

Cyngor Bwrdeistref Sirol



**LOCAL AUTHORITY/SCHOOL  
PARTNERSHIP AGREEMENT  
2017 – 2019**

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## SECTION A: INTRODUCTION

### A1 The purpose of this document

The purpose of this document is to set out how Bridgend County Borough Council (the LA) and the governing body of the school will work together to raise ambitions and drive up educational achievement.

### A2 Our values and aims

Schools and the LA share in the vision in our Corporate Plan 2016-2020. This vision is Working Together to Improve Lives.

One of the key priorities is Supporting a Successful Economy. This means that we have a successful, sustainable and inclusive economy that will be supported by a skilful, ambitious workforce.

To achieve this priority, we will:

- work with schools to close the gap in educational attainments for pupils eligible for free school meals and those who are not and improve learner outcomes for other vulnerable groups including looked after children and young carers;
- complete the review into the curriculum and schools estates for primary, secondary and post-16 education and begin consultation on the proposals, where required, with all stakeholders;
- ensure that by working in partnership with schools, colleges and local training providers, our children and young people achieve improvements to their educational results, gain qualifications and undertake training; and
- ensure every school improves at a much faster rate so that more children achieve their expected outcomes at foundation phase, key stage 2, key stage 3 and at least two thirds of young people achieve a minimum of five GCSEs Grade A\*- C or equivalent, including English/Welsh and mathematics, and the gap in literacy and numeracy between those who receive free school meals and those who do not is reduced.

### A3 Why have a partnership agreement?

Section 197 of the Education Act 2002 enables the National Assembly for Wales to make regulations requiring local education authorities to enter into individual partnership agreements with governing bodies of maintained schools, and the Maintained Schools (Partnership Agreements) (Wales) Regulations 2007 came into force on 12 December 2007. A partnership agreement is defined as an agreement about how a LA and the governing body of a school will act to discharge their functions in relation to the school. Agreements are required

for primary, secondary, nursery and special schools. The agreement must set out how a LA and a governing body will carry out their respective functions in relation to a school. The purpose of partnership agreements is therefore to sustain and enhance existing partnership working between LAs and schools.

#### **A4 The role of the LA**

Bridgend LA is committed to the key principles outlined in Welsh Government policy, including those set out in the *Code of Practice on LA - School Relations*, namely:

- school self-management within a positive culture of sharing best practice;
- the key role of the LA in promoting high standards of education;
- challenge and support for schools by the LA in inverse proportion to schools' success;
- constructive partnership between the LA, its schools, and our partner agencies/bodies;
- efficient and effective collection and use of data by the LA; and
- reduction of bureaucracy.

The essential duties and responsibilities of LAs are:

- to work with others to promote and improve the well-being of children and young people;
- school improvement - including actions to set and meet performance targets and identify and support schools giving cause for concern;
- access - including managing the supply of school places, administering an admissions system, providing advice and support for excluded pupils, securing adequate home-to-school transport, school meals and pupil welfare;
- special educational provision - including assessing pupils' special educational needs, undertaking statutory assessments and statements of special educational need and securing provision in line with pupils' needs, monitoring provision and providing advice and information to parents; and
- strategic management - including planning for the education service as a whole, monitoring and auditing expenditure, investigating and resolving complaints, and facilitating LA-wide provision.

#### **A5 Partnership working**

Bridgend County Borough Council is committed to constructive partnership working with schools. In pursuing these outcomes, the LA and schools share the same expectations, namely:

- that our mutual priority is raising achievement for all learners;
- that we wish to focus our partnership activities on school improvement and education innovation to raise ambitions and drive up educational attainment;
- that we and the Central South Consortium (CSC) will jointly develop ways of sharing the good practice and expertise that resides in schools for the wider benefit of children and young people across Bridgend;
- that we will respond to shared challenges in a spirit of partnership and joint problem solving; and
- that we will be open and transparent, and continuously work to improve our communications and consultative/engagement arrangements.

The LA works closely with the diocesan authorities and where statutory roles differ between responsibilities in community schools and the voluntary aided schools, these are noted in the text if pertinent to this agreement.

## **A6 Timescale and review**

This Partnership Agreement was revised in October 2017 and will be reviewed in October 2018, although an earlier review may take place in specific circumstances, as identified in the regulations, such as when:

- a school is identified in inspection as requiring significant improvement or special measures;
- the LA uses its powers to appoint additional governors to the school or to suspend the school's delegated budget; and
- there is a change to the nature of the school following statutory proposals and consultation.

## SECTION B: THE SCOPE OF THE AGREEMENT

### B1 Promoting high standards and supporting schools

THE COUNCIL WILL:	THE SCHOOL/GOVERNING BODY WILL:
<p>commission the Central South Consortium (CSC) to act on its behalf, to provide a school improvement service that challenges and supports schools in their work to raise standards. In line with the CSC 'Framework For Challenge and Support School Improvement Service Handbook' it will:</p> <ul style="list-style-type: none"> <li>• focus schools on those sections of the Single Integrated Partnership Plan which relate to school improvement and the quality of educational provision;</li> <li>• work with schools and other agencies to develop programmes for developing the quality of education provision and raising standards of pupil performance in Bridgend;</li> <li>• broker and manage a range of school improvement initiatives in response to national statutory and local strategic requirements;</li> <li>• provide programmes of training, support and professional development of all staff, as identified by schools or required by statutory/new initiatives;</li> <li>• provide support and guidance for schools on school self-evaluation and improvement planning;</li> <li>• allocate a challenge adviser to provide support and</li> </ul>	<ul style="list-style-type: none"> <li>• agree an annual development plan, which will give due regard to the Education and Family Support Directorate;</li> <li>• participate in national and local school improvement initiatives;</li> <li>• work productively with a range of partnerships to secure school improvement;</li> <li>• work with the Central South Consortium challenge advisers and other agencies to confirm and develop programmes for improving the quality of educational provision and raising standards of pupil performance;</li> <li>• discuss and evaluate aspects of school provision and performance with challenge advisers/officers;</li> <li>• promote and develop effective self-evaluation processes as a means of securing school improvement;</li> <li>• submit, on an annual basis, a copy of the development plan and self-evaluation report, and work with the Central South Consortium School Improvement Service to improve education provision and standards of pupil performance; and</li> <li>• evaluate the professional development of all staff, including induction arrangements for newly qualified teachers.</li> </ul>

challenge to schools on the review of data and targets, school self-evaluation and improvement planning;

- undertake, in partnership with the school, an annual review of data and performance;
- maintain and share with schools a database providing an overview of issues impacting on individual schools;
- monitor and evaluate the performance of schools, both individually and collectively, in terms of pupil achievement and progress and the quality of educational provision, in order to identify strengths and weaknesses in support of future improvement;
- take into account the reports of challenge adviser, LA and school- based reviews and statutory inspection reports;
- meet formally to review schools and identify trends and issues for consideration;
- receive copies of each school's development plan and self-evaluation report in order to monitor developments, identify overall professional development needs and inform the LA's support for its schools;
- differentiate support according to need/challenge and circumstances;
- provide advice and support to governing bodies on a range of school improvement issues; and
- monitor the provision of professional development for



staff, including newly qualified teachers, and evaluate its impact on school improvement.	
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## B2 Identifying schools giving cause for concern

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<p>in association with CSC:</p> <ul style="list-style-type: none"> <li>• clearly identify schools giving cause for concern on the basis of one or more of the following factors: <ul style="list-style-type: none"> <li>– insufficient progress in addressing agreed areas for improvement;</li> <li>– a pattern of low pupil attainment over time when compared with that in schools serving broadly similar areas;</li> <li>– a low proportion of good quality teaching and learning;</li> <li>– shortcomings in curriculum provision;</li> <li>– weaknesses in target-setting and strategic planning for improvement;</li> <li>– concerns about the effectiveness of school leadership and management;</li> <li>– concerns related to poor working relationships and/or low staff morale;</li> <li>– weaknesses in school governance and the governing body's conduct of its responsibilities;</li> <li>– concerns about pupil behaviour and behaviour management or pupils consistently displaying negative attitudes to learning;</li> <li>– ineffective budget and resource management or significant concerns arising from financial audit;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use an ongoing self-evaluation process to evaluate progress and understand present position and performance; and</li> <li>• work in partnership with the challenge adviser to address issues/areas of concern.</li> </ul>

- a pattern of upheld complaints;
  - concerns about shortcomings in one or more other significant aspects of a school’s work identified through school self-evaluation, LA monitoring (via CSC) or external inspection;
  - significant shortcomings in a school’s self-evaluation processes;
  - concerns expressed formally by the school’s governing body; and
  - schools judged by Estyn to require significant improvement or special measures.
- use the following sources of information in identifying these factors:
    - reports of school inspections and Estyn evaluations analysis of examination and assessment data;
    - CSC reviews;
    - reports and challenge adviser monitoring and evaluation;
    - finance and budgetary information;
    - HR information;
    - governance information;
    - complaints;
    - data on attendance and exclusions;
    - LA and school self-evaluation;
    - school development plans and targets for improvement; and

– school categorisation.	
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**B3 Supporting schools giving cause for concern, requiring significant improvement or in special measures**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<p>In association with CSC:</p> <ul style="list-style-type: none"> <li>• implement a range of intervention strategies to support schools with particular needs;</li> <li>• comply with requirements as set out in Welsh Government Circular Schools Causing Concern: Statutory Guidance for Schools and Local Authorities Guidance Document No. 129/2014 February 2014.</li> <li>• support schools in the construction of an action plan;</li> <li>• produce a statement of planned council action and support for the school;</li> <li>• deploy council and CSC staff to support the school as necessary;</li> <li>• work with schools to monitor and evaluate the implementation of the action plan;</li> <li>• share outcomes of monitoring and evaluation with staff and governors;</li> <li>• provide focused evaluations and implement statutory powers of intervention where a school fails; and</li> <li>• issue a 'cause for concern' or a 'warning' letter.</li> </ul>	<ul style="list-style-type: none"> <li>• use an on-going self-evaluation process to understand better its present position and performance;</li> <li>• work in partnership with challenge advisers and other staff and services to address issues /areas of concern;</li> <li>• comply with requirements as set out in Welsh Government Circular Schools Causing Concern: Statutory Guidance for Schools and Local Authorities Guidance Document No. 129/2014 February 2014;</li> <li>• work with the council and the CSC in producing an action plan for improvement; and</li> <li>• monitor and evaluate progress against the action plan, and inform governors.</li> </ul>

**B4 Use of powers of intervention**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<p>In association with the CSC:</p> <ul style="list-style-type: none"> <li>• use, as necessary, the full range of legal powers of intervention available to it as set out in legislation and regulations in accordance with the guidance given in the Code of Practice on LA School Relations and Schools Causing Concern: Statutory Guidance for Schools and Local Authorities Guidance Document No. 129/2014 February 2014.</li> <li>• use the following types of statutory intervention as appropriate: <ul style="list-style-type: none"> <li>○ require a school to work with another school, college or other named partner to secure improvements;</li> <li>○ issue a warning notice;</li> <li>○ appoint additional governors to strengthen the LA's voice on the governing body and/or provide additional expertise to the governors in key areas to support a school's improvement;</li> <li>○ replace the entire governing body with an Interim Executive Board to secure improvement in the leadership and management of a school through the use of a specially appointed governing body for a temporary period; and</li> <li>○ take back the school's delegated budget to secure control over staffing and spending decisions in order to secure improvements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• work in partnership with the LA in accordance with the guidance in the Code of Practice on LA School Relations and Schools Causing Concern: Statutory Guidance for Schools and Local Authorities Guidance Document No. 129/2014 February 2014 and other relevant Welsh Government guidance; and</li> <li>• in the case of voluntary aided (VA) schools, work with both the LA and the Diocesan authority to bring about improvement.</li> </ul>

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**B5 Transition between key stages**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<p>in association with CSC:</p> <ul style="list-style-type: none"> <li>• foster close working relationships between the primary and secondary schools by promoting and supporting the community of schools approach, which will aid progression and continuity;</li> <li>• facilitate, support and evaluate transition plans between clusters of infant, primary and secondary schools; and</li> <li>• support schools to develop 14-19 Learning Pathways, generating co-operation amongst all partners (schools, colleges and other education and training providers).</li> </ul>	<ul style="list-style-type: none"> <li>• establish, maintain and evaluate transition plans in relation to: <ul style="list-style-type: none"> <li>– management and co-ordination;</li> <li>– joint curriculum planning;</li> <li>– teaching and learning;</li> <li>– assessment, monitoring and tracking;</li> <li>– evaluating impact on standards and optional elements;</li> <li>– pastoral links;</li> <li>– information about pupils' achievements, attainment, attendance and behaviour; and</li> <li>– learning needs of individual pupils.</li> </ul> </li> <li>• develop consistent approaches to teaching, learning and assessment across key stage 2 and key stage 3;</li> <li>• help pupils to make better progress by sharing expertise and ensuring continuity in schemes of work from key stage 2 to key stage 3; and</li> <li>• develop learning pathways to meet the needs of pupils of all abilities.</li> </ul>



**B6 LA and school target-setting for pupil performance**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<p>in association with the CSC:</p> <ul style="list-style-type: none"> <li>• agree targets with schools for pupil achievement and school performance;</li> <li>• discuss and analyse performance information, analyse and review targets;</li> <li>• provide training and guidance on data analysis and target setting; and</li> <li>• annually collect and collate individual pupil targets to form overall targets for the following year.</li> </ul>	<ul style="list-style-type: none"> <li>• submit targets for school and pupil performance on an annual basis in line with Welsh Government guidance;</li> <li>• provide the LA with the information in an electronic format via LA SIMS system and CSC Cronfa;</li> <li>• use performance data to support school improvement initiatives;</li> <li>• attend training sessions organised by the LA or CSC; and</li> <li>• set sufficiently challenging and ambitious targets based on teacher assessments and/or test data.</li> </ul>

**B7 Inclusion**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• set out an agreed strategy for educational inclusion, and develop and implement, in partnership with schools, a strategy for its implementation;</li> <li>• provide advice, support and training for schools to assist them in building capacity to cater for the range of pupils who have additional learning needs of differing kinds;</li> <li>• develop guidance for schools in making inclusive provision and promoting equality that identifies and disseminates effective practice in respect of meeting the needs of diverse groups and individuals;</li> <li>• implement the requirements of the LA set out in the Special Educational Needs Code of Practice for Wales;</li> <li>• receive referrals for statutory assessment and undertake its duties in this respect in a timely manner;</li> <li>• support schools in meeting the requirements of Welsh Government Circular 47/2006 Inclusion and Pupil Support;</li> <li>• delegate resources to schools to enable them to make appropriate provision;</li> <li>• seek to ensure that local provision across the LA, including resource bases, special classes and units, special schools and pupil support, is configured to meet needs effectively;</li> <li>• ensure that special provision includes outreach support to assist pupils and teachers in mainstream schools;</li> <li>• take action to support early identification of needs and</li> </ul>	<ul style="list-style-type: none"> <li>• develop an inclusive approach to meeting all pupils' additional learning needs so that, wherever appropriate, pupils can be educated in their local mainstream school;</li> <li>• implement the requirements of schools set out in Welsh Government Circular 47/2006 Inclusion and Pupil Support, and seek to remove barriers to learning and participation;</li> <li>• meet schools' responsibilities as identified in the Special Educational Needs Code of Practice for Wales, including: <ul style="list-style-type: none"> <li>– identifying pupils' special educational needs and maintaining a register of them;</li> <li>– developing and implementing Individual Education Plans where necessary;</li> <li>– contributing to statutory reviews; and</li> <li>– making graduated provision to meet needs.</li> </ul> </li> <li>• ensure that resources delegated to them to support pupils' additional learning needs are deployed effectively for this purpose;</li> <li>• seek to identify emerging additional needs at as early a stage as possible;</li> <li>• take positive action to address prejudice, discrimination and bullying, and to promote equality of opportunity and understanding of diversity; and</li> <li>• work in productive partnership with families and other agencies, and take account of the views of the full range of</li> </ul>

<p>undertake early intervention, where appropriate;</p> <ul style="list-style-type: none"><li>• work with schools to develop consistency in identifying thresholds of need and in meeting needs across the LA;</li><li>• establish clear and consistently applied operating procedures for schools in accessing support and advice;</li><li>• support and promote effective, integrated partnership working between agencies;</li><li>• monitor, in partnership with schools, the quality and appropriateness of provision for pupils with additional learning needs, and the deployment of resources; and</li><li>• work in productive partnership with families and other agencies, and take account of the views of the full range of children and young people themselves.</li></ul>	<p>children and young people themselves.</p>
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**B8 Looked-after children**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• in association with the CSC: Fulfil the requirement of the Children Act 2004 to ensure that all children, including looked-after children: <ul style="list-style-type: none"> <li>– receive their equal entitlement to education;</li> <li>– enjoy learning and achieve high standards;</li> <li>– attend school regularly; and</li> <li>– participate fully in education.</li> </ul> </li> <li>• promote the educational achievement of looked after children, wherever they are placed;</li> <li>• fulfil its duty of co-operation to improve looked after children's well-being, including education, training and recreation; <p>assist the child's social worker and carer to identify an appropriate educational placement, including out-of-county placements;</p> </li> <li>• designate a specialist practitioner (the LAC Education Co-ordinator) to co-ordinate the child's education plan and address the education needs of looked after children and care leavers and ensure they gain maximum life benefits from education opportunities;</li> <li>• ensure, through its LAC Education Co-ordinator, that every child looked after by them has an effective and high quality Personal Education Plan that is formally reviewed and scrutinised as part of the statutory review of the Care Plan/Pathway Plan;</li> </ul>	<ul style="list-style-type: none"> <li>• fully support the work of the Council in ensuring all children who are looked after: <ul style="list-style-type: none"> <li>– receive their equal entitlement to education;</li> <li>– enjoy learning and achieve high standards;</li> <li>– attend school regularly; and</li> <li>– participate fully in education.</li> </ul> </li> <li>• designate a teacher with responsibility for looked after children;</li> <li>• support the development of effective and high quality Personal Education Plans (PEPs);</li> <li>• contribute to the review and scrutiny of the effectiveness of the PEP;</li> <li>• work closely with the local authority's LAC Education Co-ordinator and all professionals supporting looked after children; and</li> <li>• comply fully with Welsh Government policy underpinned through guidance and regulations as outlined in Towards a Stable Life and Brighter Future and in Welsh Government Circular 2/2001 The Education of Children Looked After by Local Authorities.</li> </ul>

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| <ul style="list-style-type: none"><li>• collect, analyse and use data relating to looked after children to promote their educational achievement; and</li><li>• comply fully with Welsh Government Policy underpinned through guidance and regulations as outlined in the Welsh Government document Towards a Stable Life and Brighter Future and with Welsh Government Circular 2/2001 The Education of Children Looked After by Local Authorities.</li></ul> |  |
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**B9 LA and school target setting for attendance**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• collect data electronically weekly/fortnightly from schools to inform Education Welfare Officer (EWO) priorities;</li> <li>• monitor attendance rates - trends will be analysed and data shared with schools termly so that attendance rates can be benchmarked and outcomes celebrated or challenged;</li> <li>• agree with schools three-year targets for attendance;</li> <li>• offer support to schools on attendance matters and follow up through the EWS, children giving cause for concern; and</li> <li>• promote with parents the need for their children to attend school regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• promote with parents the need for their children to attend school regularly;</li> <li>• follow up all absences on the first day;</li> <li>• share information with the EWS on children giving cause for concern;</li> <li>• review attendance rates on a termly basis in relation to targets for improvement;</li> <li>• monitor attendance patterns of vulnerable groups;</li> <li>• maintain accurate pupil records; and</li> <li>• allow access by the LA to the relevant data in their management information systems on a weekly/fortnightly basis.</li> </ul>

## B10 Targets for reducing exclusions

*The Educational Inclusion Strategy aims to ensure all children and young people have provision that is appropriate to meet their needs and for the vast majority this will be available within the setting of a mainstream school. The LA will support schools to enable them to retain students within the mainstream provision as far as possible and schools will consider exclusion only as a last resort.*

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• collect data on fixed-term and permanent exclusions.</li> <li>• monitor exclusion rates - trends will be analysed and data shared with schools termly so that exclusion rates can be benchmarked and outcomes celebrated or challenged;</li> <li>• offer support to schools on exclusion matters, including support on managed moves, behaviour and an appropriate curriculum;</li> <li>• provide a model behaviour policy;</li> <li>• work with schools to develop an appropriate range of learning pathways for students 14-19;</li> <li>• provide advice to governors, where permanent exclusions are likely to be considered; and</li> <li>• seek alternative provision (via Pupil Access Forum) for a student following a permanent exclusion so that he/she is placed in a new and appropriate setting within two weeks of being excluded.</li> </ul>	<ul style="list-style-type: none"> <li>• follow the Welsh Government's statutory guidance, Exclusions from schools and Pupil Referral Units (Circular No 081/2012) regarding exclusions;</li> <li>• promote positive behaviour and discipline policies which set clear boundaries for learners and encourage good behaviour;</li> <li>• seek support from the LA for individual learners when serial fixed term exclusions occur or a permanent exclusion is likely; and</li> <li>• participate in the LA's managed moves agreement.</li> </ul>

## B11 Safeguarding

*It is the duty of all staff, whether in schools or working for the LA, to ensure that children and young people are kept safe from harm in all of its various forms. It is the responsibility of schools and the LA to safeguard and promote the welfare of children under the Children Act 2004. There are statutory requirements which must be adhered to but also good working practices which weigh risks and put in place preventative measures to reduce risk.*

THE COUNCIL WILL:	THE SCHOOL/GOVERNING BODY WILL:
<ul style="list-style-type: none"> <li>• process DBS checks for new staff and undertake a rolling programme of re-checks for existing employees;</li> <li>• provide advice and support on child protection/safeguarding matters;</li> <li>• provide information on changes to statutory requirements, legislative changes, new national guidance and updates on safeguarding good practice;</li> <li>• provide a three-year rolling programme of basic child protection awareness for all school staff;</li> <li>• provide additional training for NQTs (via Central South Consortium) and provide additional ‘mop up’ sessions for new staff;</li> <li>• provide child protection awareness training for governors, arranged by the Learner Support Team twice a year;</li> <li>• offer support for child protection meetings, strategy meetings, child protection conferences (initial and review) and core groups;</li> <li>• provide feedback for schools following multi-agency audits; and</li> <li>• provide advice and support to schools when there are</li> </ul>	<ul style="list-style-type: none"> <li>• ensure the physical security of children and young people on the premises;</li> <li>• abide by the ICT code of practice to keep children and young people safe when using ICT;</li> <li>• comply with recruitment requirements with regard to safeguarding and DBS checks;</li> <li>• access child protection training and ensure all staff have received recent and relevant updates;</li> <li>• train relevant staff in appropriate physical handling techniques;</li> <li>• comply with and monitor child protection procedures and the school’s child protection policy;</li> <li>• ensure, where possible, that staff attend child protection meetings (child protection conferences, core groups and strategy meetings);</li> <li>• ensure that all staff have attended child protection awareness training;</li> <li>• submit reports for child protection conferences (initial and review) in addition to attending the meetings;</li> <li>• allow child protection teams to review files as part of multi-</li> </ul>



<p>allegations against members of staff.</p>	<p>agency audits; and</p> <ul style="list-style-type: none"><li>• ensure allegations against staff are referred through to the child protection coordinator and/or Assessment Team as a matter of urgency.</li></ul>
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## **B12 LA development and maintenance of effective information systems with schools and schools' maintenance and use of data**

*LAs and schools need to exchange a variety of information, including performance data, budget and expenditure information, and information about the needs of individual children. Monitoring, particularly of school performance and the regularity and propriety of school expenditure, is one of the central roles of LAs. The circulation of good quality data and advice on using them, particularly for target setting and development planning, is one of the ways in which LAs can best support schools. The LA can agree with schools the information and formats which would be most useful.*

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• provide guidance to schools so that they have a clear understanding of their roles, responsibilities and accountability relating to the collection and maintenance of pupil data;</li> <li>• maintain a central, up-to-date database of pupil details;</li> <li>• manage admissions and transfer information;</li> <li>• provide advice and support to schools to enable the successful completion of Pupil Level Annual School Census (PLASC) returns. Collate accurate data from PLASC returns and submit information to Welsh Government in order to access funding;</li> <li>• report on the collective performance of schools within the LA through: <ul style="list-style-type: none"> <li>– annual performance reviews;</li> <li>– quarterly performance reviews and reports;</li> <li>– elected member briefings; and</li> <li>– reports to Overview and Scrutiny Committees.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• maintain the accuracy and currency of information in their SIMS pupil records;</li> <li>• provide performance information to the LA in order to enable analysis and feedback;</li> <li>• undertake an effective ongoing evaluation and analysis of data in order to provide a clear indication of the school's strengths and weaknesses and incorporate into the school development plan;</li> <li>• forward accurate data to LA within designated time frames;</li> <li>• validate that information on Welsh Government's RE2 form is accurate prior to submission to Welsh Government (secondary only);</li> <li>• provide the LA with admission and transfer information and maintain up to date records of pupil details;</li> <li>• (in secondary and special schools) retain complete pupil records for each pupil (birth year plus 25 years) and basic information permanently; and</li> <li>• (in primary schools) forward all pupil records to receiving secondary schools and retain permanently basic information</li> </ul>

- maintain and provide access to the LA Education and Family Support Directorate Information Zone.

The LA and CSC, in partnership, will provide quality performance data to all schools to supplement national data, including:

- detailed reports showing pupil progress in each school through each key stage compared with schools nationally;
- Fischer Family Trust data suggesting targets for each school, and value added data at each key stage.
- provide training to support school use of data for improvement; and
- distribute reports and relevant information from third parties such as Welsh Government, WJEC, Fischer Family Trust (FFT) and ALPS.

concerning pupils on roll and destination of records.

## B13 Admission of pupils

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• produce annually an admissions prospectus setting out the LA admissions policy and the procedures by which parents can apply for a place for their child;</li> <li>• set the home-to-school/college transport policy and inform parents of the entitlements as published in the LA admissions policy;</li> <li>• set the Published Admission Number (PAN) for each school;</li> <li>• receive admissions requests from parents, allocate places and arrange appeals;</li> <li>• keep under review school catchment areas and conduct consultations as necessary on proposed changes;</li> <li>• ensure the statutory entitlements to a school place are met;</li> <li>• establish and maintain an admission forum; and</li> <li>• set school term and holiday dates (in association with CSC).</li> </ul>	<ul style="list-style-type: none"> <li>• liaise with and inform the LA on all matters relating to admissions and application for admission;</li> <li>• inform the LA of any proposed changes to the configuration of the school which may affect the PAN;</li> <li>• notify the LA of fixed-term (15 days and over within one term) and permanent exclusions;</li> <li>• co-operate with the LA and partner schools in line with agreed policy in allocating places to children who have been excluded from another school;</li> <li>• make available and distribute as requested the LA admissions policy and prospectus or, in the case of voluntary aided schools, the school's admission policy;</li> <li>• provide for parents a school prospectus, the content of which meets statutory requirements;</li> <li>• complete returns to the LA (eg September and January returns), in a timely and accurate manner; and</li> <li>• keep attendance records and pupil records up to date.</li> </ul>

## B14 Providing support and training for governors

THE COUNCIL WILL:	THE SCHOOL/GOVERNING BODY WILL:
<p>in association with the CSC:</p> <ul style="list-style-type: none"> <li>• provide advice and support to governing bodies for senior appointments (headteachers and deputy headteachers this is not expected in CSC);</li> <li>• advertise the CSC mandatory training on induction, understanding data, role of the chair and clerk training.</li> <li>• ensure that all newly appointed clerks attend the CSC mandatory training courses in the required timescale.</li> <li>• provide advice and guidance on governance issues via an SLA;</li> <li>• establish new governing bodies, prepare and update the instruments of government;</li> <li>• provide a termly Director's report for all governing bodies;</li> <li>• provide advice to schools on the composition of governing bodies and procedures for establishing the membership of the governing body; and</li> <li>• arrange for the election of governors onto the governing body as per the constitution.</li> </ul>	<ul style="list-style-type: none"> <li>• facilitate good working arrangements between staff, governors, other schools and the LA;</li> <li>• work with LA officers and advisers to ensure recruitment and selection procedures are compliant and result in sound appointments;</li> <li>• ensure new governors attend the mandatory induction and data courses in line with their responsibilities and encourage and encourage new and existing governors to attend topical training;</li> <li>• adhere to the Code of Conduct for governors; and</li> <li>• carry out governing body functions in line with statutory requirements.</li> </ul>

## **B15 Reports which the governingbBody provides to the LA on the discharge of its functions**

*Under section 30 (3) of the Education Act 2002 the governing body of a maintained school must provide such reports in connection with the discharge of the governing body's functions as the local authority may require for the purposes of the exercise of any of the local authority's education functions. Under section 30 (4) of the Education Act 2002 the headteacher of a maintained school must provide the local authority with such reports in connection with the discharge of his functions as may be required by the local authority for the purposes of the exercise of any of their education functions.*

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• provide an electronic template to schools in order that the reports from the governing body to the LA on the discharge of its functions and the Annual Report to Parents can be completed; and</li> <li>• advise schools of expected reports - budget plans, school attendance targets, and exclusion/disciplinary findings.</li> </ul>	<ul style="list-style-type: none"> <li>• complete the reports from the governing body on the discharge of its functions and the annual report to parents and submit these to the LA;</li> <li>• provide the LA with budget plans, school attendance targets, exclusion/disciplinary findings and provide information regarding any incidents as required, including racially-motivated incidents;</li> <li>• provide minutes of full governing body meetings and all committee meetings to the Learner Support Team;</li> <li>• arrange for the election of parent, teacher and staff representation onto the governing body as per the constitution;</li> <li>• co-opt community governors onto the governing body as per the constitution; and</li> <li>• ensure that associate pupil governors are appointed on to the governing body on an annual basis (secondary education only).</li> </ul>

## **B16 Circumstances in which the school will seek LA advice on complaints and staff disciplinary matters**

*The LA does not have a statutory role in resolving complaints about schools. The statutory responsibility rests with the governing body. However, the governing body can ask for assistance to investigate a complaint, advice on handling, or advice on the response. The LA will also provide an adviser at all Complaint Committee hearings. The procedures will allow for the LA to review the procedure used to reach a decision but not to act as an appeal mechanism or to review the decision itself. If the LA concludes the process followed in a particular case was deficient it can ask the governing body to reconsider the matter.*

*For any complaints about the whole governing body or that relate to alleged criminal activity then the LA will need to be informed.*

*Before the school embarks on any disciplinary procedures for cases of gross misconduct and at each stage thereafter the headteacher and governing body should seek the advice of the LA.*

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL...</b>
<ul style="list-style-type: none"> <li>• provide a model complaints policy to ensure that schools are well advised and supported on handling complaints;</li> <li>• develop model policies, procedures and practices in order that schools are well advised and supported on employment issues;</li> <li>• promote and monitor policies and practices related to equal opportunities;</li> <li>• provide Human Resources (HR) support via an SLA; and</li> <li>• exercise its responsibilities in accordance with the Staffing of Maintained Schools (Wales) Regulations 2006.</li> </ul>	<ul style="list-style-type: none"> <li>• set up committees to deal with complaints and disciplinary issues;</li> <li>• adopt rules and procedures to regulate the conduct and discipline of all staff working at the school;</li> <li>• develop effective and agreed HR management policies, procedures and practices which conform with legislation;</li> <li>• secure equal opportunities for all staff and students;</li> <li>• exercise its responsibilities in accordance with the Staffing of Maintained Schools (Wales) Regulations 2006;</li> <li>• inform the local authority of issues of concern that could result in bringing the school and/or the Council into disrepute;</li> <li>• give immediate priority to any safeguarding issues that become apparent;</li> <li>• aim for openness, transparency and a no-blame culture when</li> </ul>

learning from any experiences arising from complaints; and

- where appropriate, seek and follow Council guidelines for dealing with and protecting genuine whistle-blowers.



## B17 Recruitment and selection of staff

*The successful recruitment and selection of staff is essential to the effectiveness of a school. The LA will endeavour to support schools in this through advice and support in the logistics of the process and school should refer to the HR SLA and the process map for appointments which set out where the exact responsibilities lay. Also, LA officers and CSC Challenge Advisers and Senior Challenge Advisers will be supportive in offering professional advice on the educational issues relating to recruitment.*

THE COUNCIL WILL:	THE SCHOOL/GOVERNING BODY WILL:
<ul style="list-style-type: none"> <li>• The following points summarise the service as offered by HR; the detailed service is as per the annual SLA:               <ul style="list-style-type: none"> <li>– provide advice and support in the recruitment and selection process;</li> <li>– advertise vacant posts on school instructions;</li> <li>– carry out pre-employment checks as necessary, including DBS checks;</li> <li>– enter staff onto the payroll; and</li> <li>– update and amend staff records promptly and accurately.</li> </ul> </li> <li>– In addition, for headteacher and deputy headteacher posts, LA officers including HR and/or challenge advisers/senior challenge adviser: Offer advice and support to governing bodies on drawing up job specifications and the recruitment and selection process;</li> <li>– represent the Director at the short-listing and interview stages and provide advice to governing bodies; and</li> <li>– provide advice and support to newly appointed headteachers as required.</li> </ul>	<ul style="list-style-type: none"> <li>• determine their staffing requirements in line with curriculum demands and available budget;</li> <li>• provide HR with the necessary information in order to ensure the appointment process meets the school's required timescales;</li> <li>• comply with required procedures and employment law in making appointments;</li> <li>• inform the LA of headship and deputy headteacher vacancies and liaise with LA officers in setting dates for the recruitment process;</li> <li>• inform HR of appointments made and supply the necessary information on successful candidates to enable contracts to be issued, start dates to be met and salaries paid in a timely and accurate manner; and</li> <li>• supply timely and accurate information to HR on any changes to contracts of employment, including terminations.</li> </ul>



**B18 Responsibility of the LA and school for health and safety matters**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• provide health and safety management arrangements (eg policies, procedures and guidance and templates for schools);</li> <li>• provide competent occupational health, safety and wellbeing advice as required;</li> <li>• advise on changing legislative, corporate policy and current best practice;</li> <li>• provide advice and support to schools in the assessment of risk and priorities for action;</li> <li>• monitor and review the delivery of health, safety and risk management in schools through audit and inspection;</li> <li>• provide occupational health advice and support, work placement assessments and health surveillance requirements;</li> <li>• support and assist schools during and/or post regulatory visits (eg HSE, Fire Service and Estyn);</li> <li>• provision of specialist advice and assessment eg noise level monitoring, lighting levels, DSW, fire risk assessment, slip resistance testing of flooring etc; and</li> <li>• assist in the provision and arrangements for the delivery of training.</li> </ul>	<ul style="list-style-type: none"> <li>• inform the LA of issues of concern relating to health and safety;</li> <li>• develop local management arrangements incorporating the local authority's current Health and Safety policy, procedures etc;</li> <li>• exercise day-to-day control of the school premises and/or activities, adopting safe practices in accordance with the risk assessment and/or guidance provided by the LA;</li> <li>• co-operate with the LA including monitoring arrangements, reporting all accidents, hazardous events or conditions and any other matter that may jeopardise the LA's ability, as an employer to comply with its health and safety responsibilities;</li> <li>• encourage employee involvement in health, safety and risk management at the school and that an effective health and safety committee meets regularly which supports managers' efforts to develop a positive health and safety culture;</li> <li>• co-operate with the School Modernisation Team, Property Services (Operational and Partnership Services Directorate) regarding the provision, upgrade, repair and maintenance of school premises so that they remain safe, dry and warm in line with the Asset Management Plan;</li> <li>• ensure that any defeats and/or hazardous conditions identified within the workplace are reported and dealt with in a timely manner. Any items or workplace that present serious and imminent danger are to be isolated;</li> <li>• conducting regularly inspection and/or tours of the premises</li> </ul>

to ensure that the risk controls continue to be effective;

- ensure that health and safety issues are taken into account when appointing and/or supervising the work of contractors and that only competent contractors are engaged in line with Construction, Design and management Regulations (CDM) 2015;
- ensure that risk assessments are developed for areas of significant risk and are maintained;
- ensure health and safety implications are considered when choosing, specifying, procuring and/or introducing equipment and/or substance and that they are used in accordance with the instruction and/or training given;
- personal protected equipment is provided and the use of it is monitored;
- ensure suitably numbers of staff are trained in health and safety particularly for the purpose of accident reporting/investigations and risk assessment; and
- ensure staff and/or governors attend health and safety courses.

**B19 Responsibility of the school and LA for the control of school premises, maintenance and repairs**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• provide training for headteachers, nominated Premises Responsible Person(s) (PRP) and Governors with leadership roles for the schools premises to ensure compliance with all aspects of premises related health and safety issues (condition, repairs, statutory testing, and commissioning of works under CDM regulations).</li> <li>• undertake major capital works relating to community school premises in line with the School Modernisation Programme and Asset Management Plan. VA schools will be advised by the diocesan authority;</li> <li>• advise and manage schools regarding estate management matters, including boundary issues, land ownership, wayleaves, easements, etc;</li> <li>• advise schools regarding their responsibilities relating to asset renewal (including modifications and adaptations relating to the Equality Act 2010 repair and maintenance in line with the School Modernisation Programme and Asset Management Plan;</li> <li>• undertake works according to the division of responsibilities between the LA and schools/governors as detailed in the Financial Scheme for Schools, and the School Property Handbook;</li> <li>• offer an SLA to schools for minor improvements on school premises in line with the Asset Management Plan and school funded projects process;</li> <li>• advise on issues relating to maintenance of grounds and offer a</li> </ul>	<ul style="list-style-type: none"> <li>• appoint a suitable Premises Responsible Person (PRP) to be accountable for the safety and condition of the premises and all premises related issues. The school and governing body will ensure attendance of the respective PRP and relevant persons to the training provided. Failure to attend the requisite training will constitute a breach of this agreement and render the school non-compliant with the respective legislation.</li> <li>• approval of and discussion of briefs relating to major capital works in community schools with the School Modernisation Team, Property Section Operational and Partnership Services Directorate);</li> <li>• inform, discuss and seek approval from the School Modernisation Team, Property Section Operational and Partnership Services Directorate). regarding proposed briefs for capital works in VA schools;</li> <li>• bring issues of concern relating to estate management to the attention of the School Modernisation Team, Property Section Operational and Partnership Services Directorate) including accessibility matters in line with the Equality Act 2010 and fire precautions in line with Regulatory Reform (Fire Safety) Order 2005;</li> <li>• inform and/or seek advice on ad hoc hire/use of premises agreements, etc;</li> <li>• discuss issues of concern relating to asset renewal, repair and maintenance issues with the School Modernisation Team, Property Section Operational and Partnership Services</li> </ul>

grounds maintenance SLA;

- provide appropriate insurance for each school to cover the following: property (building); property (contents); business interruption; employers' liability; public liability; libel and slander; officials Indemnity, fidelity guarantee; money; personal accident travel and motor (schools own vehicle when requested to do so by the school and where vehicles are hired via Fleet Department). Computer insurance is provided for primary, junior and infants schools as well as special schools. It is provided for comprehensive schools on request. Offsite activities insurance is currently provided to all schools and again this can be supplemented with onsite cover on request;
- periodically re-tender the insurance programme in accordance with procurement rules;
- provide statutory engineering inspections on plant and equipment where requested to do so;
- provide a full advisory service in relation to all aspects of insurance cover;
- carry out the day-to-day administration of policies and handle any claims;
- assist schools in carrying out their role in the submission of claims. Liaise with schools and insurers to achieve a satisfactory conclusion to claims administration; and
- in addition, advice is given to schools who have taken out additional insurance cover with CCV Cardiff Insurance Brokers. This can protect schools following damage to buildings or contents where the loss is less than the Council's policy deductible of £150k each and every loss. Cover may also be purchased for additional insured perils.
- for schools that have signed into the Service Level Agreement

Directorate) linked to the Capital and Asset Renewal programme;

- undertake repair and maintenance works according to the Division of Responsibilities between the LA and Schools /Governors as detailed in the Financial Scheme for Schools and Property Condition Handbook;
- approval of and discussion with the LA, School Modernisation Team, Property Section Operational and Partnership Services Directorate the need for minor improvements to school premises linked to the Asset Management Plan;
- approval for and to seek advice to undertake minor improvements, funded by school funds, to the school premises and grounds as set out in the School Funded Projects process and in line with the Asset Management Plan. Take into consideration Construction, Design and Management Regulations (CDM) 2015. When considering projects relating to legislative compliance, ensure that all certification and documentation, including specifications are provided to the LA for ratification;
- inform and discuss with the LA issues of concern relating to the maintenance of grounds;
- Discuss insurance requirements with the Council's Risk Management and Insurance Officer; and
- schools which have chosen not to join the Building Management Services Service Level Agreement; have accepted liability for;
  - day-to-day repairs;
  - asbestos management;
  - energy management;

(SLA) for Building Management Services through the BCBC Built Environment Team, the LA will manage on behalf of the school:

- statutory testing regimes for Legionella and periodic electrical testing;
  - discuss and offer advice and solutions to repair and maintenance issues providing appropriate reports where applicable following site inspections;
  - produce budget estimates for repair and maintenance works;
  - prepare, as requested, budget estimates;
  - where funds have been identified, specifications and tender documentation to obtain fixed price quotations;
  - tenders in accordance with the Council’s Contract and Financial Procedure Rules;
  - administer and monitor projects;
  - works in accordance with Construction, Design and Management Regulations (CDM), the section’s procurement processes to include client, pre-contract, post contract and post completion phases, where applicable;
  - administer and monitor agreed service contracts;
  - liaise with specialist professionals on specific building issues; and
  - architectural services.
- Where a school chooses not to enter into the Service Level Agreement for Building Management Services the LA will perform periodic building inspections to ensure the building is being maintained properly and the school remains fully compliant with statutory requirements. In the event of material defects, the LA may perform remedial works with any costs
- statutory testing regimes (eg for Legionella and Periodic Electrical Testing):
  - perform all works in accordance with the Construction, Design and Maintenance (CDM) regulations; and
  - schools are required to ensure all appointed contractors are suitably qualified for the works commissioned and will provide the LA with any necessary certification to demonstrate premises compliance with statutory requirements before the expiry date of preceding certificate(s).
- Where a school is unable to provide the necessary certification the LA may perform additional inspections and charge the school for any costs incurred.

being recharged to the school.	
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## B20 The development of schools as learning communities

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• advise and support schools in developing the community dimension to the work of the school; and</li> <li>• audit regularly the community provision in schools and provide benchmark information to schools.</li> </ul>	<ul style="list-style-type: none"> <li>• endeavour to extend learning activities for all;</li> <li>• signpost activities, opportunities and services for the wider community;</li> <li>• include family engagement initiatives in the school's development plan, wherever appropriate; and</li> <li>• maintain a record of community activity associated with the school and extended school activities.</li> </ul>

**B21 LA duties regarding the defrayment of expenses of maintaining schools**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• defray all of the expenses of maintaining a school, except in the case of a voluntary aided school where some of the expenses are, by statute, payable by the governing body;</li> <li>• distribute amounts from its individual school's budget amongst its maintained schools according to a formula which accords with regulations made by Welsh Government, and enables the calculation of the budget share for each maintained school; and</li> <li>• delegate this budget share to the governing body of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• defray all of the expenses which, through statute, are its responsibility from its delegated budget, in addition to any other funding it may secure.</li> </ul>

## B22 LMS and school budgets

*Section 4 of the Financial Scheme for Schools sets out the governing body's responsibilities in terms of its financial responsibilities for its delegated funding. It outlines those concerned with the day to day financial management of the school, and those which are directed more for the governing body as a whole.*

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• provide budget information annually to schools in conjunction with their formula allocations, along with indicative allocations for the following two years;</li> <li>• offer an SLA to primary and special schools to help schools monitor and manage their budgets;</li> <li>• advise schools on budget management as necessary;</li> <li>• ensure governing bodies understand their responsibilities in sound financial management and prudent use of public funds;</li> <li>• audit school financial arrangements and practices;</li> <li>• intervene as necessary to ensure compliance with financial and educational regulations;</li> <li>• publish annually a statement setting out details of its planned individual schools budget, showing the budget share for each school, the formula used to calculate those budget shares, and the detailed calculation for each school (Section 52 School Standards and Framework Act 1998 - Budget Statement);</li> <li>• after each financial year, publish a statement showing outturn expenditure at school level, and the balances held in respect of each school; and</li> <li>• withdraw delegated funding from governing bodies that fail to</li> </ul>	<ul style="list-style-type: none"> <li>• subject to the provisions of the Financial Scheme for Schools, spend budget shares for the purposes of their school;</li> <li>• spend budget shares on any additional purposes prescribed by the Welsh Government;</li> <li>• comply with the Financial Regulations for Schools and Standing Orders for Contracts for Schools, when incurring expenditure;</li> <li>• ensure the council's School Private Fund regulations are adhered to; and</li> <li>• plan to avoid a deficit budget. If a school sets a deficit budget at the start of a financial year greater than 5% of the annual budget or £10k (whichever is higher), a formal deficit plan needs to be submitted, for authorisation by the Director of Education and Family Support and the S151 Officer.</li> </ul>

comply with delegation requirements.	
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**B23 Collaborative arrangements 14-19**

<b>THE COUNCIL WILL:</b>	<b>THE SCHOOL/GOVERNING BODY WILL:</b>
<ul style="list-style-type: none"> <li>• work with schools to update the 2007 Bridgend Learner Entitlement Statement 14-19 and then to realise the goals and aspirations set out in the 2014-15 revised Statement;</li> <li>• support collaboration between the full range of providers in the public, private and voluntary sector, in order to extend both access to, and the scope of the learning pathways available to post-14 learners in the authority;</li> <li>• lead strategic planning to secure the extension of opportunity and the efficient and effective use of resources 14-19 especially in the context of the Welsh Government Post-16 Planning Funding system introduced in 2014;</li> <li>• support and participate in the work of the Bridgend Post-14 Learning Partnership to plan the collaborative delivery of an extended curriculum and robust governance arrangements between relevant institutions to underpin this delivery;</li> <li>• support the co-ordination and procurement of provision to ensure that resources are used effectively and efficiently, to maximise equality of learning opportunity and to help ensure that a coherent infrastructure exists to support this;</li> <li>• work with schools to publish annually an option menu of formal learning opportunities for post-14 and post-16 learners in line with the requirements of the Learning and Skills (Wales) Measure 2009;</li> <li>• work with all schools and post-16 providers to develop the local area prospectus and envisaged through Welsh Government policy on the Youth Guarantee;</li> </ul>	<ul style="list-style-type: none"> <li>• participate at governing body, headteacher and senior management levels in the development of collaborative arrangements to extend the range of choice, progression pathways and flexibility for learners in accessing appropriate programmes of study and accreditation post-14, including alternative provision, and post-16;</li> <li>• ensure that the local area curriculum and learner support offered through the school meet the requirements for key stage 4 and post-16 as laid out in the Learning and Skills (Wales) Measure 2009 and related regulations;</li> <li>• provide high-quality impartial advice, guidance and support to pupils on the options and choices available to them at 14 and 16, including, where necessary, personalised learning coaching and individual learning pathway plans;</li> <li>• comply with agreed protocols concerning learner support and collaborative curriculum arrangements;</li> <li>• provide the LA with the school and pupil level data needed: <ul style="list-style-type: none"> <li>○ to support effective strategic and operational planning;</li> <li>○ to comply with and report on Welsh Government Performance Measures; and</li> <li>○ to support the implementation of the Welsh Government's Youth Engagement and Progression Framework.</li> </ul> </li> <li>• participate in quality assurance arrangements to ensure that</li> </ul>

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| <ul style="list-style-type: none"> <li>• support schools and other providers in managing the range of post-14 and post-16 general and vocational courses that are available in line with our resources;</li> <li>• ensure that young people have access to a good range of independent/impartial advice and guidance where necessary to help them plan their learning, personal and career development;</li> <li>• form the local curricula subject to the Education (Local Curriculum for Pupils in Key Stage 4) (Wales) Regulations 2009 as amended in 2014 and informed by the Local Curriculum for Pupils in Key Stage 4 Guidance (Guidance document number: 005/2014);</li> <li>• comply with the Education (Local Curriculum for Students aged 16 to 18)(Wales) Regulations 2010 as amended by the Education (Local Curriculum for Pupils in Stage 4) (Wales) (Amendment) Regulations 2014 and the associated statutory guidance (Welsh Government Circular: 002/2014);</li> <li>• work with partners to develop a Bridgend 14-19 Learning Partnership Quality Assurance Framework that is fit for purpose;</li> <li>• hold partners to account for high standards of provision through the application of the agreed Bridgend 14-19 Learning Partnership's Quality Assurance Framework, Alps data and the new consistent post-16 performance measures being introduced by Welsh Government; and</li> <li>• work with Central South Consortium on 14-19 arrangements as agreed in the CSC 14-19 Service Specification set out by the five LAs.</li> </ul> | <p>provision is of a high standard and gives good value for money;</p> <ul style="list-style-type: none"> <li>• work with partners and the LA to ensure the successful implementation of the Welsh Government's Youth Guarantee; and</li> <li>• subject to the provisions of the Welsh Government post-16 Grant and annual post-16 ministerial priorities, spend the school's allocation of the grant for the designated purposes in their school.</li> </ul> |
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## B24 Minimising the bureaucratic burden on schools

THE COUNCIL WILL:	THE SCHOOL/GOVERNING BODY WILL:
<ul style="list-style-type: none"> <li>• support schools in their implementation of, and compliance with, the relevant elements of the National Agreement on Raising Standards and Tackling Workload as set out in the School Teachers' Pay and Conditions document;</li> <li>• assist schools in complying with the requirements of the Welsh Government Circular 22/98 Reducing the Bureaucratic Burden on Teachers; <ul style="list-style-type: none"> <li>– support the three fundamental principles of Circular 22/98 Schools should be evaluated primarily by the educational standards achieved;</li> <li>– teachers should be regarded as competent professionals; and</li> <li>– the minimum key information necessary for good communication should be provided to schools and by schools to parents.</li> </ul> </li> <li>• consider carefully, before making requests of schools for information which is not justified by its strategic and co-ordinating role, and only make requests where a school response is highly desirable;</li> <li>• give careful consideration to the extent of individual consultation with schools;</li> <li>• nominate a responsible officer to act as a gatekeeper to reduce the bureaucratic burden on schools;</li> <li>• support schools in delivering the curriculum without undue bureaucracy;</li> </ul>	<ul style="list-style-type: none"> <li>• implement the relevant elements of the National Agreement on Raising Standards and Tackling Workload as set out in the School Teachers' Pay and Conditions document;</li> <li>• comply fully with the requirements of the Welsh Government Circular 022/06 Raising Standards and Tackling Workload: a National Agreement Regularly review the number and quality of meetings and establish a pattern of meetings which are fully justified;</li> <li>• consider whether all written communications with and between staff are necessary;</li> <li>• review the length and quality of all documents which they prepare, whether for planning or administrative purposes and keep documents concise;</li> <li>• in consultation with their staff, consider whether documents which are voluntary in their application can be used without introducing unreasonable burdens;</li> <li>• produce crisp and concise written reports to parents at least once a year on the progress their children have made;</li> <li>• use assessment information to inform learning and develop and maintain manageable recording and effective reporting systems;</li> <li>• develop an effective format for lesson plans and lesson evaluation that is not unduly bureaucratic;</li> <li>• make the effective use of the full range of resources available to the school, with the aim of allowing teachers to</li> </ul>

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| <ul style="list-style-type: none"> <li>• support fully the administrative requirements of the Estyn Guidance on the Inspection of Schools;</li> <li>• support schools in the process of evaluating pupil performance, target setting and development planning without undue bureaucracy, using electronic methods where available;</li> <li>• support schools in implementing the SEN Code of Practice for Wales without undue bureaucracy;</li> <li>• support schools in complying with statutory requirements for governors' annual reports and school prospectuses;</li> <li>• when schools are invited to bid for funding, keep the requirements to an absolute minimum; and</li> <li>• avoid duplication in requesting information from schools.</li> </ul> | <p>devote the maximum amount of time on raising standards of achievement;</p> <ul style="list-style-type: none"> <li>• when being inspected, comply with the administrative requirements as outlined in the Estyn Guidance on the Inspection of Schools;</li> <li>• identify clearly strengths and weaknesses of the performance of pupils and set and review targets for raising achievement using an efficient and effective process;</li> <li>• effectively deliver the revised National Curriculum and Foundation Phase with minimum bureaucracy;</li> <li>• manage the SEN Code of Practice for Wales efficiently and effectively; and</li> <li>• complete funding bids in proportion to the money available.</li> </ul> |
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**Glossary of terms**

ALN	Additional learning needs
CDM	Construction design and management regulations
CP	Child protection
CSC	Central South Consortium
DBS	Disclosure and Barring Service
EWS	Education Welfare Service
HR	Human Resources
ICT	Information communication technology
LA	Local authority
LMS	Local Management of Schools
NQT	Newly qualified teacher
PAN	Pupil Admission Number
PLASC	Pupil Level Annual School Census
SEN	Special educational needs
SIMS	Schools Information Management System
SLA	Service level agreement
VA	Voluntary Aided
WG	Welsh Government

## LOCAL AUTHORITY/SCHOOL PARTNERSHIP AGREEMENT 2017 – 2019

On behalf of Bridgend County Borough Council:

Signed : \_\_\_\_\_

Interim Corporate Director – Education and Family Support

Date : \_\_\_\_\_

On behalf of : \_\_\_\_\_ School

Signed : \_\_\_\_\_

Chair of governing body

Date : \_\_\_\_\_