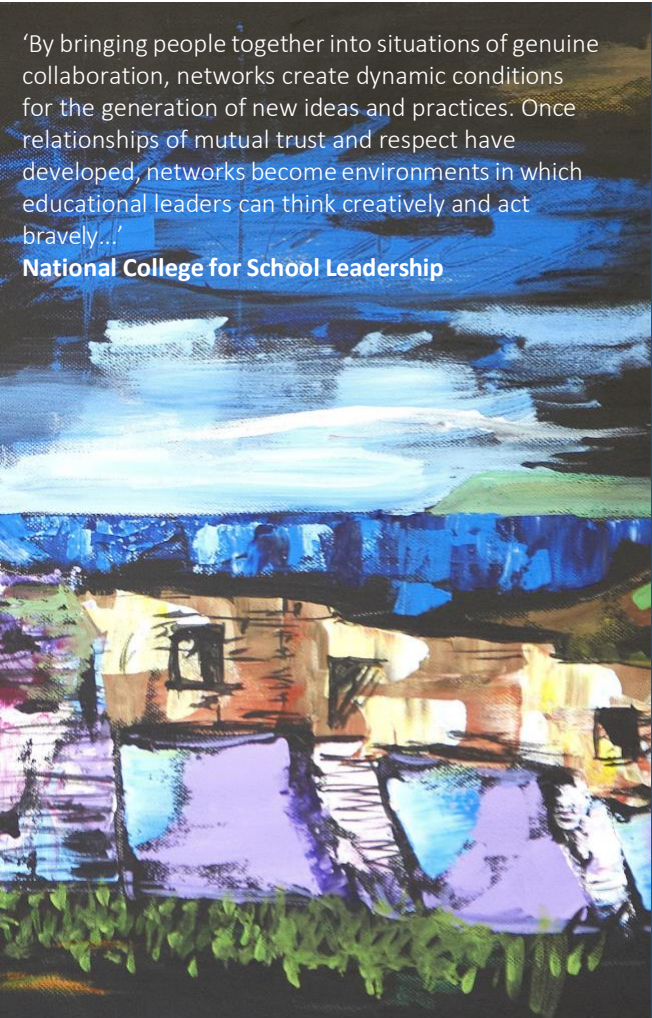




Collaborative Strands

Partner schools:

- a) Developing practice
 - Tracking the academic progress of students and intervention
 - Joint lesson observations for mutual QA
 - Mutual department reviews
 - Policy sharing and sharing of expertise
 - Joint action research
- b) Joint student events
 - Inter-School competitions e.g. sports meets, public speaking competitions, business enterprise
 - Student exchange days and shared projects
- c) Training and enterprise
 - Joint INSET and twilight training
 - Accreditation for coaching and leadership programmes, including students
- d) Joint procurement
 - Service Level Agreements e.g. Career provision
 - Collaborative recruitment e.g. Ed Psychologist
 - Enhanced buying power e.g. ICT



'By bringing people together into situations of genuine collaboration, networks create dynamic conditions for the generation of new ideas and practices. Once relationships of mutual trust and respect have developed, networks become environments in which educational leaders can think creatively and act bravely...!'

National College for School Leadership

Expectations of partner schools

The partnership seeks to bring like-minded schools together and has ambition to increase the number of partner schools as opportunities allow. To this end schools that join the partnership are expected to have the following characteristics:

- Belief in servant leadership: that the point of the leader is to serve.
- Place academic rigour at the heart of their teaching and learning practice.
- Insist on high expectations of staff and students with regard to aspiration, behaviour and contribution to wider school and community life.
- Committed to character education and developing key qualities that equip students to make the best of their talents and make good choices in life.
- Provide a thorough preparation for life through a wide range of spiritual, moral, social, cultural, intellectual, vocational, emotional and physical experiences.
- A place where students enjoy learning and teachers enjoy teaching.
- Committed to high quality staff development for both teachers and non-teachers within the school.
- A desire to share best practice, resources and expertise to better help others.



What a Collaborative Trust is NOT

- It does not give the Partnership or any school within the Partnership any power or influence in the school's executive functions
- It does not provide access to additional funding
- The Partnership is not a 'one size fits all' scheme. The way in which a school interprets and operates with the Trust will be different in every case.

How long does partnership apply?

- The Memorandum of Understanding should be reviewed annually, but can be reviewed by the head teacher and the governing body of partner schools at any time.



'...partnership makes a statement that the school embraces cooperation, innovation and sustainability and sends a clear message to parents and the wider community that this is a school where continuous improvement is prioritised ...'

Benefits of Partnership

Every school is unique and there are many factors which may lead a school to consider partnership beneficial.

Likely benefits include:

- Partnership makes a statement that the school embraces cooperation, innovation and sustainability and sends a clear message to parents and the wider community that this is a school where continuous improvement is prioritised
- Support and friendship
- Joint advocacy, where schools with a common concern come together to make a joint response working towards shared goals
- Evidence of an open attitude to wider community links
- A clear indication that the school places high value on an expansive, all-round education: the emotional, physical, intellectual, social, moral, spiritual and cultural education development of all young people
- A tangible example of positive relationship between the head teachers and schools, which encourages further development
- A recognition of the distinctive contribution of people of all faiths, or no faith, and a practical demonstration of diversity of provision by a school.
- Evidence to Ofsted of a practical way in which a school is seeking to promote and strengthen its collaboration and social cohesion.