



Local Authority / School

Partnership Agreement

2012 - 2015

Reviewed Autumn Term 2011

**Under the
Maintained Schools (Partnership Agreements)
(Wales) Regulations 2008**

Foreword

We are pleased to present the revised and updated Partnership Agreement, which sets out important information about how we as a Council work in partnership with our schools.

Education is the key priority for Denbighshire and this policy document is another step in securing the very best for our children and young people. It sets out the processes for the working practices of schools, governors and Council Officers, so there is greater transparency and trust between us. Education Services are developing successfully in Denbighshire and we are committed to strengthen our working partnership with you.

We are grateful to all those who have worked collaboratively on this review.

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Leader of Denbighshire County Council

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December 2011

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SECTION 1 INTRODUCTION

1.1 The vision for Learning in the County of Denbighshire

The Corporate Plan 2009 – 2012 outlines the ambition of the Council in respect of its four Corporate Priorities, one being Modernising Education. The Council's improvement objective for this priority is to modernise the education service to achieve a high level of performance across the county. The outcome for this objective is to be within the top 10 performing authorities in Wales for educational attainment. (Denbighshire County Council Corporate Plan 2009-2012: Part 1; Delivering our Corporate Plan Part 2: 2011-2012)

1.2 Purpose of the document

The purpose of this Partnership Agreement is to support partnership working between Denbighshire Local Authority and its schools.

1.3 Review

Denbighshire County Council ratified the Partnership Agreement on April 22nd 2008 as a working document it being subject to review and development in the light of working practices. This update is the third such review (Autumn 2011) and will be reviewed again in Autumn 2014.

1.4 Statutory functions of the school and the Local Authority

Listed below are the statutory functions (SF) which will form the mandatory element of the Agreement. In addition, this Partnership Agreement also contains a number of non-statutory functions (NSF)

Overview of the statutory functions of the school and the Local Authority			
	Statutory functions (SF)		Non-statutory functions (NSF)
SF1	Targets for pupil progress, attendance and exclusions:	NSF1	Exclusions
1.1	Pupil progress	1.4	
1.2	Attendance		
1.3	Welsh Education Plan		
SF2	Monitoring, Challenge, Support and Intervention:	NSF2	LA role in supporting school staff development Providing, maintaining and using data
2.1	Responsibilities of LA and Governing Body	2.5	
2.2	Responsibilities of LA and school/Governing Body in identifying schools causing concern	2.6	
2.3	Support the LA will offer to schools giving cause for concern, to turn them around and to prevent them from becoming failing schools		
2.4	Support the LA will provide to schools in need, or in special measures, or requiring significant improvement		
SF3	Governing Body Training and Reports:		
3.1	Responsibility of the school and LA for governor support and training		
3.2	The reports that the governing body provides to the LA on the discharge of its function		
3.3	Compliance with statutory obligations		
SF4	Building Services and Maintenance of School Premises		
4.1	Responsibility of the school and the LA for the control of school premises and their maintenance and repairs		
4.2	List of approved works for schools to commission		
4.3	Training requirements for school responsible staff		
4.4	Process to be followed when schools commission works		
4.5	Restrictions/prohibited activities that schools must not commission contractors to carry out		
SF5	Roles of school and LA to develop effective transition:	NSF5	Foundation Phase/KS1 to KS2 KS4 to Post 16
5.1	KS2 to KS3	5.3	
5.2	KS3 to KS4	5.4	

SF6	Sixth forms:		
6.1	Targets for learner participation and attainment for school and 6 th Form		
SF7	Health and safety		
7.1	Responsibility of the school and the LA for Health and Safety		
		NSF8	Human Resource Services
		8.1	Responsibility for HR Services and Policies and Procedures
		8.2	Responsibility of the School / Governing Body and the LA for: Performance Management Support
		NSF9	Additional Learning Needs:
		9.1	Provision for Children and Young People with Additional Learning Needs
		NSF10	Communication and Engagement Strategy:
		10.1	Communication / consultation arrangements – minimise bureaucratic burdens on schools
SF11	Revision of Partnership Agreement:		
11.1	Arrangements for the review of the Partnership Agreement		

SECTION 2

THE STATUTORY FUNCTIONS FROM THE ABOVE TABLE EXPLAINED IN MORE DETAIL

SF1. Targets for pupil progress, attendance and exclusions

Key Targets

Performance Indicator	Actual Performance 2010-11	Target 2011-12
Percentage of KS1 pupils achieving the Core Subject Indicator (CSI)	79.8%	84.7%
Percentage of KS2 pupils achieving the Core Subject Indicator (CSI)	82.3%	82.75%
Percentage of KS3 pupils achieving the Core Subject Indicator (CSI)	65.5%	73.2%
Percentage of KS4 pupils achieving the Level 2 threshold	71.4%	67.3%
Percentage of KS4 pupils achieving the Level 2+ threshold	52.5%	50.6%
Percentage of pupils leaving education without an approved qualification	0.8%	0.7%
Primary School Attendance	94.3%	94.4%
Secondary School Attendance	91.5%	92.5%
Reduction in the number of permanent exclusions (per 1000 pupils) a) Primary b) Secondary	Not yet published	a) 0.1 b) 1.0
Reduction in the % number of days lost due to fixed term exclusions a) Primary and b) Secondary	Not yet published	a) 0% b) 0.2%

SF 1.1 Pupil Progress

There are a number of statutory performance indicators determined by the Welsh Government that must be reported on each year. In addition the Council has a number of local indicators used to monitor performance.

The Council has a target setting process to agree its targets on a 3 year rolling period. A key component of this process is the school predictions completed on an annual basis. The timetable for the target setting process is distributed to schools in line with Welsh Government regulations.

Responsibility of the School/Governing Body and the LA for: Targets for pupil progression

LA	School/Governing Body
<ul style="list-style-type: none"> • Discuss and agree targets for pupil achievement and school performance with schools. • Discuss and analyse performance information, analyse and review targets. • Challenge schools when targets are not met. • Provide professional development and guidance on data analysis and target setting. • Publish whole LA targets for attainment at each key stage annually. • Provide annual reports and analysis of target and performance data for individual schools. 	<ul style="list-style-type: none"> • Set targets for school and pupil performance on an annual basis in line with WAG guidelines. • Provide the LA with the relevant information in electronic format by set deadlines • Set sufficiently challenging and ambitious targets based on teacher assessment and / or test data. • Use performance data to support school improvement initiatives. • Transfer individual pupil data when pupils move schools using the statutory Common Transfer System. • Evaluate the quality of the target setting process by analysing performance data in relation to targets set. • Respond to the challenge raised by the LA when targets are not met. • Publish school performance data via the school prospectus and Governors' annual report to parents in line with statutory requirements. • Arrange for school representatives to attend professional development activities organised by the LA.

Responsibility of the School/Governing Body and the LA for: Targets for Attendance & Exclusions along with associated Admission Arrangements.

LA	School/Governing Body
<ul style="list-style-type: none"> • Promote continuous improvement and share best practice across all schools. • Assist schools in the process of setting 3 year rolling Attendance & Exclusion predictions. • Provide a mechanism for all schools to determine and record their predictions. • Collate and aggregate school predictions into county predictions to inform the Target Setting process. • Agree local and national performance indicator targets through the Target Setting process. • Annually publish County targets within Statutory Plans and relevant Service Plans. • Monitor, discuss and analyse attendance data in order to review target setting process. • Support the submission of electronic pupil level attendance data. • Collate and report exclusions statistics termly to the Welsh Government. • Design and develop reports through performance management software to record and share secondary school attendance data. • Publish an annual parental information guide 	<ul style="list-style-type: none"> • Ensure schools set challenging yet realistic 3 year rolling predictions based on appropriate data. • Agree whole school 3 year rolling predictions with Officers by the 31st December each year and use the performance data to support school improvement initiatives. • Work with Officers to agree planning for reducing exclusions using current exclusion data and local targets. • Ensure schools record their attendance data on SIMS on a weekly basis for Primary schools and a daily basis for Secondary schools • Monitor, discuss and analyse attendance data to support targeted interventions to raise attendance in the school. • The statutory function of the Local Authority needs to be supported by the school adhering to published Admission Arrangements. These arrangements and associated procedures for all new pupils, at transition stages and mid- year transfers are published annually by the Local Authority and made available to schools and parents • Abide by the school admission and appeal codes of practice

SF 1.3 Welsh Education Scheme

The Council's Welsh Education Plan 2010-13 was approved by the Welsh Language Board and published on the 10th of January 2011. Every Council is required to produce a Welsh Education Plan under Section 3 of the Welsh Language Act 1993.

The Scheme looks at the current provision, raising awareness of Welsh education and information for parents, assessing the demand for Welsh medium education, expanding provision, providing an education for latecomers, transport, monitoring arrangements and how to deal with complaints.

The Scheme contains a number of key targets in relation to the following areas:

- Raising awareness and provision of information for parents;
- Measuring the demand for Welsh Medium education;
- Expanding Welsh Medium provision from Nursery education to 14-19;
- Progression and transition;
- Attainment and performance in Welsh as a first language;
- Attainment and performance in Welsh as a second language;
- Additional Learning Needs Provision

Responsibility of the School/Governing Body and the LA for: Welsh Education Scheme

LA	School/Governing Body
<ul style="list-style-type: none">• Work with schools to ensure that actions within the scheme are progressed and targets achieved.• Report annually on progress against each target contained within the Plan.	<ul style="list-style-type: none">• Ensure schools provide any necessary data in relation to the Welsh Education Scheme within previously published deadlines.• Work with the Council to ensure that relevant actions within the scheme are progressed and relevant targets achieved.

The present Welsh Education Plan will be replaced by the Welsh in Education Strategic Scheme as from April 2012.

SF1.4 Exclusions (non-statutory function)

Responsibility of School/Governing Body / LA

The school and the LA will agree to set and monitor attendance levels in order to meet national targets.

Schools and the LA will work collaboratively to ensure suitable and appropriate alternative provision for permanently excluded pupils and those at risk of permanent exclusion.

LA	School/Governing Body
<ul style="list-style-type: none"> • Monitor and analyse rates and discuss this information with schools. • Challenge schools when targets are not met. • Offer support to head teachers on exclusion matters. • Provide training, advice and support on the correct use of the exclusion process and the promotion of alternative strategies to exclusion, including exclusion strategy meetings and managed moves. • Attend all Governors' meetings where permanent exclusions are discussed. • Promote and manage the agreed Managed Move policy amongst all secondary schools, as a recognised Welsh Government alternative to permanent exclusions. • Provide advice in instances of permanent and fixed term exclusions, especially on re-integration procedures • Provide full-time appropriate education for a pupil 15 days after being excluded • Process exclusion data in line with WAG guidelines. • Design and develop reports through performance management software to record and share secondary school exclusion data. 	<ul style="list-style-type: none"> • Review and monitor exclusion rates on a termly basis where targets for improvement are discussed. • Respond to the challenge raised by the LA when targets are not met. • Maintain accurate and up to date electronic pupil exclusion records, ensuring compliance with the Data Protection Act 1998 requirements with regard to collection, storage and processing of personal information. • Return exclusion data to the LA through electronic means in keeping with WAG guidelines and to set deadlines. • Report all incidents of exclusions to the LA within one school day. • Ensure accurate exclusion data is transferred to a pupil's new school via the Common Transfer System in accordance with WAG guidelines and to set deadlines. • Follow the WAG recommendations with regard to exclusions.

SF 2. Monitoring Challenge Support and Intervention

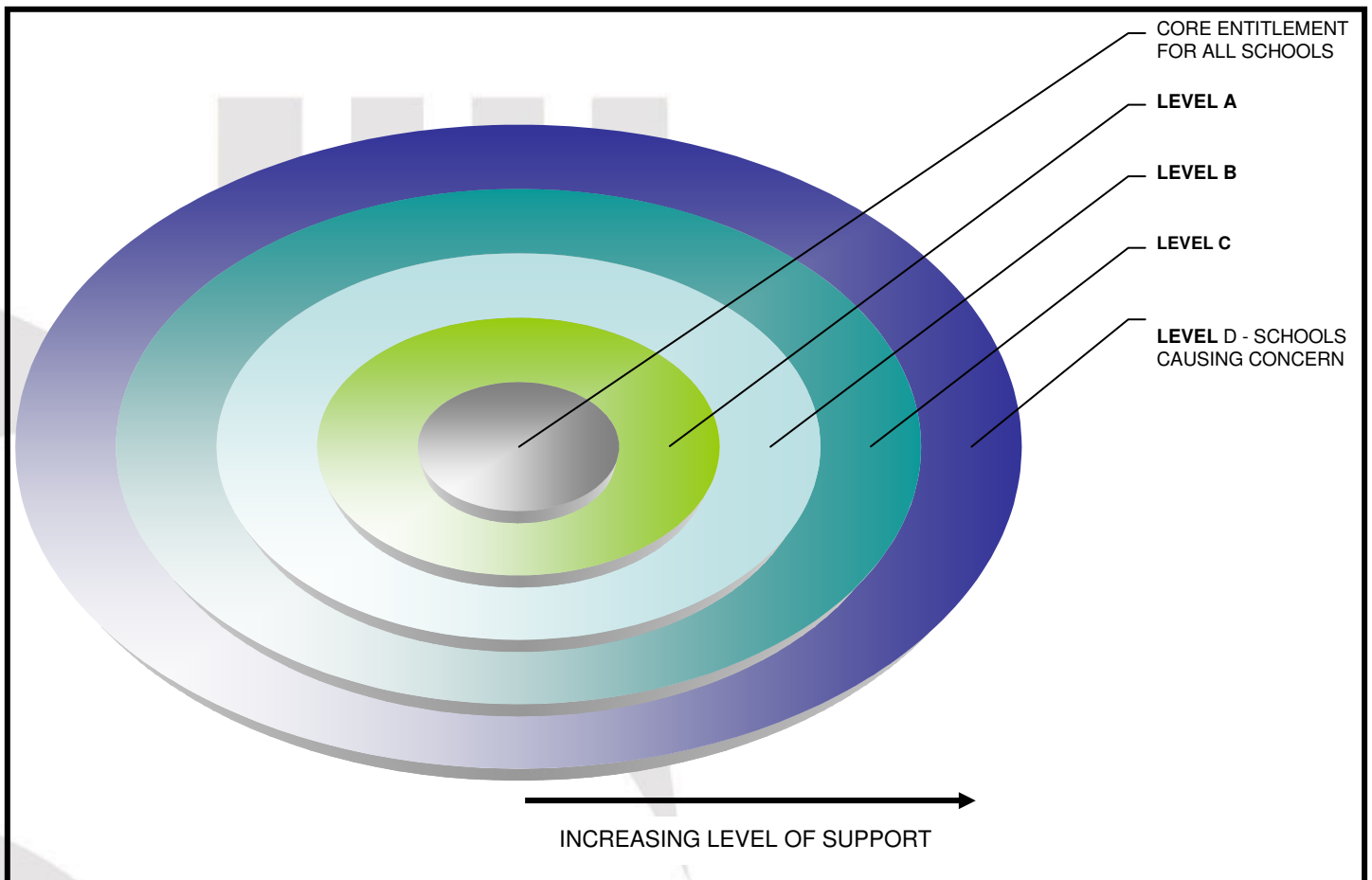
The Authority has a key role in monitoring schools. The strategic priorities, objectives and key activities of the School Improvement Strategy reflect and give priority to school improvement and school self-evaluation. The LA strategy for monitoring schools is driven by “The Denbighshire Monitoring, Challenge and Support Matrix ” and a school’s self-evaluation report. The matrix provides a focus for supporting, monitoring and challenging schools. Officers’ knowledge and awareness of schools through visits and analysis of performance also provides key indicators for targeting support to the greatest need.

SF 2.1 Responsibilities of the LA. School/Governing Body (statutory function)

LA	School/Governing Body
<ul style="list-style-type: none"> • Monitor and evaluate the performance of schools, both individually and collectively in terms of pupil achievement and progress, well being, leadership and management and the quality of educational provision in order to identify strengths and weaknesses in support of future improvement. • Collate, analyse and distribute a range of school performance data, including standards, attendance, inclusion and financial information. • Share information in education team meetings on a monthly basis in order to target schools needing support, drawing evidence from: <ul style="list-style-type: none"> ➢ Visits by School Improvement and Inclusion Officers, Educational Psychologists and Curriculum Advisors as set out in the classification matrix ➢ Information from school based review meetings; and ➢ Findings from statutory inspection reports. • Share information about schools causing concern half-termly at the Cross Service Review Meetings. • Regularly convene meetings of the School Standards Monitoring Group in order for head teachers and their Chair of Governors to present an evaluation of their school. • Complete the School Self Evaluation Model (Matrix) in discussion with senior staff. From this discussion, the head teacher and Officers will agree a level of support. • Support school self-evaluation processes through regular visits to schools, scrutiny of documentation and observation of classes, in order to identify strengths and areas for development. 	<ul style="list-style-type: none"> • Develop effective self-evaluation and monitoring processes as a means of identifying strengths and areas for improvement. • Complete the School Self Evaluation Model (Matrix) and agree a level of support with LA officers. • Discuss and evaluate aspects of school provision with LA officers and advisors. • Plan, in detail, the actions required to address areas in need of improvement, and implement and monitor the action plan. • Monitor review and update the School Improvement Plan (SIP) on a regular basis to reflect the outcomes of the self-evaluation process. • Provide the LA with copies of the School Development Plan. • SLT and Chair of Governors to prepare data and relevant information for Review Meetings with School Improvement officers and The SSMG. • Make relevant arrangements with officers carrying out school surveys. • Attend Improvement and Inclusion meetings. • Evaluate the performance of all staff, including induction arrangements for newly qualified teachers. • As partners within the monitoring process, schools will maintain regular discussion with LA officers and will make available to the LA all statutory policies in accordance with the list published by Estyn

- Receive copies of each school's Improvement Plan to monitor developments and to identify professional development needs. Advise and challenge schools to improve.
- Monitor the provision of professional development for all staff including newly qualified teachers, and its impact on school improvement.
- Carry out a programme of school inspection surveys in individual schools which may include subject, aspect or whole school reviews as agreed with the school, and involve the scrutiny of pupils' work and school documentation, discussion with staff and pupils, and observation of lessons as appropriate.
- Carry out a programme of inspection surveys across schools in order to evaluate standards in a particular subject or aspect of provision. These may involve the scrutiny of pupils' work and school documentation, discussion with staff and pupils, and observation of lessons as appropriate.
- Provide a programme of moderation activities to confirm conformity of understanding of end of key stage teacher assessments in relation to pupils' work.
- Review the progress of schools in implementing statutory requirements or national initiatives.

HIERARCHY OF SCHOOL SUPPORT



These criteria are used to determine the appropriate level of support required.

- **Schools requiring routine support and monitoring**
Level A
- **Schools requiring specific support**
Level B
- **Schools requiring sustained support**
Level C
- **Schools requiring intensive support and intervention**
Level D, “Schools causing concern” (previously Category 4 or 5)

The overriding aim of school improvement activities for schools in these categories is to work alongside a school to build its independence, its capacity to sustain improvement, and its capacity to learn and apply learning more effectively in order to raise standards and to improve the quality of provision. All schools will receive the basic entitlement, and further support from the School Improvement Officer as agreed.

Classification - Level of support for schools

Information for governors and headteachers

Criteria for defining an appropriate support level for monitoring, challenge, support and intervention

Name of school:

Aspect	Judgement based on Estyn's system (Excellent, Good, Adequate, Unsatisfactory)	Level A, B, C or D
1) The matrix (school's analysis & judgement) <i>For each Key Question –</i> <i>Average matrix score 1 = Level A</i> <i>Average matrix score 2 = Level B</i> <i>Average matrix score 3 = Level C</i> <i>Average matrix score 4 = Level D</i>	Key Question 1	
	Key Question 2	
	Key Question 3	
2) Performance benchmarked data (three- year Core Subject Indicator trends) N.B. small schools' issue with less than 10 pupils in relevant cohort. Local Authority judgement	Predominantly 1 st quarter – Level A Predominantly 2 nd quarter –Level B Predominantly 3 rd quarter – Level C Predominantly 4 th quarter – Level D (Indicate small school where appropriate)	
3) School's capacity to improve Local Authority judgement – based on the overall effectiveness of strategic leadership & management	Excellent - Level A Good - Level B Adequate - Level C Unsatisfactory - Level D	
4) Overall judgement on the most recent Estyn inspection (Old framework 7 Key Questions) and progress with recommendations Estyn judgement	Excellent – Predominantly Grade 1s - Level A Good - Predominantly Grade 2s - Level B Adequate - Predominantly Grade 3s - Level C Unsatisfactory - Predominantly Grade 4s -Level D	
5) Overall judgement on the most recent Estyn inspection (New framework 3 Key Questions) and progress with recommendations Estyn judgement	Excellent – predominantly excellent in the 3 key questions - Level A Good - predominantly good in the 3 key questions Level B Adequate - predominantly adequate in the 3 key questions - Level C Unsatisfactory – any one key question judged to be unsatisfactory - Level D	
6) Level of risk in the next Estyn inspection Local Authority judgement based on core subjects and CSI performance trends (against Wales and family schools) and quality of leadership & management	High – Level D Medium – Level C Low – Level A & B	
7) Headteacher new to headship or Acting headteacher in post.	Level C (if appropriate)	
8) School to be inspected within the next 12 months will automatically be placed in Level C (entitlement to specific support), over-rides all of the above criteria.	Level C	
9) School that is to be re-inspected by Estyn following adequate or unsatisfactory judgement	Level D	
10) Schools affected by the modernisation programme, including amalgamation and federation	Level C (if appropriate)	

Final Level for 2011-12

Signed (Headteacher)

..... (Chair of Governors)

..... (School Effectiveness Performance Officer)

DATE

Definitions

Level A - Schools requiring routine support and monitoring

Level B - Schools requiring specific support

Level C - Schools requiring sustained support

Level D - Schools requiring intensive support and intervention

Additional supporting evidence for discussion between the Headteacher and the School Improvement Officer

Protocol for School Effective Performance Officers (July 2011)

Agwedd / Aspect	✓ / X
Swydd ddisgrifiadau yn eu lle / <i>Job descriptions in place</i>	
CDY safonol wedi ei gwblhau / <i>Good quality SDP completed</i>	
CHA safonol wedi ei gwblhau / <i>Good quality SER completed</i>	
Rheoli perfformiad yn ei le / <i>Performance management in place</i>	
Adroddiad y Pennaeth i'r BLL o ansawdd da / <i>Good quality HT report to GB</i>	
Data/dychweliadau PLASC wedi eu cyflwyno ar amser <i>Data/PLASC returns submitted on time</i>	
Holl bolisiâu statudol yn eu lle / <i>All statutory policies in place</i>	
Hyfforddiant Amddiffyn plant i bob aelod o staff / <i>Child protection training for each member for staff</i>	

GUIDING PRINCIPLES OF WORKING WITH SCHOOLS CAUSING CONCERN

1. Ensure that the Local authority uses its statutory powers in securing improvement
2. Work in partnership to prepare an effective School Improvement Action Plan (SIAP)
3. Provide well-targeted support in implementing the plan
4. Rigorously monitor progress and evaluate impact of improvement strategies
5. Use all available data to challenge and support, in particular, underperformance
6. Systematically evaluate the quality of leadership and management
7. Clearly identify the level of support and a school's entitlement (Partnership Agreement)
8. Formally raise issues of concerns and progress with the Governing Body
9. Provide relevant training for senior leaders/managers
10. Provide bespoke training for the governors in order to improve their effectiveness
11. Co-ordinate the support of colleagues with expertise e.g. behaviour and attendance
12. Commission external support where relevant
13. Report formally to elected members via the School Standards Monitoring Group
14. Provide support for the governing body regarding capability procedures to address poor staff performance

SF 2.2 Responsibilities of LA and school/Governing Body in identifying schools causing concern

LA	School/Governing Body
<ul style="list-style-type: none"> • Identify schools causing concern as part of the monitoring process using the following evidence: <ul style="list-style-type: none"> ➤ Reports from statutory school inspections. ➤ Reports from LA surveys. ➤ Analysis of examination, test and assessment data. ➤ Pre and post inspection reviews and support. ➤ Support and assessment visits to school for the Basic Skills Cymru Quality Standard. ➤ LA officer monitoring, advice and information by staff of the support services. ➤ Estyn evaluations, reports and consultation. 	<ul style="list-style-type: none"> • Complete the Denbighshire Monitoring, Challenge and Support Matrix fairly and honestly. • Engage in a rigorous process of on-going self-evaluation to identify areas of concern. • Alert School Improvement and Inclusion officers as soon as an area of concern is identified. • Work in partnership with the School Improvement and Inclusion Service to address issues/areas of concern. • Act at all times in the balanced role of “Critical/questioning Friend” to the school.

SF 2.3 Support the LA will offer to schools giving cause for concern, to turn them around and to prevent them from becoming failing schools

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LA	School/Governing Body
<ul style="list-style-type: none"> • Support and challenge the school through regular dialogue, giving particular attention to areas identified as having shortcomings. • Carry out additional visits to the school. • Organise a partnered review of the school whereby a team of LA officers and the head teacher undertake a review which will include an analysis of self-evaluation, the SDP, lesson observations and discussions with staff, governors and pupils. • Draw up, in collaboration with the head teacher and Chair of Governors, a School Improvement Action Plan. • Monitor the school's progress against the Action Plan. • Support school self-evaluation processes through regular visits to school, scrutiny of documentation and observation of classes, when needed, to identify strengths and areas for development in provision. • Implement a range of intervention strategies to support schools in particular need. • Offer opportunities for staff to observe good practice. • Offer, where appropriate, the support of a mentor head teacher. • Provide advice and support to governing bodies on a range of school improvement issues. • Provide programmes of opportunity for training and professional development of all staff as identified by schools and statutory initiatives. • Provide detailed reports on progress to the Corporate Director of Lifelong Learning, the Head of School Improvement and Inclusion, and the Chair of Governors. • In cases where Director of Lifelong Learning and School Improvement are of the opinion that the head teacher and / or Senior Leadership Team do not have the capability to secure improvement, this will be reported formally to the full governing body. 	<ul style="list-style-type: none"> • Work with LA officers, the Advisory Service and other agencies to confirm and develop programmes for improving the quality of educational provision and raising standards of pupil performance in individual schools. • Work together with the LA to undertake a review of the school. • Draw up, in collaboration with LA officers a School Improvement Action plan. • Establish a monitoring system to ensure that the Action plan is operational. • Provide governors and LA with detailed and regular progress reports. • Promote and develop rigorous, effective self-evaluation processes as a means of securing school improvement. • Facilitate good partnership arrangements between itself and other schools, the governing body and the LA. • Ensure the professional development of all staff.

SF 2.4 Support the LA will provide to schools in need, or in special measures, or requiring significant improvement

LA	School/Governing Body
<p>Comply with requirements as set out in WAG Circular No: 28/03 School Requiring Special Measures or found to require significant improvement following inspection under Section 28 of the Education Act 2005</p>	
<ul style="list-style-type: none"> • Assist the school to draw up an appropriate and detailed Post Inspection Action Plan. • Produce a Statement of planned LA action and support for the school. • Convene a School Support Group, including officers from all services as appropriate to meet on a regular basis, monitor and evaluate progress against Action Plans and provide reports to the Corporate Director of Lifelong Learning and elected members. • Offer, where appropriate, the support of a mentor head teacher. • Provide support as identified in the school and LA Action Plans. • Work with the school to monitor and evaluate the School Action Plan. • Share progress reports with staff and governors. • Provide regular progress reports to the Corporate Director of Lifelong Learning, Head of School Improvement and Inclusion, and elected members. • Once a school can demonstrate improvement, it will return to the agreed level of support • In cases where the Corporate Director of Lifelong Learning and Head of School Improvement & Inclusion are of the opinion that the head teacher and / or Senior Leadership Team do not have the capability to secure improvement, this will be reported formally to the full governing body. • Where a school fails to improve, the LA will implement any of its statutory powers of intervention. 	<ul style="list-style-type: none"> • Work with the LA to produce a Post Inspection Action Plan. • Establish a rigorous monitoring system to ensure that the Action plan is operational within the agreed timescales. • Provide governors and the LA with regular, detailed progress reports.

NSF 2.5 LA role in supporting school staff development (non-statutory function)

LA	Schools / Governing Body
<ul style="list-style-type: none"> • Support the professional development of school staff at all stages of their careers, including support for NQTs, teachers in EPD, teachers undertaking the Chartered Teacher Programme, aspiring leaders and managers, head teachers and senior leaders. • Support the induction of newly appointed head teachers. • Provide opportunities for sharing and promotion of best practice amongst schools across Denbighshire and across other LAs. • Work with collaborating LAs to provide further opportunities for professional development. • Prepare and organise a series of courses and training events covering a range of curriculum, area and whole school development issues. • Post all training activities on the training database. • Provide bespoke programmes of staff development in individual schools in response to school identified needs. • Provide opportunities for Headteachers and school staff to participate in professional development events such as workshops, network meetings and conferences. • Evaluate professional development activities to inform future developments. • Support schools in their planning and use of the School Effectiveness Grant and monitor use to ensure appropriate use of funding for school improvement. 	<ul style="list-style-type: none"> • Use performance management and other systems to identify training needs. • Ensure that all staff have access and support for professional development. • Evaluate the impact of all staff development on school improvement, standards and value for money • Provide opportunities for dissemination of skills and expertise derived from staff development. • Identify staff technical training needs and then support future training requirements

NSF 2.6 Providing, maintaining and using data (non-statutory function)

Schools have the responsibility for ensuring the delivery of statutory school data accurately and within set deadlines. The Council will support schools in the provision of both statutory and non-statutory data. The responsibility of the School/Governing Body and the LA for Schools Information Management System (SIMS) is set out in the SLA.

Timely delivery of statutory school data is considered in the Denbighshire Support Challenge and Intervention Framework as a contributor to effective leadership and management in a school. Therefore, in accordance with the escalation procedures as detailed in the Data Provision Service Level Agreement (SLA), a serious breach as defined in the Denbighshire Support Challenge and Intervention Framework will result in an “Unsatisfactory” Leadership and Management score for the school. This will be reflected in the judgement of the school’s level of support.

NB. The governing body has a responsibility to ensure that the school fully complies with all statutory obligations relating to information or data e.g. The Data Protection Act and The Freedom of Information Act

SF3. Governing Body Training and Reports

SF 3.1 Responsibility of the school and LA for governor support and training (statutory function)

LA	School/Governing Body
<ul style="list-style-type: none"> • Provide advice and guidance to Governing Bodies on their role and responsibilities in respect of the discharge of their duties. • Publish termly bulletins based on topical issues. • Facilitate termly meetings of the Chair of Governors Association, the principal means for the LA to consult and obtain views of governors and head teachers on all aspects of the Authority's governor training and support services, including issues relating to governance legislation and initiatives. • Shape the annual training and development programme, focusing on local, consortium and national priorities • Provide specific training in respect of: <ul style="list-style-type: none"> - Roles and responsibilities of Governors - The role of the Clerk - The role of the Chair - Health and safety - Child protection • Establish Governing Bodies, prepare and update the instruments of government. • Provide advice and support pre and post Estyn inspection. • Provide advice and support for the appointment of Governors. • Maintain a record of Governing Body membership. • Process Criminal Record Bureau checks. • Maintain a record of attendance at training and development events. • Provide advice and support via the School Improvement Team. • Provide advice and support to governing bodies for senior school appointments via the School Improvement Team and Human Resources Department. • Provide advice and guidance in respect of employment issues as defined in the Human Resources Service Level Agreement. • Provide advice and support in respect of legal issues as required. Where this advice is not taken, the governing body are responsible for any resultant costs. • Provide advice and support in respect of budget and resource management. 	<ul style="list-style-type: none"> • Following self-evaluation, identify training needs of individual governors and the governing body as a whole and arrange support/training as appropriate. • Provide details of training opportunities to all governors. • Facilitate the induction of new governors. • Promote the attendance of governors at training courses. • Notify the LA of the named governor(s) for governor training, SEN and Child Protection

SF 3.2 The reports that the governing body provides to the LA on discharge of its function (statutory function)

LA	School/Governing Body
<ul style="list-style-type: none"> • Advise schools of expected reports - budget plans, school attendance targets, and exclusion/disciplinary findings. • Provide governing bodies with a written annual report on standards. • Provide school with support according to designated “school level”. • Collate information on training courses and attendees for National benchmarking purposes. 	<ul style="list-style-type: none"> • Maintain records of governing body membership and notify the LA of any changes. • Comply with statutory requirements in respect of the appointment of new governors, by completion of the Notification of Appointment of New Governor pro forma and forwarding to the LA. • Produce the Annual Report to Parents and submit to the LA. • Establish for each member of the governing body and head teacher a register of any business interests they or any member of their immediate family might have and notify the LA. • Notify the LA in writing of the resignation of the head teacher. • As required by the Staffing of Maintained Schools (Wales) Regulations 2006, notify the LA in writing of any teaching vacancy prior to advertising. • Comply with requirements in the Scheme for Financing Schools in respect of any capital spending from the school’s budget share. • Notify the Authority of any proposed changes to the timing of the school day or to the school calendar. • Provide the LA with the following: <ul style="list-style-type: none"> - budget plans; - audited school voluntary and private fund information as per Financial Regulations / Scheme for Financing Schools requirements; - school performance targets; - school attendance targets; - school “level of support” information; - self-evaluation report and School Development Plan; - information regarding any incidences which have to be recorded e.g. racial, substance misuse, and - any other reports that may be requested.

Please refer to the Governors Wales Handbook for guidance.

SF4. Building Services & Maintenance of School Premises

SF 4.1 The control of school premises and their maintenance and repairs

It is the responsibility of the School/Governing Body to ensure a safe and secure working and learning environment.

Compliance with statutory obligations is considered in the Denbighshire Support Challenge and Intervention Framework as a contributor to effective leadership and management in a school. Therefore, in accordance with the escalation procedures as detailed in the School Buildings Maintenance and Repairs Service Level Agreement (SLA), a serious breach of procedure as defined in the SLA will be deemed to be non compliance of Health and Safety obligations and will result in an “Unsatisfactory” Leadership and Management score for the school.

SF 4.2 List of approved works for schools to commission

Schools are able to commission some lower risk works for which they are responsible and for which they hold their own budgets. The document ‘School Commissioned Works’ prepared by Corporate Health and Safety set out what works can be commissioned by the schools, providing that the schools responsible person has completed the relevant training.

1. List of approved works

Taken from the fair funding document

ITEM	
Roof Pitched (timber- framed)	Crisis repairs to stop leaks. Replacement of slates or tiles that become dislodged and minor repairs.
Flat or Shallow-Pitched (Concrete or Metal)	Internal finishing’s direct to soffit or to suspension structure. Crisis repairs to stop leaks.
Rainwater Goods	Cleaning out gutters and downpipes including flat roof outlets, re-fixing gutters and leaking or dislodged pipes. Removal of vegetation growth.
Ceilings	Ceiling tiles/finishes and minor plaster repairs.
External Walls	Maintenance to internal finishes including plaster or tiles; skirting rails and mouldings;
Floors	Floor and stair coverings including nosing’s, cover and expansion strips.
Internal Walls and Partitions	Maintenance to applied finishes; plaster, tiles or sheet wall finishes including tile grouting.
Windows	Sash-cords and counter-balances; opening cords; stays; pulls and fasteners; window boards and linings; locks.
Doors	All repairs to doors and ironmongery including replacement keys and glazing; repair frames, cills, thresholds.
Glazing	All repairs to doors and windows including beading, clips, gaskets, putty.
Drainage	Clearing blockages; cleansing channels. Emptying and cleansing septic tank
Plumbing	Repair and isolated replacement of sanitary fittings and fixtures; remedial action and repair damage to water services due to frost; cleansing of traps and pipe-work; renewal of pipe-work clips.

Electrical Services	Replacement of lamps, tubes, covers, shades and fuses.
	First call-out of electrician to check fault and carry out any minor repairs.
	Repair or replacement of fixed machines, tumble driers, spin driers, hydro-extractors, rotary irons.
	Lift doors including glazing and tracks. First call-out of lift engineer to check fault.
	Specialist External Equipment including aerials, masts and satellite dishes (by Educational Technology Section)
	P.A.T. Testing
Mechanical Services	First call-out of engineer when boiler on lock-out or fails to ignite. Re-fixing of brackets to pipe-work and radiators. Cleaning of fan convector heaters. Minor repairs to heat emitters, taps and shower fittings. Chemical dosing, cleaning and minor maintenance of swimming pool.
	Repair or replace wire guards to heaters. Cleaning of extractor fans, apertures, canopies and equipment generally.
Fire / Security Systems	First Call out to Engineer for Panel Faults etc
Painting and Decorating	Temporary touching up or covering of graffiti as a result of break-in, vandalism or re-glazing
Finishing, Furniture and Fittings	Maintenance to all decorative finishes to internal walls and floors including plaster, tiles and screeds. All fixed furniture and fittings including blinds, curtains and signs.
External Works	Minor repairs to tarmac, fencing, paving slabs and kerbs including re-laying. Buildings constructed at School cost including Greenhouses. Glazing to mobile, demountable buildings. First call-out of engineer to check faults with either heating or electrical installation.
Work Arising from Legislation	
New Works	Any new works that the Governing Body has elected to pay for must first be approved by the Environment Directorate and be supervised by that Directorate. This provision includes work to heating and electrical installations.
Health and Safety	Establishment manager's responsibility to ensure the Health and Safety of the building users. This may require emergency action where unsafe conditions arise e.g. gas leaks.
	Any persistent problems attended to by the School should be reported to the Building Maintenance Helpdesk.
Cyclical Works	If and where the School consistently fails to carry out their responsibilities such as monthly inspection and cleaning of gutters and downpipes, the Environment Directorate will arrange for the work to be carried out and charge the School accordingly. When this failure causes an Environment Directorate responsibility maintenance problem such as replacement of gutters and downpipes, the School will be charged accordingly.

SF 4.3 Training requirements for school responsible staff

For schools to commission low risk work items identified in 4.2, the schools responsible person must have been trained in the following:

- Risk Assessment
- Control of Contractors
- Construction Design and Management
- Asbestos Awareness (Annually)
- Managing Safely

The schools responsible person must update this training as and where required by Corporate Health and Safety, who will administer the list of schools responsible persons on behalf of Modernising Education and advise on which schools are allowed to commission their own works.

SF 4.4 Process to be followed when schools commission works

Where the school wishes to commission works for which they have a trained responsible person, hold the relevant budget and the works feature on the low risk 'Schools Commissioned Works' list the following process must be followed

- Commissioning officer \ caretaker \ bursar must have completed all the identified training and must have adequate experience to ensure competence.
- Identify the works \ activities that are required. This work must be on the list of works that schools can commission
- Carry out initial risk assessment to determine risk level and decide if school should pursue this work
- Inform the Building Maintenance Help Desk of the work to be carried out
- Where any work impacts on the facility structure, the asbestos register must be referenced.
- Make a record of all relevant steps
- Identify a competent contractor from the list of county approved contractors
- Make appropriate contract with contractor using a works order. All commissions must be in line with CPR requirements e.g. obtaining three quotes is mandatory for all work that exceeds £10,000 in value.
- Make sure contractor is aware of and confirms that they will comply with the DCC code of conduct for contractors on school sites.
- If sub contractors are to be used, they must be declared at the commissioning stage by the contractor. This is to ensure that only competent contractors are engaged and that issues such as CRB checks can be accommodated.
- Plan how the work will be completed agreeing safety standards. Include site induction.
- If the activities are not covered by a generic risk assessment the person commissioning the work must obtain a task \ activity specific risk assessment from the contractor. Generic risk assessments are only acceptable where the work is standard in nature and does not pose any significant risk that has not been identified on the generic assessment. Risk assessments must be suitable and sufficient for the work but also proportionate to the risks.
- Obtain a method statement \ procedure that describes how the work will be carried out. Method statements must be in enough detail to describe how significant hazards will be controlled but they should also be proportionate to the risks.
- Contractor informs school of presence and signs in before commencing work
- Appropriate monitoring must be carried out. This is the responsibility of the work commissioner
- Contractor informs commissioner when work is completed
- Commissioner inspects work and work area. If satisfactory signs off
- Contractor informs school when work is completed and signs out ensuring all tools and waste materials are taken with them or properly disposed of.

- Review – Did the process work, what worked well, what could be improved, will the contractor be used again?
- Inform the Building Maintenance Helpdesk that the works are complete and confirm what works have been carried out.
- The process will be audited by two methods:-
 - Corporate Health and Safety will make random checks of works in progress to ensure the agreed process is being followed.
 - Facilities and Maintenance Team will randomly inspect finished works to ensure appropriate standards are maintained
- Disciplinary procedures will be in place for non compliance with the process as administered by Modernising Education.

SF4.5 Restrictions

In addition to school commissioned works the Authority runs a fully supportive and dedicated Schools Maintenance section within the Facilities and Maintenance Team. Any works that are not commissioned using a trained responsible person must direct all queries through the Building Maintenance Help Desk.

SF5. Roles of schools and LA to develop effective transition

Incorporating the following functions:

SF5.1 Transition from KS2 to KS3 (statutory)

It is the statutory responsibility of the School and Governing Body of maintained secondary schools and their maintained feeder primary schools to establish plans to facilitate the transition of pupils from primary to secondary school. Such plans will add value to existing arrangements by ensuring that there are detailed and coherent arrangements to support the movement of pupils from primary to secondary schools. They will draw together and build on good practice and set an agenda for improvement that reflects local circumstances and needs.

Transition Plans aim to support and improve links between secondary schools and feeder primary schools with a specific focus on working together to develop and deliver the curriculum in a manner that supports continuity and progression in learning for pupils as they move from Year 6 to Year 7.

SF5.2 Transition from KS3 to KS4 (statutory)

High schools and special schools are aware of the importance of a smooth transition for young people in all the phases of their education. This involves supporting young people and their parents to make the right choice of courses at KS4. Young people should have developed the skills at KS3 needed to work independently.

NSF5 .3 Transition from nursery school to primary school (non-statutory)

Child Development Profile Assessment in the non maintained settings (January 2013) will ensure a clear and consistent dialogue into the school setting and continue throughout the Foundation Phase.

A link teacher post has been developed for each cluster of settings and their feeder schools to ensure clearer transition from setting to school.

LA	School / Governing Body
<ul style="list-style-type: none"> • Develop close working relationships between infant, primary and secondary schools within and between clusters to aid progression and continuity. • Provide advice and guidance on current WAG developments with regard to transition. • Support clusters of schools to develop, review and evaluate transition plans. • Plan, administer, monitor and evaluate any WAG grant in respect of transition. • Assist with the electronic transfer of data from one school to another. • Advise and support schools on the statutory assessment and moderation procedures. • Provide support and advice on implementing the Foundation Phase, including the provision of materials to support planning and assessment. • Provide support and advice on meeting the statutory requirements of the Learning and Skills Measure (Wales) 2009, and in delivering the six key elements of Learning Pathways • Support collaborative working between partners by fostering close relationships between all members of the 14-19 Learning Pathways Network and develop the 14-19 working groups to support transition from KS3 to KS4 and KS4 to post 16, and to target those young people who are in danger of becoming classified as not in education, employment or training (NEET) at 16. • Develop learning pathways to meet the needs of all learners. • Ensure training is available for Learning Coaches. • Provide opportunities for learners to engage in appropriate work based learning. 	<ul style="list-style-type: none"> • In clusters, produce, monitor and evaluate the school's transition plans in accordance with WAG guidelines. • Establish and maintain transition plans for all pupils, ensuring that the Learning Core and support, advice and guidance are available for all learners. • Plan, administer, monitor and evaluate any WAG grant in respect of transition, and provide information to the LA. • Manage data using electronic means as required by WAG and the LA via the Common Transfer File. • Pass on all records to the receiving school on the transfer of pupils. • Adhere to the WAG requirements in respect of assessment and moderation requirements. • Develop consistent approaches to learning and teaching across phases and ensure continuity in schemes of work. • Ensure continuity in pupils' key skills / basic skills development. • Work with network partners (duty to collaborate) towards the provision of a full options menu and timetable alignment to facilitate Learning Pathways 14-19 and to meet the terms of the Learning and Skills Measure (Wales) 2009 • Issue all learners at KS4 with an individual Learning Pathways Plan • Ensure the entitlement of all learners at KS4 to be able to access a trained Learning Coach • Ensure that all learners access the learning core • Ensure independent careers advice and guidance is available for all pupils 14-19. • Provide parents with an information pack, including daily routines, staff information and relevant policies. • Provide pupils with relevant induction materials. • Liaise with relevant agencies and the voluntary sector to identify pupils in years 10 and 11 in danger unlikely to continue in education or training and adopt strategies that forge links between these pupils and the relevant groups.

SF6. Sixth forms

SF 6.1 Targets for learner participation (statutory function)

To set targets for learner participation and attainment in accordance with the terms of the grant for post-16 provision which the LA receives from the Department for Children, Education and Lifelong Learning (DCELLS).

LA	School / Governing Body
<ul style="list-style-type: none"> • Provide support and advice on meeting the statutory requirements of the Learning and Skills Measure (Wales) 2009, and in delivering the six key elements of Learning Pathways • Support collaborative working between partners by fostering close relationships between all members of the 14-19 Learning Pathways Network and develop the 14-19 working groups to support transition from KS3 to KS4 and KS4 to post 16, and to target those young people who are in danger of becoming classified as not in education, employment or training (NEET) at 16. • Develop learning pathways to meet the needs of all learners. • Ensure training is available for Learning Coaches. • Provide opportunities for learners to engage in appropriate work based learning. • Monitor the percentage of NEETs aged 16-18. • Provide PLASC training to members of staff in accordance with the terms of the SLA • Provide support in accordance with the terms of the SLA to assist schools when completing their PLASC WAG return. 	<ul style="list-style-type: none"> • Work with network partners (duty to collaborate) towards the provision of a full options menu and timetable alignment to facilitate Learning Pathways 14-19 and to meet the terms of the Learning and Skills Measure (Wales) 2009 • Issue all learners at post 16 with an individual Learning Pathways Plan • Ensure the entitlement of all learners at post 16 to be able to access a trained Learning Coach • Ensure that all learners access the learning core • Ensure independent careers advice and guidance is available for all pupils 14-19. • Deliver the local curricula as prescribed by the Welsh Ministers • Ensure all learners have access to learning equivalent to at least 2 A levels. • Raise the individual points score of learners in the school. • Set targets for achievement for KS5. • Identify all courses undertaken by learners and complete the "Post16 PLASC" return. • Ensure all activities which could be included are incorporated in the "WAG PLASC" return.

SF 7. Health & Safety Matters

SF 7.1 Responsibility of the school and the LA for Health and Safety

There is an SLA in place between the LA and the school in relation to the Health and Safety. Service Level Agreement which can be found on the schools' portal.

Compliance with statutory obligations is considered in the Denbighshire Monitoring, Challenge and Support Framework as a contributor to effective leadership and management in a school. Therefore, in accordance with the escalation procedures as detailed in the Health and Safety Service Level Agreement (SLA), a serious breach of procedure as defined in the SLA will be deemed to be non compliance with Health and Safety obligations and will result in an "Unsatisfactory" Leadership and Management score for the school.

The governing body has a responsibility to ensure that the school fully complies with all statutory obligations relating to child protection and safeguarding.

NSF 8. Human Resource Services

NSF 8.1 Responsibility for HR Services and Policies and Procedures

It is the responsibility of the school/governing body to ensure that appropriate arrangements are in place for HR support.

Compliance with statutory obligations is considered in the Denbighshire Monitoring, Challenge and Support Framework as a contributor to effective leadership and management in a school. Therefore, in accordance with the escalation procedures as detailed in the Human Resources Service Level Agreement (SLA), a serious breach of procedure as defined in the SLA will be deemed to be non compliance of Health and Safety obligations and will result in an "Unsatisfactory" Leadership and Management score for the school.

NSF 8.2 Responsibility of the School/Governing Body and the LA for: Performance Management Support

LA	School/Governing Body
<ul style="list-style-type: none"> • Provide training and support for completion of statutory returns. • Co-ordinate submission of data to meet statutory obligations. • Provide data to Welsh Assembly in fulfilment of statutory obligations. • Produce an annual “School Profile” providing a range of performance data. • Monitoring and evaluation of data collection procedures. • Collate and submit performance indicator information to the Welsh Assembly. • Liaise with the Welsh Government, other Local Authorities, the WJEC and other agencies on performance data on behalf of schools and the Council. • Provide performance management training for school staff through the Leadership & Management programme. • Respond to “data requests” by reasonably requested dates. 	<ul style="list-style-type: none"> • Ensure compliance with statutory requirements for the performance management of Headteachers and teachers in schools. • Provide data to the Council, parents or other authorised bodies (e.g. Welsh Government) by reasonably requested (or statutory) dates relating to pupils, attendance; assessment results etc. • Use tools and web sites provided by both the Council and the Welsh Government as required in the appropriate manner. • Use data and tools relating to data in an efficient and cost effective manner. • Comply with NCC data security and facilities use policies. • Retain education records data for the recommended periods, and dispose of it appropriately.

NSF 9. Additional Learning Needs

NSF 9.1 Provision for Children and Young People with Additional Learning Needs

The LA and its schools will work in partnership to secure inclusive practices in meeting the needs of children and young people with Additional Learning Needs. The partnership will determine the allocation of resources to support young people and in addition it will secure effective monitoring and evaluation to achieve progress.

LA	School/Governing Body
<p>1. Funding</p> <ul style="list-style-type: none"> • Review additional funding allocation to primary schools by March 2012 • Provide training on PLASC returns • Share information on the revised process for allocating additional funding • Keep a central data base and develop an effective monitoring and evaluation tool. • Organise and provide training. 	<ul style="list-style-type: none"> • Provide the LA with data on pupils with Additional Learning Needs in accordance with WAG guidelines. • Distribute resources within the school to develop additional support for learners with ALN • Demonstrate the effective use of resources to deliver good outcomes for children and young people with Additional Learning Needs. • Identify training needs and arrange for school representatives to attend professional development activities organised by the LA.
<p>2. Identification and provision of additional support</p> <ul style="list-style-type: none"> • Liaise through its Early Years Team to ensure early identification and assessment of need. • Provide good quality support through its specialist teams – Behaviour Support, ESWs, Educational Psychologists, Sensory Team, EAL and Learning Development Team. • Follow the Code of Practice for Wales 2002 to ensure children and young people's needs are addressed through early intervention • Develop target setting with school improvement to monitor and evaluate whether children and young people with ALN make reasonable progress. 	<ul style="list-style-type: none"> • Nominate a member of the Governing Body with responsibilities for Child Protection and ALN. • Provide the Council with dates for Annual Review and ensure proper procedure is followed. • Ensure date for PLASC returns accurately reflect the additional needs within the school. • Commit and participate in the Managed Transfer Policy. • Ensure attendance at school is a priority. • Ensure that the ethos of the school is inclusive.

NSF 10. Communication and Engagement Strategy

NSF 10.1 Communication / Consultation Arrangements – Minimise Bureaucratic Burdens on Schools

A School Improvement and Inclusion (Moodle) bilingual website will be launched with schools during November 2011.

Teams will use this site to provide schools with information and documentation relevant to their service.

Schools will have individual areas (restricted access not viewed by all) which will contain School Visit Reports. Both Link Officers and head teachers will use these areas to upload/share documentation e.g. SER, Policies etc.

Schools will be provided with usernames and passwords and will be able to access the site from any location at any time.

This site will be key to improving School Improvement and Inclusion communication with schools.

A Directory of Responsibilities is available electronically to all schools. It is the responsibility of all staff included in it to ensure their details are up-to-date. Modernising Education staff have hyper links to their profiles included in the document and it is hoped that the profiles of School Improvement and Inclusion staff will soon be available via hyperlinks. The aim of the document is to assist schools in contacting the correct person within Denbighshire County Council.

In order to enable effective and timely communication between Council Officers and head teachers, the following arrangements have been agreed:

- School cluster arrangements have been established since April 2008. There are 3 cluster groups in each of two regions, supported by School Improvement and Inclusion Officers. Each school within a cluster has a named Link Officer (Appendix 2). The council recognises that other clusters meet to progress contextual developments e.g. Welsh Medium and Small School as necessary.
- Each cluster currently has representative heads who are members of the Heads' Forum. For the purposes of agreeing agenda items for meetings etc, each cluster has a 'link head' from the membership of the Heads' Forum (as in Appendix 2).
- The Director of Lifelong Learning is the LEA officer on the Heads' Forum. This group meets termly, to determine shared priorities.
- Clusters meet on a half-termly basis (i.e. 8.30-11.30). Heads' agenda items and explanation of the items to be forwarded to the named School Development Officer 2 weeks in advance of the meeting (to allow staff who may be required to answer questions etc time to prepare). The 'link head', will canvas heads in the cluster for agenda items. The Head of School Improvement and Inclusion will co-ordinate agenda items.
- The cluster meetings will provide the opportunity for officers to meet with heads. No other meetings requiring heads to be out of school should be established unless it is discussed with the Head of School Improvement and Inclusion, who will liaise with the Head Teacher Forum; (it is accepted that head teachers meet in other groups for a variety of purposes, but officers must use the cluster process to liaise with head teachers). Cluster meetings will replace area meetings.
- The LEA will provide administration support to cluster meetings.

- A database of heads' representation on current 'groups' will be established by The LEA. This will be moderated by The Heads' Forum and used to facilitate nomination of heads onto 'groups'.
- E mail communication with heads will be directed to 'primary' and 'secondary heads'.
- All communication with schools will be bi-lingual with Welsh first, in line with Denbighshire policy.
- The electronic visit note system to be adopted across the council.
- There will be a 'Directory of Responsibilities' which will make clear the name and contact details of personnel within the council with responsibilities for duties affecting schools. This is to ensure that named SDO officers do not become the focus for all queries but are concentrated on the core business of school improvement; working with and in schools.
- The School Standards Monitoring Group will have a 3 year rolling programme for heads to meet with elected members (see attached Terms of Reference and Pro-forma).

SF 11. Revision of Partnership Agreement

SF 11.1 Arrangements for the review of the Partnership Agreement

The Welsh Government expects councils and schools to review their Partnership Agreement on a three yearly basis. (This should be formally discussed and approved at the first full Governing Body meeting of 2012)

Signatures

1. We have noted the content and agree to accept the Denbighshire LEA/School Partnership Agreement document.

Signed (Chair of Governors):Date

Signed (Headteacher): Date

School:

2. The Local Education Authority accepts the content of the Denbighshire LEA/School Partnership Agreement document as a reflection of the actions it will take on behalf of itself and its schools.

Signed:
Date:



Hywyn Williams
Corporate Director: Learning and Communities.

SECTION 3

SUMMARY OF THE DUTIES and RESPONSIBILITIES OF THE LA AND GOVERNING BODY

3.1 The duties and responsibilities of the LA

- To assist in and promote the sharing of good practice between schools and foster opportunities for professional development
- To provide schools with appropriate and transparent funding
- To ensure and promote effective leadership, management and governance in schools
- To support improvements in teaching and learning through local and national initiatives
- To provide schools with high quality comparative information on performance
- To make an informed view on this data and share that view with schools
- To agree with schools..... challenging targets for pupils / student achievement, attainment, attendance and exclusions
- To challenge all schools to improve and target support in proportion to need
- To intervene in schools to secure improvement when appropriate
- To make arrangements for the identification of those pupils with special educational needs and to ensure suitable provision for pupils who have special educational needs or additional learning needs so they are included and have equality of opportunity to achieve their potential. To provide training so that staff are able to appropriately meet the identified needs of pupils with SEN / ALN.
- To provide education for any pupils who is permanently excluded from a school.
- To provide an adequate number of places in a suitable learning environment for all pupils according to their parents' stated preference and to provide free transport in accordance with the stated policy of the council
- To support schools in maintaining good attendance.

3.2 The duties and responsibilities of Governing Bodies

- agree the values and aims of the school
- agree policies relating to the aims, purposes and practices of the school
- monitor the effectiveness of the above on a regular basis
- contribute to and approve the School Development Plan
- approve and monitor the allocation and expenditure of the budget of the school
- ensure that the National Curriculum is taught and that there are sufficient and appropriately qualified staff to deliver it
- monitor and review the school's progress on a regular basis
- ensure that the needs of individual pupils are met
- play an active role in the recruitment of staff
- establish and maintain links with local businesses and the wider community
- support the day to day operational decisions taken by the head teacher
- promote the effectiveness of the governing body
- ensure that all staff have access to professional development
- ensure pupils who have SEN or ALN experience early identification and satisfaction of their needs so that they are included and have equality of opportunity to achieve their potential
- maintain good pupil attendance and minimise the need to exclude
- maintain a positive and well kept learning environment
- ensure that all requests by the Authority for data and documentation are honoured promptly by set deadlines
- act in a balanced manner as a critical friend to the school leadership and its community

SECTION 4 AGREEMENT SUMMARY

4.1 Objective

The objective of this agreement is to sustain and enhance existing partnership working between Denbighshire Local Authority and its schools.

4.2 Principles

Denbighshire LA is committed to providing an education service which will ensure equal access to high quality educational opportunities for all children, young people and adults. Thus enabling the achievement of their full potential within the context of the bilingual nature of the County. It can only achieve this, through working effectively in partnership with its stakeholders.

It is vital that each party understands the obligations and responsibilities incumbent upon each other. Schools and the LA, whilst having differing roles are mutually dependant upon each other for success. The partnership between the LA and schools should be based on the following principles:

a) Raising standards

All LA's and schools should have raising standards as their overriding aim. This is not just a matter of rectifying weaknesses but of pursuing a continuous process of evaluation and improvement, with the poor becoming good and the good becoming excellent. Primary responsibility for standards rests with each school but LA's have an important role to play in supporting schools and challenging them to do better.

b) School's Self Management

The principle of school self management is well established in Denbighshire. Schools are responsible for their own performance and should be given the maximum discretion to make decisions for themselves. Best practice in LAs recognises that unnecessary intervention is wasteful of resources, distracting for schools and can undermine the school's sense of ownership for the standards it achieves. Every school should take the lead in working out, in discussion with Denbighshire LA and others, what needs to be done to raise standards and then to get on and do it. The school is accountable for what it does through Estyn inspections, published performance information, reports to parents and LA monitoring

c) Intervention in inverse proportion to success

The more successful the school, the more autonomy it should have. Throughout this document 'successful' denotes those schools, which are effective in enabling their pupils to achieve their potential in acquiring knowledge, skills and understanding. It concerns the value added by the school. Some schools may be highly successful in helping pupils progress while still achieving modest examination and assessment results. Conversely, other schools may achieve good results but still be unsuccessful because their pupils could, given more effective teaching and learning, be developing significantly faster and achieving significantly more. The weaker the school's performance, the more it will need **challenge** and **support**. **Intervention** should occur only when monitoring has identified weaknesses or underperformance, which cannot be addressed within the school's current capacity and should be in proportion to the scale of the problem.

d) Partnership and co-operation

LAs, governing bodies and headteachers working in partnership can have a powerful impact in raising standards. But such partnership must be based on a mutual recognition of the functions and contribution of each party. There are occasions when an LA needs to assert its legal powers in the face of opposition from a school because the school is refusing to accept that it is failing its pupils. All schools need to keep in touch with the development of best practice and to benefit from the challenge of a regular infusion of fresh ideas. All need access to a range of support services from outside. All, particularly the most successful, can contribute to sharing and celebrating excellence. The principle of partnership also applies to schools working locally with each other; and to LAs working with local governor associations, parent-teacher associations, dioceses, other services within their own authority and many others as part of their local leadership function.

4.3 Welsh Government

School Effectiveness Framework

The School Effectiveness Framework has been developed by the Welsh Government in collaboration with key stakeholders. It sets out the vision and an implementation schedule for putting school effectiveness based on tri-level reform into action. Tri-level reform is the whole of the education community (schools, local authorities and the Assembly Government) working collaboratively and in alignment. The Framework describes the key characteristics required to build on existing good practice and improve children's and young people's learning and well-being throughout Wales, and each partner's contribution to securing that.

SECTION 5 GLOSSARY

5.1 Glossary of Terms

GLOSSARY

LA – Local Authority
WG – Welsh Government
SF – Statutory Functions
NSF – Non statutory functions
TSI – Targeted Support and Intervention Policy
PASS – Pupil Attitude to Self and School
NDC – National Data Collection
MIS – Management Information Systems
DEWi – Data Exchange Wales information
CTS – Common Transfer System
CYPP – Children and Young People’s Plan
CYPS – Children and Young People’s Service
CYPFWP – Children and Young People’s Framework Partnership
ICT – Information Control Technology
RE – Religious Education
PSE – Personal Social Education
MIDYIS – Middle Years Information System
ALIS – A level Information System
CATs – Cognitive Assessment Tests
HMI – Her Majesty’s Inspector
SIP – School Improvement Plan
SMT – Senior Management Team
EAL – English as an Additional Language
ESW – Education Social Worker
SLA – Service Level Agreement
CTF – Common Transfer File
SEN – Special Educational Needs
ALN – Additional Learning Needs
PLASC – Pupil Level Annual School Census
IMS – Information Management Strategy
WJEC – Welsh Joint Examination Committee
PIAP – Post Inspection Action Plan
SIMS – Schools Information Management System

Appendix 5. 2 – School / Authority Communication Cluster Chart

REGION 1

REGION 2

RHYL

PRESTATYN

DENBIGH

GLAN CLWYD

RUTHIN

DINAS BRAN

SCHOOL		SDO	SCHOOL		SDO	SCHOOL		SDO	SCHOOL		SDO	SCHOOL		SDO	SCHOOL		SDO
Blessed Edward Jones		JM	Bodnant Inf		IK	Bodfari		LE	Dewi Sant		TJ	Betws GG		ER	Bryn Collen		ER
Bryn Hedydd		TJ	Bodnant Jun		IK	Cefn Meiriadog		LE	Glan Clwyd		ER	Borthyn		GB	Caer Drewyn		ER
Christchurch		TJ	Clawdd Offa		GD	Denbigh High		JM	Henllan		AJ	Bro Cinmeirch		AJ	Carrog		ER
Emmanuel		TJ	Hiraddug		GD	Esgob Morgan		GB	Tremeirchion		AJ	Bro Elwern		ER	Dinas Brân		JM
Llywelyn		TJ	Melyd		GD	Faenol		TJ	Twm o'r Nant		AJ	Bro Famau		LE	Glyndyfrdwy		GD
Mair		TJ	Penmorfa		GD	Frongoch		GB	Pant Pastynog		AJ	Bryn Clwyd		GB	Gwernant		ER
Rhyl High		JM	Prestatyn High		JM	Gwaenynog		GB	Y Llys		GD	Brynhyfryd		JM	Llandrillo		ER
Tir Morfa (P)		EV				Heulfre		GB				Clocaenog		AJ	Maes Hyfryd		ER
Tir Morfa (S)		EV				Plas Brondyffryn (P)		EV				Cyffylliog		AJ			
Y Castell		GD				Plas Brondyffryn (S)		EV				Dyffryn Iâl		GB			
SDO (School Development Officer)						St Asaph VP		GB				Gellifor		GB			
JM	Julian Molloy	ER	Eifion Roberts			St Brigid's (P)		JM				Llanbedr		GD			
TJ	Tony Jones	AJ	Ann Jones			St Brigid's (S)		JM				Llanfair DC		AJ			
IK	Ian Kelly	GB	Gwenn Brockley			Trefnant		LE				Pen Barras		ER			
EV	Eirwen Vogler	GD	Geraint Davies			Y Parc		GB				Pentrecelyn		AJ			
LE	Lowri Evans											Rhewl		AJ			
												Rhos Street		GD			

Chris Thompson

Martin Edwards

Sue Van Looke

Martin Davies

Bryn Jones

Jayne Davies

HEAD TEACHERS' REPRESENTATIVES

