

Kind Hands and Clever Minds Make Our School



School Partnership Agreement

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Section 1

The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007

1.1 Introduction

Section 197 of the Education Act 2002 is a Wales only provision, which empowers the National Assembly for Wales to require local education authorities to enter into a partnership agreement with the governing body of each school maintained by the authority.

The 2007 regulations impose a duty upon all Local Authorities (LA) in Wales and governing bodies of schools maintained by them, including maintained nursery schools, but excluding pupil referral units, to enter into Partnership Agreements.

In the case where the LA and governing body cannot reach agreement then the LA is entitled to draw up a statement setting out how it and the governing body are to discharge their respective functions.

1.2 Purpose

This document sets out how Caerphilly LA, the Governing Body and headteacher will work in partnership, as a formalised agreement. The purpose of the document is therefore to:

- 1 describe how Caerphilly LA and the Governing Body will act to discharge their functions in relation to the school;
- 2 facilitate discussion and agreement on the respective roles and responsibilities of the school, Governing Body and Local Authority;
- 3 provide opportunity to reflect on the effectiveness of current practice and provision, in order to celebrate what works well and to highlight areas where improvements can be made;
- 4 inform the operational level of the Children and Young People's Plan.

1.3 The role of the Local Authority in relation to schools

Caerphilly LA is committed to:

- 1 formulating a partnership agreement, which ensures clarity and leads to more efficient and effective ways of working;
- 2 sustaining and enhancing existing partnership working between the LA and schools;
- 3 agreeing the functions to be covered by the agreement;
- 4 devising a system for review of the partnership arrangements including intervals for review;
- 5 managing the bureaucratic burden and pressures upon schools.

The responsibilities and essential duties of the LA include:

- 1 strategic management of education;
- 2 promotion of school improvement and addressing under-achievement through
 - Monitoring performance and agreeing challenging targets;
 - Providing challenge, intervention and support in inverse proportion to success;
 - Contributing to school improvement and the management of the response to national strategies;
- 3 ensuring that statutory responsibilities with regard to Special Educational Needs are met;
- 4 ensuring that the Education Welfare needs and education of all pupils, and in particular excluded pupils and other pupils unable to attend school, are met;
- 5 provision of appropriate Early Years and Childcare;
- 6 provision of Access to Education, including admissions, Free School Meals and school

transport.

1.4 The responsibilities and essential duties of the governing body

The governing body of a school must exercise their functions with a view to fulfilling a largely strategic role in the running of the school. A governing body should establish a strategic framework by:

- 1 setting aims and objectives for the school;
- 2 adopting policies for achieving those aims and objectives;
- 3 setting targets for achieving those aims and objectives.

The governing body should be ready to explain its actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school.

The governing body is expected to:

- 1 agree the values and aims of the school;
- 2 agree policies relating to the aims, purposes and practices of the school;
- 3 Contribute to and approve the school development plan;
- 4 approve and monitor the allocation and expenditure of the budget of the school;
- 5 ensure that the National Curriculum is taught and there are sufficient staff to teach it;
- 6 monitor and review the school's progress;
- 7 ensure that the needs of individual pupils are met;
- 8 play an active role in the recruitment and selection of staff;
- 9 establish and maintain links with the local businesses and the wider community;
- 10 support the day-to-day operational decisions taken by the headteacher;
- 11 promote the effectiveness of the governing body.

1.5 The partnership between Caerphilly LA and schools

It is essential that Caerphilly LA and schools work in purposeful partnership to address the needs of learners and the wider community.

The partnership is based upon the following principles:

- Communications and consultative arrangements which are open, transparent and minimise bureaucracy;
- Working together to raise achievement, attainment and wellbeing of learners;
- Facilitating the sharing of good practice and expertise, in order to maximise the benefits for all schools and learners.

1.6 Overview of functions

Agreement Section	Statutory functions	Non-statutory functions
2	Targets: 2.1 Pupil progress 2.2 Attendance	2.3 Exclusions
3	Monitoring Challenge Support & Intervention: 3.1 Monitoring schools 3.2 Identification of schools causing concern 3.3 The support the LA will offer to schools giving cause for concern 3.4 The support the LA will offer to schools in special measures or requiring significant improvement	3.5 Providing, maintaining and using data 3.6 The LA's role in supporting school staff development
4	Governor Support: 4.1 Governor support and training 4.2 Governing body reports	
5	School Premises: 5.1 Maintenance and repair of school premises	
6	Effective transition: 6.2 Effective transition for pupils from KS2 to KS3	6.1 Effective transition for pupils from home and non-maintained settings to primary school 6.3 Effective transition for pupils from KS4–Post 16 education
7	Schools and sixth forms targets for: 7.1 Learner participation 7.2 Learner attainment	
8	8.1 Health and safety	
9		9.1 Complaints and disciplinary matters
10		10.1 Policy on provision for pupils with Additional Learning Needs
11		11.1 Communication/ consultation arrangements

1.7 Timing and review

LAs and governing bodies are expected to have the agreements in place by September 2009. The duration of the Caerphilly LA School Partnership Agreement is three years from September 2009 to September 2012.

Caerphilly LA will commence a review of the Agreements from September 2010. Partnership agreements will subsequently be reviewed at intervals of no more than three years.

In addition to 3 yearly reviews, a review may also be undertaken if any of the following occur:

- 1 a school is identified by ESTYN as being in special measures or requiring significant improvement;
- 2 the LA or the Assembly use any of their intervention powers under section 54-59 of the Education Act, 2003;
- 3 there are fundamental changes in the provision of post-16 provision;
- 4 statutory proposals leading to:
 - direct closure of a school;
 - amalgamation of schools;
 - changes of the age range;
 - changes to SEN provision;
 - change of the category of a school;
 - change of the language medium of the school;
 - alteration from single sex to co-education or vice-versa.

A review could lead to one of the following outcomes:

1. no change;
2. amendment of the Agreement or Statement;
3. replacement with a new Agreement or Statement; or
4. the LA drawing up a Statement if the school did not agree to changes to an Agreement.

Additionally the partnership agreement may be amended subject to significant change in Caerphilly LA policy or practice, following consultation, and the agreement of schools and Governing Bodies.

Section 2

Targets

Targets

A core function of the LA is to promote high standards and support schools, in particular those giving cause for concern, in special measures or requiring significant improvement. The LA must report annually on attainment at the end of each key stage. The statutory performance indicators determined by the Welsh Assembly Government (WAG) set out the nature and types of targets that must be reported by all LAs across Wales.

Systematic and rigorous target setting is an important part of every school's strategy for securing improvement. Targets must provide appropriate challenge. The LA relies on secure and robust target setting at pupil and cohort level, to provide aggregate targets across Caerphilly.

Schools should ensure that the targets set for individuals and at a whole school level:

- provide appropriate challenge for all children and young people;
- are based on teacher judgment, supported by an appropriate range of reliable and secure evidence of performance as well as prior attainment;
- inform the priorities that are incorporated into the school development planning processes.

2.1 Pupil progress

LA

- Promote high standards and best practice in target setting.
- Discuss and analyse individual school performance information, challenging and reviewing targets where necessary.
- Provide training and guidance on data analysis and target setting.
- Collect on an annual basis realistic and challenging targets for each cohort, to inform setting of overall LA targets for the following year.

School / Governing Body

- Regularly monitor, discuss and analyse performance information in order to review targets for improvement.
- Set sufficiently challenging and ambitious targets for attainment, based on teacher assessment, supported by appropriate predictive data.
- Provide this information to the LA, on the forms provided, electronically, by 31st December each year.
- Ensure that staff receive appropriate training.

2.2 Attendance

LA

- Discuss targets for attendance with the headteacher and governing body, through the Annual Data Analysis Review (secondary phase) and Annual Performance Review (primary phase) processes.
- Offer guidance and support to headteachers on matters related to attendance and welfare.
- Collect and collate individual school attendance targets to inform overall targets for the following year.
- Monitor, interrogate and discuss attendance data along with other key information, such as Pupil Attitudes to School and Self (PASS) results, in order to set targets and inform planning.
- Support the electronic submission of pupil level attendance data within published timescales.

School / Governing Body

- Work with the Educational Welfare Officer and Link Adviser to discuss and set suitably challenging targets for attendance.
- Provide targets for attendance to the LA electronically on an annual basis.
- Monitor, discuss and analyse attendance data to support targeted interventions to raise attendance on an individual and cohort basis.

2.3 Exclusions

LA

- Discuss targets for exclusion, with the headteacher and governing body, through the Annual Data Analysis Review and Annual Performance Review processes.
- Work with schools to prevent and reduce exclusions;
- Offer guidance and support to headteachers on matters related to exclusions.
- Support the submission of exclusion data within published timescales.

School / Governing Body

- Work with Behaviour Support Service officer, other LA staff and Link Adviser to discuss and set targets for exclusions, by analysing current trends and benchmarking data.
- Work proactively with LA staff to develop and implement positive behaviour policies, thus reducing the risk of exclusion.
- Monitor, discuss and analyse exclusion data to support targeted interventions and reduce exclusions.

2.4 Caerphilly LA contacts

Edward Pryce, Senior Adviser
Jackie Garland, Manager of Social Inclusion
Steve Cresswell, Exclusion Officer

Section 3

Monitoring, Challenge, Support and Intervention

Monitoring, Challenge, Support and Intervention

Caerphilly LA will work in partnership with schools to develop a culture of self-evaluation and high standards. In order to achieve this there is a differentiated programme of review and development based on identified needs.

3.1 Monitoring schools

The LA will monitor and challenge the quality of educational provision and the achievements of children and young people in all its schools.

Schools in the primary phase will receive a core entitlement of two link adviser visits focusing on school performance including targets and self-evaluation processes. In addition to this, all schools will participate in a rolling programme of reviews using agreed set criteria. The review team will consist of LA advisers, the School Improvement Area Co-ordinator and the headteacher.

Secondary schools will receive a core entitlement of a minimum of three link adviser visits focusing on school performance, target setting and self-evaluation. In addition to this, as part of a rolling programme, they will participate in reviews of all subjects as well as Personal and Social Education and Special Educational Needs

All schools are grouped into three geographical areas: Rhymney; Caerphilly and Iswlyn. Each area has a designated Primary and Secondary School Improvement Coordinator whose role it is to work with all partners to track and collate developments as well as evaluate their impact on school effectiveness and outcomes for learners.

LA

Link advisers will:

- Collate and analyse a full range of school data. This will inform the Annual Performance Reviews (Primary), and Annual Data Analysis Reviews (Secondary).
- Meet with the headteacher to engage in a professional debate with regard to school performance and new targets and agree judgements on school performance.
- Provide and present a final report to the governing body in order to support self-evaluation processes.

School / Governing Body

- Promote and develop effective self evaluation processes as a means of ensuring improvement.
- Set appropriate targets for improvement.
- Provide relevant, contextual information to the LA for example SDP, Self-evaluation reports.
- Ensure that identified areas for development are addressed within timescales.

3.2 Identification of schools causing concern

Caerphilly LA will work in partnership with all schools in order to ensure that appropriate progress is made. However, it is acknowledged that there are a range of circumstances which can cause a school to require additional support. The form and duration of this support will be in proportion to need.

LA

The following indicators will be used to identify schools in need:

- A significant change in circumstances.
- School data.
- Inspection outcomes.
- Adherence to statutory policies.
- Financial difficulty.
- Serious personnel issues or health and safety issues.

School / Governing Body

- Inform LA of any sudden or imminent changes of circumstances.
- Undertake a programme of self-evaluation activities.
- Work in partnership with the LA to identify and address areas for development.

3.3 The support the LA will offer to schools giving cause for concern

Where a school is identified as requiring support, the LA will work in partnership with its leaders to secure improvement. The support given will be in inverse proportion to its success and will be regularly reviewed in partnership with the school.

LA

Advisers will work in partnership with the school to:

- agree areas of need;
- formulate a support plan;
- provide appropriate advice and guidance in implementing the plan;
- agree timescales;
- review progress regularly with the headteacher and report to the governing body and senior LA officers.

School / Governing Body

- Work in partnership with the LA to develop improvement programmes.
- Target school resources to support the identified priorities for development.
- Provide appropriate training opportunities.
- Respond promptly to recommendations from interim reviews.

3.4 The support the LA will offer to schools in special measures or requiring significant improvement

The process for dealing with schools in need of significant improvement or require special measures is outlined in National Assembly of Wales Circular number 28/03.

Summarised briefly this requires a Registered Inspector to judge that “some or all of the following” contribute to providing an unacceptable standard of education:

- 1 The educational standards achieved.
- 2 Ethos of the school.
- 3 Quality of education provided.
- 4 The management and efficiency of the school.

The Local Authority’s formal role includes:

- 1 responding to action plans;
- 2 provision of human and financial resources;
- 3 monitoring and evaluating progress;
- 4 supporting pupils, parents, governors and staff;
- 5 where appropriate, appointing an interim executive board (IEB), additional governors or a replacement headteacher.

LA

- Fulfil the LA’s formal role as set out in WAG Circular 28/03
- Assist the school to produce an action plan to be approved by Estyn.
- Produce a Statement of Action outlining its planned support within 10 working days of approval of the Action Plan.
- Provide appropriate support and guidance in the implementation of the action plan.
- Monitor progress frequently and produce interim reports for the governing body and senior officers and members.
- Continue to monitor progress for four terms following the removal from a category.

School / Governing Body

- Comply with the requirements of WAG Circular No 28/03.
- Produce an appropriate action plan which will meet Estyn’s requirements within the appropriate timescales.
- Allocate appropriate resources and training programmes to support the action plan
- Respond promptly to recommendations made in interim reports.
- Work in partnership with other agencies to secure improvement.

Should a school fail to improve, the LA can invoke its Powers of Intervention and appoint additional governors as it thinks fit or suspend the right to a delegated budget.

3.5 Providing, maintaining and using data

Local authorities and schools need to share a wide variety of information, including performance data, budget information, and information about individual children.

The distribution of good quality data, at both individual pupil and whole school level is one of the key ways that the LA can support schools in securing school improvement. However, the overall responsibility for maintaining accurate school level data, ensuring that it is secure and backed up effectively, is that of the school.

LA

- Provide advice to headteachers and school staff on the development of management information systems.
- Provide training sessions to support school based staff, as appropriate;
- Establish and maintain computer links with schools in order to share data, in conjunction with the Corporate IT Team.
- Provide support in the use of the SIMS system, through telephone and email.
- Liaise with Capita Education Services for issue resolution and in relation to the future development of SIMS software.
- Provide advice and support, via an SLA from the Education Finance team on the development of the FMS6 software for budget planning and financial management.
- Provide and collate data in order to inform school development planning.
- Advise and assist with national data collection requirements for attendance, PLASC and post 16 PLASC.
- Liaise with the Welsh Assembly Government, other LAs, the WJEC and other agencies on performance data on behalf of schools.

School / Governing Body

- Maintain the skills and training levels of management information system users appropriate to the needs of their job role.
- Verify with parents/guardians pupils' personal details upon admission to the school and at least annually thereafter.
- Enter and maintain all pupil data in a secure, timely and accurate manner on the school information management system.
- Retain education records data for the recommended period and dispose of appropriately once expired.
- Comply with any statutory obligations relating to information or data, for example the Data Protection Act and the Freedom of Information Act.
- Provide data to the LA, parents or other authorised bodies
- Use Common Transfer File (CTF) protocols to transfer data when pupils move from school to school.
- Comply with Caerphilly Corporate data security and facility use policies.

3.6 The LA's role in supporting school staff development

LA

- Support professional development and induction of school based staff including: Induction for Newly Qualified Teachers (NQT); Early Professional Development (EPD); Chartered Teachers Programme; National Professional Qualification in Headship (NPQH).
- Professional Headship Induction Programme (PHIP) and Leadership Programme for Serving Headteachers (LPSH), in order to support workforce development.
- Work through ESIS to identify staff development needs and plan and offer programmes of professional development and training.
- Provide opportunities for the sharing and promotion of best practice between schools.
- Support schools in their use of the Better Schools Fund and monitor use to ensure eligibility of activity.

School / Governing Body

- Comply with Performance Management processes.
- Incorporate training and staff development priorities into the School Development Plan.
- Support specific programmes of professional development, including Induction for Newly Qualified Teachers (NQT), Early Professional Development (EPD), Chartered Teachers Programme, National Professional Qualification in Headship (NPQH), Professional Headship Induction Programme (PHIP) and Leadership Programme for Serving Headteachers (LPSH) arrangements, in order to support workforce development.
- Support staff development through the use of appropriate funding, such as Better Schools Fund (BSF), General Teaching Council of Wales (GTCW) grants and the school budget where appropriate.
- Evaluate both the impact and value for money of training and development through school self evaluation processes.

3.7 Caerphilly LA contacts

Edward Pryce, Senior Adviser - Performance and ICT
Lorraine Buck, Senior Adviser - Secondary
Keri Cole, Senior Adviser - Primary
Stuart Lawton ,Principal Education Officer

Section 4

Governor Support, Training and Reports

Governor Support, Training and Reports

The Local Authority has a statutory duty with regard to a number of functions affecting governors and Governing Bodies. Governing Bodies within Caerphilly LA also have the opportunity to purchase a Service Level Agreement which provides a clerking service.

4.1 Governor support and training

LA

- Maintain a record of the membership of each governing body.
- Support the prompt appointment of LA representative governors;
- Provide advice and support to the governing body on its composition, role and function.
- Arrange election of parent governors.
- Provide an appropriate training programme.
- Provide advice and guidance to the governing body, on issues affecting its function, as required.

School / Governing Body

- Attend governor training events as appropriate.
- Work in partnership with the LA.
- Contribute effectively to raising standards of education.
- Participate in a programme of self-evaluation activities in order to identify and respond to areas for development.

4.2 Governing body reports

LA

- Provide advice and guidance on the discharge of the governing body's functions with regard to its strategic role and responsibilities in raising standards.
- Advise the governing body of the reports that are required.
- Provide for the governing body a range of information to inform the Annual Report to Parents.

School / Governing Body

- Set up appropriate governing body panels which comply with statutory guidance.
- Produce the Annual Report to Parents, and submit a copy to the LA.
- Meet with parents annually to present the report in accordance with Annual Report to Parents guidance.
- Maintain an accurate record of all governing body meetings, through approved and signed minutes.
- The LA requires that the governing bodies supply a copy of the signed minutes of all meetings.

4.3 Caerphilly LA contacts

4.4 Steve Cresswell, Manager - Governor Support Service

Section 5

School Premises

School Premises

5.1 Maintenance and repair of school premises

LA

- Undertake capital works over the threshold of £10,000 in line with results of condition surveys on school premises and Asset Management Plans.
- Set up a protocol for larger projects such as new school build and major refurbishment schemes.
- Advise schools with regard to estate management including land sales and encroachments.
- Advise schools on lease arrangements for before/after school clubs, (Ysgolion Meithrin, Play Group Association) and any other premises users.
- Advise schools on their responsibilities with regard to repair and maintenance issues.
- Undertake work according to the division of responsibilities as set down in the Caerphilly LA Responsibility for Repairs and Maintenance agreement.
- Operate a fair and transparent capital bidding system which allows schools to bid for capital funds to improve the school site.
- Operate a Capital/Revenue budget which provides match funding with schools in order to undertake school improvement schemes.
- Sharing capital programme priorities and school condition survey information with schools.
- Provide a Service Level Agreement with internal Building Consultancy to organise and deliver all capital works on school premises.
- Produce school places statistics, pupil projections, capacity calculations and school catchments, in order to inform planning for school places;
- Submit bids to WAG for additional accommodation.

School / Governing Body

- Discuss plans relating to capital works and liaise with relevant officers.
- Actively participate in Protocols aimed at delivering major schemes.
- Bring issues relating to estate management to the attention of the LA.
- Discuss issues of concern relating to repair and maintenance works with LA/Building Consultancy Officers.
- Undertake repair and maintenance works according to the division of responsibilities between the LA and School as detailed in the Caerphilly LA Responsibility for Repairs and Maintenance agreement.
- Undertake minor improvements funded by school maintenance budgets under the supervision of the LA.
- Discuss with the LA issues of concern relating to the maintenance of grounds.
- Agree Grounds Maintenance Contracts.
- Ensure all statutory maintenance requirements are being met and appropriate contracts are in place.
- Report to the LA criminal damage at the school and discuss improvements required to site security.
- Discuss insurance requirements with the LA's Risk Manager.
- Monitor works undertaken on the school site reporting any issues/concerns with regards to the work being undertaken or quality issues following completion.
- Ensure compliance in the implementation of the school's Admissions Policy.

5.2 Caerphilly LA contacts

Bleddyn Hopkins, Assistant Director, Planning and Strategy
Donna Jones, Health, Safety and Transport Manager
Julian Williams, Senior Officer, Planning of School Places

Section 6

Effective Transition

6.1 Effective transition for pupils from home and non-maintained settings to primary school

The Welsh Assembly Government (WAG), now provides every child within the county borough with a free, part-time, early years education place in an approved early years setting from the term following their third birthday. An approved setting can be either a 'maintained' setting, which is a nursery class in a school, or a non-maintained setting, which could be in an English or Welsh medium playgroup, private day nursery or a childminder who is part of a quality assured network. The responsibility to develop good transition links is therefore shared between the LA, non-maintained groups and governing bodies of Infant and Primary Schools. In order to ensure good transition between Flying Start/non maintained settings and the partner schools, the LA has developed an Early Years Transition Policy.

LA

- Provide information to assist parents in their choice of an Early Years education place through the Caerphilly Information Service and council website.
- Provide information on the admissions process to parents through the Starting School Booklet and on the council website.
- Complete admission requests in accordance with the LA admission policy and within the timescales published in the Starting School Booklet.
- Provide advice and support on developing good transition links between home and setting to all managers of settings, governing bodies and headteachers.
- Provide advice and support to all settings and schools in order to ensure smooth transition in accordance with the EY Transition Policy.
- Provide 10% Of Early Years Link teacher time to all non-maintained settings to ensure settings provide quality provision;
- Provide support materials for GB and schools on keeping parents informed of the Foundation Phase.
- Provide Basic Skills programmes to parents/carers to promote learning skills.

School / Governing Body

- Establish positive links with parents/carers, which acknowledge their importance as the child's first educator.
- Provide information to parents/carers about the setting/school prior to admission.
- Provide opportunities for parents/carers to visit the setting/school prior to admission.
- Develop appropriate admission policies, which allow children to settle into school confidently.
- Liaise with parents/carers/partner settings and schools to gather relevant information on the child's development prior to admission.
- Provide parents/carers with opportunities to maintain links with Setting/ School through newsletters, home/school tasks, workshops, special events and consultation evenings.
- Share information regarding the child's progress with parents and pass to partner school using agreed documentation.

- Participate in the Early Years Transition Policy where appropriate.
- Attend Flying Start HT meetings where appropriate; And link with Leaders to ensure transition links are developed.

6.2 Effective transition for pupils from KS2 to KS3

The importance placed on the transition from primary to secondary school has been reflected in its inclusion in Caerphilly's Children and Young People's Plan as a strategic priority.

Whilst recognising that every school and every family of schools within the County is distinctive in nature, Caerphilly is committed to ensuring as much consistency and uniformity as possible when it comes to transition. Arrangements for transition are outlined in individual school's KS2-3 Transition Plans which were implemented in September 2008. These plans must be reviewed annually.

Caerphilly is committed to ensuring that the transition from Key Stages 2 to 3:

- maintains and builds upon prior attainment;
- ensures appropriately high expectations of what every pupil can achieve;
- ensures continuity and progression in the planning and delivery of the curriculum;
- ensures the development of the key skills of literacy, numeracy and ICT;
- continually improves the quality of teaching and learning through partnership and the sharing of practice;
- ensures the pastoral links are in place to meet every pupil's personal and social needs.

We want pupils within Caerphilly to feel:

- socially prepared for the transfer to their new secondary school;
- happy and secure in their new school;
- they are making progress in their education;
- recognised for their academic, personal, cultural and sporting aptitudes and achievements.

LA

- Foster close working relationships between primary and secondary schools by promoting and supporting the family of schools approach.
- Facilitate the transfer of performance, attendance and other appropriate data/information to enable secondary schools to build upon prior attainment.
- Advisers and officers will work with families of schools to provide advice as appropriate.
- Support and develop curricular initiatives which create continuity of experiences for learners

School / Governing Body

- Produce and send to the LA a transition plan which addresses the action that will be taken against the core requirements set out in guidance by the Welsh Assembly Government.
- Identify and develop transition as part of the School Development Planning process.
- Ensure continuity and progression in the delivery and planning of the curriculum across key stages.
- Ensure availability and use of pupil transfer data.
- Identify and target specific support for those pupils considered to be most vulnerable.
- Ensure parents/carers/families are fully informed of the transfer process.
- Monitor and evaluate the impact of improved transition arrangements

LA

moving across phases and offer advice and support to individual departments and subjects in order to meet particular needs and priorities.

- Facilitate cross phase family assessment and moderation meetings and promote the sharing of subject expertise and continuity in curriculum planning from key stage 2 to key stage 3.
- Work in partnership with schools to monitor, evaluate and review the transition plan.

School / Governing Body

on learners' progress.

6.3 Effective transition for pupils from KS4 to post-16 education

LA

- Work with schools, colleges, work based learning providers, and other relevant agencies to coordinate the production of a full options menu of 14-16 opportunities.
- Facilitate the transfer of performance, attendance and other appropriate data/information to all providers where technology allows.
- Liaise with Deputy headteachers, heads of 6th form and the 3 area partnerships to facilitate effective transition.
- Facilitate a Caerphilly Wide careers conference.
- Link with Careers Wales to provide impartial advice to learners.

School / Governing Body

- Provide impartial information and guidance on the range of opportunities available post-16 across the partnership area.
- Provide access to a trained Learning Coach for pupils as a source of guidance and learning support.
- Encourage the planning of an individual learning pathway for each pupil from year 10 onwards and have mechanisms in place to support and amend this pathway choice.
- Support the transfer of relevant data to other learning providers as appropriate.

6.4 Caerphilly LA contacts

Lorraine Buck, Senior Adviser - Secondary
Keri Cole, Senior Adviser - Primary
Alan Whiteman, Senior Adviser – 14-19
Dot Powell, 14-19 Manager
Julie Coldrick – Early Years Adviser

Section 7

Targets for Learner Participation and Attainment for Schools and Sixth Forms

7.1 Learner participation

LA

- Provide support to schools to develop the Learning Pathways agenda, maximising learner choice, by encouraging cooperation amongst all partners in the post-16 learning network.
- Support effective partnership working amongst all learning providers.
- Improve participation rates in-line with targets in the 14-19 Annual Development Plan.
- Analyse performance trends and value added across different learning providers.

School / Governing Body

- Develop appropriate learning pathways in order to meet the requirements of the Learning and Skills Measure.
- Develop a curriculum with regard to the Learning Pathways Agenda.
- Facilitate collaboration through common timetable and curriculum planning.
- Provide data to the LA on participation rates using agreed data exchange principles.
- Identify the wider curriculum in particular Key Skills and enter students, where possible for accreditation at Level 2 and Level 3 in Key Skills.

7.2 Learner attainment

LA

- Set aggregate attainment targets for the statutory national performance indicators.
- Publish aggregate targets based on school level data.

School / Governing Body

- Set individual and cohort level targets for attainment.
- Provide attainment data to the LA using normal data exchange principles.

7.3 Caerphilly LA contacts

Alan Whiteman, Senior Adviser – 14-19

Dot Powell, 14-19 Manager

Section 8

Health and Safety

8.1 Health and safety

LA

- Provide health and safety management arrangements, through policies, procedures and guidance for schools, including those required to: implement the corporate policies and procedures; manage specific risks in the school sector.
- Provide risk management arrangements including generic risk assessments and checklists to aid implementation in schools.
- Arrange training required for the management of health and safety in schools.
- Monitor and review health and safety standards in schools;
- Encourage schools to adopt high standards of health, safety & risk management, intervening where necessary to make the school and/or activities safe.
- Provide or arrange specialist risk assessments on Asbestos, Legionella, Fire and manual handling of children.
- Provide occupational health advice and support, including pre-employment screening and/or surveillance.
- Provide schools with an additional Service Level Agreement to support them in meeting their health and safety duties.

School / Governing Body

- Implement the health and safety policies and requirements of Caerphilly County Borough Council.
- Adopt safe practices in accordance with risk assessments and or guidance provided by the LA.
- Co-operate with the LA on all health & safety matters.
- Ensure that all accidents, hazardous events or conditions are reported & investigated in accordance with LA procedures.
- Cooperate with the LA regarding upgrade, repair & maintenance of school premises.
- Ensure that defects and/or hazardous conditions are identified within the school and remedial action is taken.
- Ensure that health & safety is a standing item on the agenda of staff and governing body meetings and any issues raised are minuted.
- Organise inspections of the premises, at least once per term, to ensure that risk controls continue to be effective and the premises remains safe.
- Ensure that health & safety issues are taken into account when: Appointing/ supervising contractors; Choosing, specifying, procuring and/or introducing equipment and/or substances into the workplace.

8.2 Caerphilly LA contacts

Bleddyn Hopkins, Assistant Director, Planning and Strategy
Donna Jones, Health, Safety and Transport Manager

Section 9

Complaints and Disciplinary Matters

9.1 Complaints and disciplinary matters

The governing body has responsibility for establishing procedures for dealing with school based complaints. The LA has provided specific guidance in the CCBC Model School Governing Body Complaints Procedures. The headteacher and governing body can ask the LA to advise on complaints handling and to assist in investigating school based complaints, if required.

The LA will provide advice, guidance and an exemplar policy relating to staff disciplinary matters.

LA

- Provide advice and guidance on Schools' Complaints Procedures and Welsh Assembly Government Guidance on Complaints, and other relevant legislation.
- Provide advice, guidance and training on Investigatory process, including attendance at investigatory interviews and appeals hearings of the Complaints Committee where appropriate.
- Provide advice and guidance on the application of the Disciplinary Code.
- Provide guidance, advice and training in the protocols relating to allegations of a Safeguarding nature.
- Provide Education HR (as Director's representative) at disciplinary hearings; meetings of the Staff Discipline Committee and appeals committee, to provide advice as appropriate.
- Support the school prior to and at employment tribunal, where necessary.

School / Governing Body

- Establish a Sub committee to deal with Complaints.
- Set up a complaints process that complies with WAG guidance;
- Publish a complaints procedure ensuring that parents and pupils are aware of and able to access the procedure.
- Seek specific LA advice in the following instances.
 - Any complaint which relates to potential criminal activity
 - Any complaint which is of a safeguarding nature.
 - All disciplinary matters which could lead to the suspension of a member of staff; or could potentially be gross misconduct.
 - All complaints and disciplinary matters which relate to the headteacher; or move to the stage of being heard by the governing body.
 - Any complaints relating to the whole governing body.

9.2 Caerphilly LA contacts

Kim Davies and Mary Hougham, Customer Services/ Complaints Officers

Tel 01443 864833

Sian Phillips, Personnel and Administration Manager

Helen West, Safeguarding Team Manager

Section 10

Provision for Pupils with Additional Learning Needs

10.1 Policy on provision to meet Additional Learning Needs in each school

LA

- Support schools in their statutory duty by providing advice for pupils with ALN/SEN from a range of specialist services which include the Education Psychology Service, Behaviour Support Service, Additional Learning Needs Service, Educational Welfare Service and Advisers.
- Coordinate and monitor processes and procedures relating to the stages of the SEN Code of Practice for Wales.
- Ensure consistency in identifying pupils with ALN/SEN in all schools through the development of descriptors and guidance criteria.
- Monitor and evaluate the effectiveness and impact of interventions and provision for pupils with ALN/SEN.
- Support self evaluation and provision mapping.
- Support early intervention through a range of initiatives such as Super Shell-by and Catch- Up.
- Provide direct and indirect support for pupils with ALN/SEN through specialist teacher and teaching assistant support.
- Provide guidance and training to support and develop knowledge and understanding of inclusion and pupils with additional learning needs through, for example, SENCO forums, in-service training and workshops.
- Provide effective opportunities for parents/carers to support their children with ALN/SEN.

School / Governing Body

- Meet the statutory responsibilities for Special Educational Needs identified in the Education Act 1996 and subsequent legislation.
- Have due regard for the Special Educational Needs Code of Practice for Wales and Welsh Assembly guidance document Inclusion and Pupil Support.
- Appoint a school governor with responsibility for Additional Learning Needs (ALN) /Special Educational Needs (SEN).
- Report to parents on the effectiveness of the ALN /SEN Policy via an annual report.
- Appoint a designated Special Educational Needs Coordinator with responsibility for children and young people identified as having an additional learning need including SEN.
- Provide a graduated response to meet the needs of pupils with additional learning needs at school action and school action plus.
- Refer to the Local Authority's Statutory Assessment Panel any pupils failing to make progress despite appropriate interventions over time.
- Contribute high quality educational advice as part of the statutory assessment of children's and young people's needs.

10.2 Caerphilly LA contacts

Jacquelyn Elias, Manager of Additional Learning Needs

Section 11

Communication/ Consultation Arrangements

11.1 Responsibility of the school and LA for communication and consultation arrangements and the LA commitment to minimise bureaucratic burdens on schools

LA

- Implement an agreed communication structure.
- Establish clear lines of communication between all existing groups.
- Ensure all meetings are minuted and have an agreed circulation list.
- Establish procedures within the Council which minimise bureaucracy on schools.

School/ Governing Body

- Implement the agreed communication structure.
- Ensure active participation and contribution to the head teacher meetings and associated representative groups.
- Respond appropriately to important consultation matters.
- Member representation on partnership groups take the responsibility of feeding back to the relevant head teacher forum.

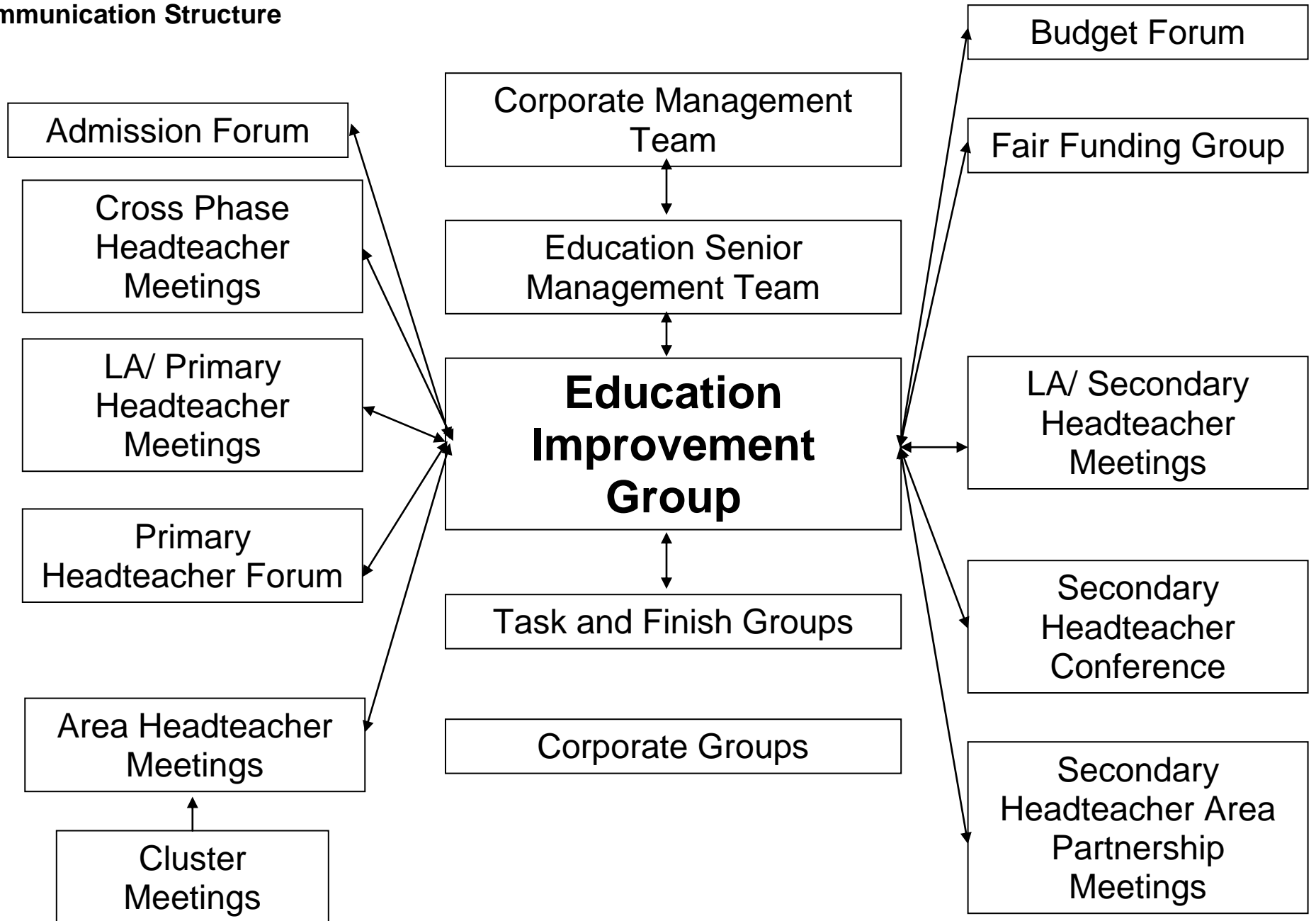
11.2 Caerphilly LA contacts

Edward Pryce, Senior Adviser - Performance and ICT

Appendices

Appendix 1

Communication Structure



Remit of Groups

Education Improvement Group

Purpose	To identify, support and promote school and educational improvement.
Attended by	Nominated Headteachers and College Representatives
Chair	Assistant Director, LEI
Frequency	Half termly

Admission Forum

Purpose	Scrutinise admission arrangements and ensure statutory compliance.
Attended by	Headteachers, Governors, Elected Members, LA staff.
Chair	Admissions Officer
Frequency	Termly

Cross Phase Headteacher Meetings

Purpose	Information sharing and consultation
Attended by	All Headteachers, Director of Education and Leisure, Assistant Directors, LA staff
Chair	Director of Education and Leisure
Frequency	Once per year

LA/ Primary Headteacher Meetings

Purpose	Information sharing and consultation
Attended by	All Primary Headteachers, Director of Education and Leisure, Assistant Directors, LA staff
Chair	Director of Education and Leisure
Frequency	Termly

Primary Headteacher Forum

Purpose	Developmental
Attended by	All Primary Headteachers
Chair	Kevin McAnulty
Frequency	Termly

Area Headteacher Meetings (Primary)

Purpose	Developmental
Attended by	Headteachers according to their region (Rhymney, Caerphilly, Islwyn), LA Advisers
Chair	School Improvement Area Co-ordinator according to their region
Frequency	Termly

Budget Forum

Purpose	Scrutinise budget matters
Attended by	Headteachers, Governors, Elected Members, LA staff, Union Representatives
Chair	Cabinet Member for Finance, Resources and Sustainability
Frequency	4 times per year

Fair Funding Group

Purpose	Review and development of Service Level Agreement support services to schools
Attended by	Headteachers, LA IT Staff, LA Catering staff, LA Procurement staff, LA Corporate Finance staff, LA Legal staff, LA Building Maintenance and Consultancy staff.
Chair	Kevin McAnulty
Frequency	Termly

LA/ Secondary Headteacher Meetings

Purpose	Information sharing and consultation
Attended by	All Secondary Headteachers, Director of Education and Leisure, Assistant Directors, LA staff
Chair	Director of Education and Leisure
Frequency	Termly

Secondary Headteacher Conference

Purpose	Developmental
Attended by	All Secondary Headteachers, Head of Trinity Fields School and Resource Centre, Local College Principals
Chair	Phillip Jones
Frequency	Termly

Secondary Headteachers Area Partnership Meetings

Purpose	14-19 development
Attended by	All Secondary Headteachers according to region, Local College Principals, LA 14-19 staff.
Chair	Head of 14-19 Development
Frequency	Half-termly

Appendix 2

Supporting documentation

Section 2

- 2 CCBC – Attendance Policy
- 2 CCBC – Behaviour Strategy

Section 3

- 3 CCBC - Education IT Service Level Agreement 1st Annual Performance Review 2009 – 31st March 2010 – Primary
- 3 CCBC - Education IT Service Level Agreement 1st Annual Performance Review 2009 – 31st March 2010 – Secondary
- 3 CCBC - Monitoring Support and Challenge

Section 4

- 4 CCBC - Governors SLA
- 4 WAG - Code of Conduct for Governors
- 4 WAG - Governors Wales Code of Practice 4
- 4 WAG - The School Governors' Annual Reports (Wales) Regulations 2001 4

Section 5

- 5 CCBC - Community Use of School Premises
- 5 CCBC - Fair Funding – LA Capital Revenue Split for Catering Services
- 5 CCBC - Responsibility for Repairs and Maintenance

Section 6

- 6 CCBC - Starting Schools Booklet
- 6 WAG - Transition Plan Guidance

Section 7

- 7CCBC – 14-19 Area Development Plan

Section 8

- 8 CCBC - Corporate H&S Policies
- 8 CCBC - Directorate Arrangements, Guidance and Bulletins
- 8 CCBC - Health and Safety SLA Agreement

Section 9

- 9 CCBC - Disciplinary Procedure School Based Staff
- 9 CCBC - Model School Governing Body Complaints Procedures
- 9 WAG – Circular 03/2004 School Governing Body Complaints Procedures
- 9 WAG – Circular 39/2006 Complaints involving Pupils
- 9 WAG – Circular 45/2004 Staff Disciplinary Procedures in Schools

Section 10

- 10 CCBC - Admissions Policy
- 10 CCBC - Inclusion Policy
- 10 CCBC - SEN Policy

10 CCBC - SENCo Handbook

10 CCBC - Special Educational Needs Self Evaluation Profile and Provision Mapping

Section 11

11 CCBC - Communication Policy