

**GWASANAETH YSGOLION  
SCHOOLS SERVICE**

**Local Authority-School Partnership  
Agreement  
for the 3 year period**

**1<sup>st</sup> September 2018 – 31<sup>st</sup> August 2021**

**Ysgol Maesydderwen**



Yn agored a blaengar - Open and enterprising

 Powys

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## **SECTION 1**

### **1.1 Purpose**

Section 197 of the Education Act 2002 is a Wales only provision, which empowers the National Assembly for Wales (NAfW) to require Local Authorities (LAs) to enter into a partnership agreement with the governing body of each school maintained by the authority.

The agreement sets out how the LA and a governing body will carry out their respective functions in relation to a school as contained in the regulation. The purpose of the agreement is therefore to sustain, clarify and enhance existing partnership working between LAs and schools.

This document details how the LA and the governing body of the school will act to discharge their functions in relation to the following statutory functions (SF):

- SF1 Agreeing targets for pupil progression and attendance
- SF2 Action the LA will take to monitor schools
- SF3 Factors the LA will take into account in identifying schools giving cause for concern
- SF4 Support the LA will offer to schools giving cause for concern, to turn them around and to prevent them from becoming failing schools
- SF5 Support the LA will provide to schools in need, or in special measures, or requiring significant improvement
- SF6 Responsibility of the school and LA for governor support and training
- SF7 Responsibility of the school and LA for the control of school premises and their maintenance and repairs
- SF8 The reports which governing body provides to the LA on discharge of its function
- SF9 Roles of school and LA to develop effective transition for pupils from KS2- KS3
- SF10 Targets for learner participation and attainment for school sixth forms
- SF11 Responsibility of the school and LA for health and safety matters

### **1.2 Term**

. This partnership agreement will cover the period 1<sup>st</sup> September 2018 to 31<sup>st</sup> August 2018.

## **SECTION 2**

### **Regional School Improvement Strategy**

School improvement services in Powys are delivered in collaboration with the five other Local Authorities that constitute the South West and Mid Wales Consortium (ERW).

ERW is a single integrated regional professional school effectiveness service driving school improvement and learner achievement across the region.

The Regional School Improvement Strategy will be applied consistently across the region by a dedicated team of Consortium Challenge Advisors.

The strategy is based on a three year business plan which sets the following expectations and challenges:

- Ensuring effective performance in all schools
- Robustly and consistently challenging the performance of schools and the outcomes achieved by learners
- Deploying a differentiated system of professional support to schools in proportion to need through a nationally agreed categorisation framework
- Supporting strategies to develop the literacy and numeracy and digital skills of learners
- Improving outcomes for disadvantaged learners
- Facilitating and developing effective school to school support in order to improve performance and outcomes
- Brokering support as agreed through core categorisation processes

The priorities for this period are:

- Leading Learning
- Teaching and Learning
- Support for Learning

The priorities reflect and also inform the Powys One Plan which has transforming learning and skills as one of its five main priorities for improvement.

**Section 3**  
**LA-SCHOOL PARTNERSHIP AGREEMENT**

**SF1 Targets for pupil progression, attendance and exclusions**

**SF1a Pupil progression**

The Statutory Performance Indicators determined by Welsh Government set out the nature and types of targets that must be reported upon annually by LAs in Wales. Target setting at individual, cohort, school, authority and regional level is an integral part of the school improvement strategy. Targets should incorporate a prediction of attainment together with a degree of challenge.

Systematic and rigorous target setting should be an essential component of every school's improvement strategy. Targets should be realistic within an ethos of providing appropriate challenge for all pupils; with targets being based on secure performance data relating to each pupil and cohort. The profile of pupils from year to year and targets set by the school will need to reflect this.

The targets required by statute are only indicators of improvement and will not necessarily be the only measures of improvement for all schools. Schools with higher attaining pupils e.g. 100% of Year 6 pupils achieving Level 4, may need to set other performance targets to demonstrate school improvement e.g. % attaining level 5. Special schools should develop targets appropriate to their pupils.

Schools are expected to set challenging performance targets for each pupil, based on knowledge of their prior attainment, and are expected to put in place programmes that will enable pupils to attain them. Individual pupil targets may be aggregated to determine a possible target for the school.

<b>The LA will:</b>	<b>The school will:</b>
<ul style="list-style-type: none"> <li>• Notify schools on an annual basis of statutory requirements in respect of school and pupil performance data</li> <li>• Review and, if necessary, improve the target setting process</li> <li>• Maintain a database of school and pupil performance and circulate relevant reports to schools</li> <li>• Provide Challenge Advisors with data and information to ensure appropriate challenge to schools</li> <li>• Engage in discussion with schools in order to agree pupil achievement and school performance targets</li> <li>• Provide training and support to schools on use of Management Information Systems e.g. Teacher Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Submit targets for school and pupil performance to WG and LA on an annual basis in an electronic format in line with statutory requirements</li> <li>• Complete National Literacy and Numeracy tests and submit results to the LA/WG as determined</li> <li>• Complete Cognitive Ability Tests in Years 4 and 7 and submit results by the LA deadline</li> <li>• Complete statutory NDC end of key stage and Foundation Phase Baseline Profile reporting via the school MIS system and validate electronic submissions using DEWi Reports</li> <li>• Transfer individual pupil data when pupils move schools using the statutory Common Transfer System and other electronic means where necessary</li> </ul>

<ul style="list-style-type: none"> <li>• Provide training to schools on use of the National Pupil Database and related data analysis skills</li> <li>• Support schools in their use of Fischer Family Trust (FFT) systems and associated data analysis</li> <li>• Develop and maintain a Powys Pupil Data Protocol for School Management Information Systems and support schools in its implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Publish school performance data and targets via the School Prospectus and Governors' Annual Report to Parents in line with statutory requirements</li> <li>• Undertake an effective ongoing evaluation and analysis of results against data in order to provide a clear indication of the school's strengths and weaknesses and incorporate into the School Development Plan</li> <li>• Raise awareness of governors of school performance data in order to ensure appropriate challenge to secure improvement</li> <li>• Maintain pupil records in accordance with the Powys Pupil Data Protocol for School Management Information Systems</li> </ul>
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### SF1b Attendance and Exclusions

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

In discussion with schools, the LA will set local authority targets and monitor exclusion levels in order to meet national targets.

Schools and the LA will work collaboratively to ensure suitable and appropriate alternative provision is provided for pupils Educated Otherwise Than At School (EOTAS) including permanently excluded pupils, those at risk of permanent exclusion, school phobics, and pupils with medical needs.

The LA will	The School will
<ul style="list-style-type: none"> <li>• Monitor attendance rates, analyse trends and share data with schools so that attendance rates can be celebrated or challenged</li> <li>• Monitor accuracy of school attendance records via the Education Welfare Service and work with schools to ensure statutory compliance</li> <li>• Provide support to schools for attendance and exclusion matters</li> <li>• Be represented at governors meetings where permanent exclusions are discussed</li> <li>• Maintain accurate records of all alternative provision for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Review and monitor attendance rates on a regular basis</li> <li>• Maintain accurate and up-to-date electronic pupil attendance records in the school Management Information System (Teacher Centre / SIMS), ensuring compliance with GDPR requirements with regard to the collection, storage and processing of personal information regarding pupils</li> <li>• Ensure accurate attendance data is transferred to a pupil's new school via the Common Transfer System (CTS) or within Teacher Centre, as</li> </ul>

<p>Educated Otherwise Than At School (EOTAS)</p> <ul style="list-style-type: none"> <li>• Commit to making suitable alternative provision available for permanently excluded pupils and those at risk of permanent exclusion</li> <li>• Apply its attendance framework, attendance pathway and inclusion pathway to raise attendance</li> </ul>	<p>appropriate, in accordance with WG guidelines</p> <ul style="list-style-type: none"> <li>• Ensure pupil start and end dates, registration status (including 'dual' registration if appropriate) and school history data (via the Common Transfer File system) are accurately recorded in the school's MIS system</li> <li>• Return attendance data electronically to the LA, in line with WG guidelines</li> <li>• Complete annual statutory electronic attendance returns as required by WG</li> <li>• Follow WG guidance regarding exclusions, as set out in Guidance document no: 171/2015 – Exclusion from Schools and Pupil Referral Units</li> <li>• Inform the LA of exclusions as they occur</li> <li>• Consistently work to the LA attendance and inclusion pathways</li> </ul>
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## SF2 Action the LA will take to monitor schools

Each school in Powys is allocated a Challenge Advisor who will provide challenge for school improvement and broker support as defined in the ERW. menu of support.

The Challenge Advisor takes lead responsibility for working in partnership with the school to implement the LA-School Partnership Agreement.

<b>The LA will</b>	<b>The School will</b>
<ul style="list-style-type: none"> <li>• Apply the ERW cycle of support through conducting an Autumn Term Support Visit annually in each school to confirm its status in relation to the National Model for School Improvement</li> <li>• Agree the support entitlement for the school, broker support accordingly and confirm the school's category and support entitlement through a letter to the chair of governors and headteacher</li> <li>• Arrange for the Challenge Advisor to attend one governing body meeting per year for the purpose of discussing the outcomes of Support</li> </ul>	<ul style="list-style-type: none"> <li>• Use on-going self-evaluation processes to understand its strengths and areas for improvement.</li> <li>• Update on an on-going basis the school's self evaluation report and school development plan</li> <li>• Submit to the LA annually as per ERW timescales the school's current self-evaluation report and school development/improvement plan</li> <li>• Prepare appropriately and engage fully in the ERW cycle of support</li> <li>• Arrange for other members of the school staff to participate in the ERW cycle of support Provide access to</li> </ul>

<p>Visit 1 where a school is classified as Amber or Red level of support. Conduct a cycle of support in the Spring / Summer term with the focus to be determined annually by ERW</p> <ul style="list-style-type: none"> <li>• The LA retains the right to visit a school to obtain information about the school for the purpose of exercising its functions where it is not reasonably practical to obtain the information by any other method</li> </ul>	<p>any documentation which provides evidence of school effectiveness</p> <ul style="list-style-type: none"> <li>• Arrange for members(s) of the governing body to participate in Support Visit 1 and to attend a governing body meeting to receive reports provided by the Challenge Advisor</li> <li>• Take responsibility for notifying the LA of any specific need which may require additional support</li> <li>• Incorporate any agreed areas for development/improvement in the school development plan</li> </ul>
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**SF3 Factors the LA will take into account in identifying schools giving cause for concern or requiring additional support for specific needs**

- |   |
|---|
| <ul style="list-style-type: none"> <li>• School classified in the Amber or Red support category</li> <li>• Progress since the last inspection</li> <li>• Outcome of recent inspection report</li> <li>• Quality of self-evaluation</li> <li>• Quality of planning for improvement</li> <li>• Standards of achievement and attainment</li> <li>• Behaviour and levels of exclusions</li> <li>• Attendance</li> <li>• Quality of teaching and learning</li> <li>• Procedures for assessment</li> <li>• Curriculum provision</li> <li>• Support and guidance</li> <li>• Provision for Additional Learning Needs</li> <li>• Health and safety</li> <li>• Effectiveness of school leadership and management</li> <li>• Effectiveness of governing body</li> <li>• Non-compliance with statutory responsibilities</li> <li>• Staffing issues</li> <li>• Budget management</li> <li>• Resource management</li> <li>• Complaints</li> </ul> |
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Where there is evidence that one or a combination of the above exists, discussions will take place with the school in order to establish whether:

- The school requires additional support for a specific need

- It is a school causing concern

**SF4 Core entitlement to support and support the LA will offer to schools in need of additional support for specific needs, giving cause for concern, to turn them around and to prevent them from becoming failing schools**

A school improvement board will be established to discuss the performance and standards of a school giving cause for concern.

**SF5 Support the LA will provide to schools in need, or in special measures, or requiring significant improvement**

Support will be provided as per the ERW Ladder of Support and Intervention dependent on where a school is categorised through the National classification model (SF4) and inspection outcome (SF5)

**PROCESS MAP A**

<b>Categorisation of school through National Model for School Improvement</b>			
Support Visit 1	Support Visit 1	Support Visit 1	Support Visit 1
<b>Classification of school - Support Level</b>			
<b>Green</b>	<b>Yellow</b>	<b>Amber</b>	<b>Red</b>
<b>To be decided annually at ERW Delivery Board</b>			
Challenge Advisor involvement in performance management of headteacher	Challenge Advisor involvement in performance management of headteacher	Challenge Advisor involvement in performance management of headteacher	Challenge Advisor involvement in performance management of headteacher
Headteacher presents Support Visit 1 to governing body	Headteacher presents Support Visit 1 to governing body	Challenge Advisor presents Support Visit 1 to governing body	Senior Challenge Advisor and Challenge Advisor present Support Visit 1 to governing body
Cycle of support agreed. The Challenge Advisor will visit at least once annually with the cycle of support in proportion to the school's own capacity to improve	Cycle of support agreed. The Challenge Advisor will visit at least once annually with the cycle of support in proportion to the school's own capacity to improve	Cycle of support agreed. Schools with a C/D capacity to improve will receive more support according to need	Cycle of support agreed. Schools with a C/D capacity to improve will receive more support according to need
		Half termly visit to monitor progress against areas for improvement identified in Support Visit 1 and/or inspection recommendations	Half termly visit to monitor progress against areas for improvement identified in Support Visit 1 and/or inspection recommendations
			Challenge Advisor provides monitoring

			report to Senior Challenge Advisor by the end of every half term
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			Senior Challenge Advisor and Challenge Advisor attend governing body meeting termly to provide ongoing challenge
			Senior Challenge Advisor to provide update report to Head of Service on a termly basis ↓
		←	←
<b>Appropriate progress and improvement</b>	<b>Milestones not being met or no evidence of improvement</b>		
No further action	Head of Service invites Chair of Governors and Headteacher to a meeting to advise that unless there is rapid improvement a Warning Notice will be issued		
	Improvement - ongoing monitoring →	No improvement - school improvement board established - formal Warning Notice with specifications and milestones issued	
		Improvement – ongoing monitoring	No improvement - escalated to Portfolio Holder to consider formal powers of intervention
		↓	←
Requirement to seek advice or collaborate	Appointment of additional governors	Suspension of the right to a delegated budget	Application to Welsh Government to replace the governing body with an interim Executive Board

## Process Map B

<b>Estyn inspection</b>		
<b>Estyn Review</b>	<b>Significant Improvement</b>	<b>Special Measures</b>
Head of Service to write to school requesting copy of the school Post-Inspection Action Plan and to outline process below	Head of Service to write to school requesting copy of the school PIAP and to outline process below	Head of Service to write to school requesting copy of the school PIAP and to outline process below
	Head of Service to write to Chair of governing body and headteacher for the purpose of issuing a formal warning notice and the reason for this  Consideration of formal powers of intervention	Head of Service to write to Chair of governing body and headteacher for the purpose of issuing a formal warning notice and the reason for this  Consideration of formal powers of intervention
Challenge Advisor half termly visit to monitor progress against Estyn recommendations	Team Around School established through the LA Post-Inspection Action Plan (PIAP); co-ordinated by Challenge Advisor - half-termly visit to monitor progress against Estyn recommendations	Team Around School established through the LA PIAP; co-ordinated by Challenge Advisor - half-termly visit to monitor progress against Estyn recommendations
Challenge Advisor half-termly monitoring report to Senior Challenge Advisor	Team Around School Challenge Advisor to work with school to produce school PIAP	Team Around School Challenge Advisor to produce LA PIAP in partnership with school's PIAP
Challenge Advisor to attend the majority of governing body meetings	Team Around School Challenge Advisor produces LA PIAP	Team Around School co-ordinated by Challenge Advisor to produce LA PIAP
Challenge Advisor to provide Senior Challenge Advisor with report for Estyn upon request	Senior Challenge Advisor and Challenge Advisor to attend governing body meeting to present the LA PIAP	Senior Challenge Advisor and Challenge Advisor to attend governing body meeting to present the LA PIAP

	School Improvement Board established by Head of Learning and Senior Challenge Advisor (termly meetings)	School Improvement Board established by Head of Learning and Senior Challenge Advisor (termly meetings)
	Challenge Advisor - half termly visit to monitor progress against Estyn recommendations	Challenge Advisor - half termly visit to monitor progress against Estyn recommendations
	Challenge Advisor – half termly report to Senior Challenge Advisor	Challenge Advisor – half termly report to Senior Challenge Advisor
	Senior Challenge Advisor and Challenge Advisor to attend termly governing body meeting	Senior Challenge Advisor and Challenge Advisor to attend all meetings of full governing body
	Senior Challenge Advisor – termly report to Head of Learning	Senior Challenge Advisor – half termly report to Head of Learning
	↓	↓
↓	←	←
<b>Milestones not being met or no evidence of improvement</b>		
Head of Learning to write to Chair of governing body and headteacher for the purpose of issuing a formal Warning Notice and the reason for this		
Improvement - ongoing monitoring →	No improvement - escalated to Portfolio Holder to consider formal powers of intervention	
↓	↓	←
Appointment of additional governors	Suspension of the right to a delegated budget	Application to Welsh Government to replace the governing body

		with an interim Executive Board
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In addition to the above Powys schools will also receive:

- Advice and support for the Governing Body in the appointment of headteacher
- On-going support from ALN Managers in respect of issues relating to additional learning needs and inclusion
- On-going support from Educational Psychologists in respect of pupils with additional learning needs
- On-going support from the Learning Inclusion Support Team (LIST) in respect of pupils with additional learning needs
- On-going support from the Sensory Impaired Team for pupils with sensory impairment
- On-going support from Education Welfare Officers for issues relating to school attendance
- On-going support from Looked after Children (LAC) education coordinators for LAC
- On-going support for literacy, ICT and Foundation Phase from practitioners
- On-going support for Welsh second language through the Athrawon Bro Service
- Support provided by corporate Human Resources and Finance through an annual Service level Agreement.

### **SF5a Support the LA will provide to a school which has not complied with a Warning Notice**

A LA is expected to engage schools effectively through a professional dialogue to address the issues causing the LA concern. If a school is refusing to engage constructively with the challenge and support commissioned or provided by the LA and ERW, the authority will consider issuing a formal Warning Notice in order to bring the necessary support to bear before the issues of concern result in school failure. The following are reasons beyond those identified in the above Process Maps when a Warning Notice may be issued:

**Ground 1** - The standards of performance of pupils at the school are unacceptably low.

**Ground 2** - There has been a breakdown in the way the school is managed or governed.

**Ground 3** - The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.

**Ground 4** - The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

**Ground 5** – The governing body or headteacher has failed, or is likely to fail, to comply with a duty under the Education Acts

Any Warning Notice issued will set out:

- the matters of concern;
- the action required of the governing body to remedy the identified matters;
- the period within which that action is to be taken by the governing body (i.e. the compliance period).

Further information on the use of Warning Notices is set out in *Schools Causing Concern – Statutory Guidance for Schools and Local Authorities - Welsh Government Circular 222/2017*

Where a school under **SF4** has not made the expected progress and has failed to comply with a Warning Notice, the actions and support as identified in the Process Maps in SF4 will apply.

**SF5b Support the LA will provide to a school in special measures, or requiring significant improvement as identified by Estyn**

Where schools are identified by Estyn as being in need of significant improvement or requiring special measures support will be provided as identified in Process Map B in SF4.

The LA will produce a statement alongside its action plan. This must be produced and submitted to Estyn within 10 days of receipt of the school's action plan. The statement and action plan will contain:

- An assessment of the governing body's action plan and the school's ability to implement the plan
- Detail of the action the local authority plans to take to address the areas for improvement identified in the inspection report
- Identified responsibilities for ensuring the action takes place
- Timescales with key milestones
- Success criteria including targets against which progress will be judged
- Details of how progress will be monitored
- Resources to be applied to the work
- Whether the LA intends to use its powers of intervention as detailed in SF5a.

## SF6 Responsibility of the school and LA for governor support and training

The LA will	The School will
<ul style="list-style-type: none"> <li>• Provide advice and guidance to Governing Bodies on their role and responsibilities in respect of the discharge of their duties</li> <li>• Offer a clerking service via a Service Level Agreement</li> <li>• Facilitate the Governors' Consultative Committee as the principle consultation forum</li> <li>• Provide an annual training and development programme, focusing on local, regional and national priorities</li> <li>• Provide mandatory training in respect of:               <ul style="list-style-type: none"> <li>- Induction</li> <li>- The role of the Clerk</li> <li>- The role of the Chair</li> <li>- Data</li> </ul> </li> <li>• Provide specific training in respect of Child protection &amp; safeguarding</li> <li>• Provide Governing Bodies and Headteachers with termly briefing sessions</li> <li>• Establish Governing Bodies, prepare and update the instruments of government</li> <li>• Provide advice and support for the appointment of Governors</li> <li>• Maintain a record of Governing Body membership</li> <li>• Process Disclosure and Barring Service checks in partnership with the PCC Workforce Planning Unit</li> <li>• Maintain a record of attendance at training and development events</li> <li>• Provide advice and support via the School Improvement Team as detailed in SF2 to SF5</li> <li>• Provide advice and support to governing bodies for senior school appointments via the School Improvement Team and Corporate Human Resources Team</li> </ul>	<ul style="list-style-type: none"> <li>• On an annual basis following the first meeting in the Autumn Term notify the Governor Support Unit of the names of               <ul style="list-style-type: none"> <li>– Chair</li> <li>– Vice chair</li> <li>– Training link governor</li> <li>– Lead governor for Safeguarding, Child Protection and Looked After Children</li> <li>– Clerk</li> </ul> </li> <li>• Following self-evaluation, identify training needs of individual governors and the governing body as a whole and arrange support/training as appropriate</li> <li>• Provide details of training opportunities to all governors</li> <li>• Facilitate the induction of new governors</li> <li>• Promote the attendance of governors at training courses</li> <li>• Facilitate good partnership arrangements between the school, other schools and the LA</li> <li>• Ensure that all governors complete the appropriate mandatory training within the prescribed timescales as determined by Welsh Government legislation</li> <li>• Ensure that any governors who have not completed the mandatory training as determined by Welsh Government legislation are suspended until mandatory training has been completed or for a total of six months. If mandatory training is not completed within the six month timescale ensure that governors are removed from membership of the governing body</li> </ul>

<ul style="list-style-type: none"><li>• Provide advice and guidance in respect of employment issues as defined in the Human Resources Service Level Agreement</li><li>• Provide advice and support in respect of legal issues, on the understanding that where a governing body did not follow the advice of the Authority it was the governing body's responsibility to meet any resultant costs</li><li>• Provide advice and support in respect of budget and resource management</li></ul>	<ul style="list-style-type: none"><li>• Participate in Support Visit 1 as conducted through the Regional School Improvement Strategy</li></ul>
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## SF7 Responsibility of the school and LA for the control of school premises and their maintenance and repairs

The LA controls the use of school premises but the day-to-day management for the use of school premises at all times both during and outside the school day rests with the governing body (in community and voluntary controlled schools, subject to LA directions; and in voluntary aided and foundation schools, subject to the Trust Deed)

The majority of capital and external repairs and maintenance work for aided schools is grant-aidable from the Welsh Government

<b>The LA will</b>	<b>The School will</b>
<ul style="list-style-type: none"> <li>• Undertake major capital works relating to school premises in line with the 21<sup>st</sup> Century Schools capital programme and the Authority's Schools Major Repairs Programme</li> <li>• Provide advice to schools regarding estate management matters, including boundary issues, land ownership, wayleaves, easements, etc</li> <li>• Provide advice to schools regarding their responsibilities relating to repair and maintenance issues</li> <li>• Undertake works according to the division of responsibilities between the LA and schools/governors as detailed in the relevant documentation</li> <li>• Offer a Service Level Agreement for repairs and maintenance to primary and special schools (Property Plus)</li> <li>• Offer a site specific Service Level Agreement relating to maintenance of grounds</li> <li>• Offer a site specific service relating to the maintenance of grounds on a pay-as-you-use basis</li> <li>• Offer a Service Level Agreement for the repairs and maintenance of kitchen equipment</li> <li>• Provide advice and arrange insurance cover in respect of buildings, contents and other requirements via the Authority's Corporate Risk and Insurance Service</li> </ul>	<ul style="list-style-type: none"> <li>• Seek permission from the LA before carrying out any alterations to the buildings or premises</li> <li>• Bring issues of concern relating to estate management to the attention of the LA</li> <li>• Negotiate fees and grants, ad hoc hire/use of premises agreements, etc.</li> <li>• Discuss issues of concern relating to repair and maintenance issues with the LA</li> <li>• Undertake repair and maintenance works according to the division of responsibilities between the LA and schools/governors as detailed in the relevant documentation</li> <li>• Discuss with the LA the need for minor improvements to school premises</li> <li>• Raise with the LA issues of concern relating to the maintenance of grounds</li> <li>• Agree the grounds maintenance contract, whether internally or externally arranged</li> <li>• Raise with the LA issues of concern relating to premises health and safety issues</li> <li>• Discuss insurance requirements with the Authority's Corporate Risk and Insurance Service</li> <li>• Comply with the terms and conditions of the insurance policies incepted by the Authority on behalf of schools</li> </ul>

**SF8 The reports which the Governing Body provides to the LA on the discharge of its functions**

<b>The LA will</b>	<b>The School / Governing Body will</b>
<ul style="list-style-type: none"> <li>• Advise schools of expected reports - budget plans, school attendance targets, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain records of governing body membership and notify the LA of any changes</li> <li>• 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 it to the LA</li> <li>• Provide the LA with copies of governing body minutes on a termly basis</li> <li>• Produce the Annual Report to Parents and submit to the LA</li> <li>• Establish for each member of the governing body and headteacher a register of any business interests they or any member of their immediate family have</li> <li>• As required by the Staffing of Maintained Schools (Wales) Regulations 2006, notify the LA in writing of a vacancy in the post of headteacher or deputy headteacher prior to advertising</li> <li>• Comply with requirements in the Powys Scheme for Financing Schools in respect of any capital spending from the school's budget share</li> <li>• Notify the Authority of any changes in the timing of the school day or to the school term dates</li> <li>• Provide the LA with the following:               <ul style="list-style-type: none"> <li>- budget plans, reconciliations and forecasts</li> <li>- audited school voluntary and private fund information as per Financial Regulations / Scheme for Financing Schools requirements</li> <li>- school performance targets</li> <li>- school attendance targets</li> <li>- information regarding any incidents which have to be recorded e.g. racial, substance misuse</li> <li>- any other reports that may be requested</li> </ul> </li> </ul>

**SF9 Roles of the school and LA to develop effective transition for pupils from Key Stage 2 to Key Stage 3**

Whilst recognising that every school and cluster of schools within the Authority is distinctive in nature, there is a commitment to ensuring as much consistency of practice in support and partnership working as possible when it comes to transition

<b>The LA will</b>	<b>The School will</b>
<ul style="list-style-type: none"> <li>• Provide advice and guidance on current WG developments in respect of transition</li> <li>• Advise schools on preparation, review and evaluation of statutory transition plans</li> <li>• Facilitate effective delivery of the five statutory elements of transition as follows:               <ul style="list-style-type: none"> <li>- managing and co-ordinating transition</li> <li>- continuity of curriculum planning</li> <li>- continuity of teaching and learning</li> <li>- consistency in the assessment, monitoring and tracking of pupil progress</li> <li>- arrangements for reviewing and monitoring the plan for the purpose of assessing the impact on standards</li> </ul> </li> <li>• Assist with the electronic transfer of data from primary schools to secondary schools</li> <li>• Advise and support schools on the statutory assessment and moderation procedures required to be carried out co-operatively at the end of Key Stage 2 including core subject and Welsh second language moderation</li> <li>• Inform, advise and support schools in respect of good practice at transition</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and review annually the school's transition plans in co-operation with cluster schools</li> <li>• Include relevant and effective activities and processes with regard to the five statutory elements of the transition plan</li> <li>• Engage with schools listed in the school's transition plan in preparation for transition activities</li> <li>• Input and receive data via electronic means as required by WG and the LA via Common Transfer File (CTF) or within Teacher Centre, as appropriate</li> <li>• Provide CTFs to all receiving schools</li> <li>• Pass on records e.g. SEN files to the receiving school on transfer of pupils</li> <li>• Provide additional data where available to Powys secondary schools</li> <li>• Adhere to WG requirements in respect of assessment and moderation requirements</li> <li>• Consider advice on good practice and act on where appropriate in order to improve the transition experience for pupils</li> <li>• Work towards induction days taking place within an identified week across all schools</li> </ul>

## SF10 Targets for learner participation and attainment for school sixth forms

The LA will	The School will
<ul style="list-style-type: none"> <li>• Develop Learning Pathways to meet the needs of all learners</li> <li>• Identify the local curricula as set out in the Learning and Skills (Wales) Measure 2008</li> <li>• Ensure training is available for identified Learning Coaches</li> <li>• Encourage collaborative working with other learning providers</li> <li>• Provide opportunities for learners to engage in appropriate work based learning</li> <li>• Monitor the percentage of NEETs aged 16-18</li> <li>• Continue to provide training for school administration staff on completion of PLASC returns</li> <li>• Provide support to schools before the final PLASC returns are submitted to WG</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all learners have access to the Learning Core</li> <li>• Deliver the local curricula as prescribed by the LA</li> <li>• Ensure all learners have access to a volume of learning equivalent to at least 2 'A' levels</li> <li>• Ensure all learners have access to a trained Learning Coach</li> <li>• Raise the individual points score of learners within the school</li> <li>• Set targets for achievement for KS5 indicators</li> <li>• Identify all courses undertaken by learners and complete the PLASC return</li> <li>• Ensure that all activities which could be included are incorporated into the PLASC return</li> </ul>

## SF11 Responsibility of the school and LA for health and safety matters

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. Who this is varies with the type of school:

- For community schools, community special schools, voluntary controlled schools, maintained nursery schools and pupil referral units the employer is the local authority.
- For foundation schools, foundation special schools and voluntary aided schools, the employer is usually the governing body.

The school and governing body have responsibility for the day to day management of the school premises, its occupants and any visitors.

<b>The LA</b>	<b>The School / Governing Body will</b>
<p>Where the LA is the employer it has a duty to ensure, so far as is reasonably practicable:</p> <ul style="list-style-type: none"> <li>➤ The health, safety and welfare of teachers and other education staff</li> <li>➤ The health and safety of pupils in school and on off-site visits</li> <li>➤ The health and safety of visitors to schools, and volunteers involved in any school activity</li> </ul> <ul style="list-style-type: none"> <li>• The LA will have a health and safety policy and arrangements by which to implement it</li> <li>• The LA, as the employer, retains the ultimate responsibility for health and safety</li> <li>• The LA will undertake audits to ensure that the requirements of the employer are being fulfilled</li> <li>• The LA will provide health and safety guidance to those schools where it is the employer</li> <li>• The LA will provide access to appropriate health and safety training, including risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Draw up its own health and safety policy based on the LA's general policy</li> </ul> <p>Where responsibilities under health and safety legislation are delegated to the 'school', the school staff and governing body will:</p> <ul style="list-style-type: none"> <li>• Take responsibility for producing a school health and safety policy</li> <li>• Take reasonable care of their own and others' health and safety</li> <li>• Co-operate with their employers</li> <li>• Carry out activities in accordance with training and instruction</li> <li>• Inform the employer of any serious risks</li> <li>• Ensure that any equipment, machinery or dangerous substance is always used by employees or pupils in accordance with the instructions and/or training they have been given</li> <li>• Provide employees and pupils with appropriate personal protective equipment and ensure it is used and/or worn when necessary</li> <li>• Ensure that any defects and/or hazardous conditions identified within the workplace are reported and dealt with in a timely manner and, in the</li> </ul>

<ul style="list-style-type: none"> <li>• The LA will provide advice on health and safety issues, prepare a policy statement on health, safety and welfare for schools and provide training via the Corporate Health and Safety Service</li> <li>• The LA will provide advice and guidance to foundation, foundation special and voluntary aided schools. In Powys, these schools receive the same advice and guidance as schools where the LA is the employer, the difference is that the governing body is the employer, and retains ultimate responsibility for health and safety</li> <li>• The LA will provide pre-employment screening and/or surveillance</li> <li>• The LA will provide a system for the planning and approval of educational visits</li> <li>• The LA will offer a Service Level Agreement for occupational health advice and support</li> <li>•</li> </ul>	<p>interim, areas of the workplace and/or items or equipment that present serious and imminent danger to person are isolated</p> <ul style="list-style-type: none"> <li>• Ensure staff and governors attend health and safety training courses provided</li> <li>• Ensure that all accidents, hazardous events or conditions are reported and investigated in accordance with the relevant procedures and co-operate with any investigation of health and safety in their workplace so that causes can be established, lessons learnt and performance improved</li> <li>• Ensure that all off-site activities are planned in accordance with the guidance provided by the LA</li> </ul> <p>Schools, as part of the Powys Scheme for Financing Schools, should:</p> <ul style="list-style-type: none"> <li>• Supply all financial and other information to enable the LA to be sure that the school is managing its budget satisfactorily in meeting its health and safety responsibilities (section 11.5)</li> <li>• Have due regard to the LA's responsibility for health and safety</li> <li>• Assess in advance where relevant the health and safety competence of contractors taking into account the policies of the LA</li> <li>• Comply with Powys County Council Disclosure and Barring Service policy and procedures</li> </ul>
<p>Where the governing body is the employer i.e. in Aided and Foundation schools, it will be responsible for the issues in the 'LA' column</p>	

#### 4. ABBREVIATIONS / GLOSSARY

<b>ALN</b>	<b>Additional Learning Needs</b>
<b>CP School</b>	<b>Community Primary School</b>
<b>Ch Ad</b>	<b>ERW Challenge Adviser</b>
<b>CTS</b>	<b>Common Transfer System</b> for the secure, electronic transfer of pupil information when pupils move school
<b>DEWi</b>	<b>Data Exchange Wales initiative</b> , a secure online data transfer system developed by WAG specifically to provide schools, LAs and the Assembly with a means of exchanging electronic files easily and securely over the internet
<b>EOTAS</b>	<b>Educated Other Than At School</b>
<b>ERW</b>	<b>Education through Regional Working (6 LA Consortium)</b>
<b>Estyn</b>	<b>Her Majesty's Inspectorate for Education and Training in Wales</b>
<b>FFT</b>	<b>Fischer Family Trust</b>
<b>FPh</b>	<b>Foundation Phase (aged 4-7)</b>
<b>Foundation Phase</b>	<b>Framework for children's learning for 3 to 7 year olds in Wales</b>
<b>IEB</b>	<b>Interim Executive Board</b>
<b>KPI</b>	<b>Key Performance Indicator</b> , a financial or non-financial measure used to define and evaluate progress in meeting targets
<b>KS2</b>	<b>Key Stage 2 of the National Curriculum (aged 7-11)</b>
<b>KS3</b>	<b>Key Stage 3 of the National Curriculum (aged 11-14)</b>
<b>KS4</b>	<b>Key Stage 4 of the National Curriculum (aged 14-16)</b>
<b>LA</b>	<b>Local Authority</b>
<b>LAC</b>	<b>Looked After Children</b>
<b>MIS</b>	<b>Management Information System</b>
<b>NAfW</b>	<b>National Assembly for Wales</b>
<b>NEETs</b>	Young people <b>Not in Education, Employment or Training</b>
<b>NDC</b>	<b>National Data Collection</b> of National Curriculum Teacher Assessment data
<b>PIAP</b>	<b>Post Inspection Action Plan</b>
<b>PLASC</b>	<b>Pupil Level Annual School Census</b>
<b>s2s</b>	<b>school to school</b> secure transfer site for Common Transfer Files
<b>SDP</b>	<b>School Development Plan</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SIMS</b>	<b>School Information Management System</b> from Capita Children's Services used by Powys secondary schools
<b>SIT</b>	<b>School Improvement Team</b>
<b>SLA</b>	<b>Service Level Agreement</b>
<b>Teacher Centre</b>	<b>School Information Management System</b> developed by Ceredigion LA and used by Powys schools
<b>VC School</b>	<b>Voluntary Controlled School</b>
<b>VA School</b>	<b>Voluntary Aided School</b>
<b>WG</b>	<b>Welsh Government</b>

**Powys Local Authority – School Partnership Agreement  
1<sup>st</sup> September 2018 - 31<sup>st</sup> August 2021**

**SECTION 5**

**SIGNATURES**

**1. To be completed by LA**

**The Local Authority accepts the content of the Powys LA-School Partnership Agreement document as a reflection of the actions it will take on behalf of itself and its schools**

**Signed:**

**Designation:**

**Date:**

**2. To be completed by school**

**The Governing Body notes the content and agrees to accept the Powys LA-School Partnership Agreement document until 31<sup>st</sup> August 2021 or until such time as there is a material change, for example as a result of new Welsh Government or Estyn policy and procedure**

**Signed on behalf of:** (School)

**Chair of Governors:**

**Headteacher:**

**Date:**