



**The Exeter Beacon Learning Community**  
**PARTNERSHIP AGREEMENT**  
**1<sup>st</sup> April 2009 – 31<sup>st</sup> April 2011**

**1. Scope**

This Agreement establishes the relationship between the following Partners, co-operating in the context of the Beacon Learning Community Partnership

Ellen Tinkham School  
Ladysmith Infant & Nursery School  
Ladysmith Junior School  
Pinhoe Church of England Primary School  
St Michael's Church of England (VA) Primary School  
St Nicholas Catholic Primary School  
Stokehill Infant and Nursery School  
Stokehill Junior School  
Whipton Barton Infants and Nursery School  
Whipton Barton Junior School  
Willowbrook Primary School  
St James's School  
St Lukes's Science and Sports College  
St Peter's Church of England Aided School

The agreement sets out the terms of the partnership and the framework within which day-to-day management of the partnership will be undertaken. It describes the underpinning principles, roles/responsibilities and accountabilities.

**2. Purpose and principles**

- The common purpose underlying the activities of the partnership is to raise aspiration, attainment and achievement, improve behaviour, attendance and life chances, to personalise provision and opportunities for all children and young people, and to enhance delivery of the five Every Child Matters and Extended Schools outcomes in all partner

schools

- The Partnership will provide opportunities for professional exchange and development, and for supporting each other to manage and achieve the challenges of headship and leadership.
- The Partnership will ensure that its aims and activities are consistent with, and complement, those of the Devon LA Children's and Young People's Plan, and the existing separate School Improvement/Development Plans for each school through consultation, and allow scope for collaboration of School Self Evaluation particularly the Community Cohesion sections.
- The Partnership will monitor its performance by a process of self-evaluation and peer review, using national audit tools and quality standards as appropriate.

### **3. Overall aims**

The partnership's over-arching aim is to raise standards and improve outcomes, aspirations and wellbeing for all children and young people. Within that, it aspires to develop and inspire sustainable leadership across the community, and to be a "touchstone" for all the decisions made to support the following objectives:

- Foster an ethos of aspiration, success, achievement and wellbeing amongst learners, staff and the wider community.
- Support families and young people in achieving a lifelong love of learning through an enhanced core offer from each school and across the partnership
- Share knowledge, resources and skills
- Develop new directions in teaching and learning and plan succession for new leaders within the community
- Establish the conditions for continuous improvement in standards both in education and other services working together

### **4. Strategic Management of the Cluster**

#### **4.1 Accountability and Management**

Overall accountability and strategic management lies with all the head teachers of the partnership.

The Partnership will meet every half term and will be chaired by a Head teacher, elected by the partnership annually. The Headteacher may remain as chair for up to, but no longer than 4 years, if re-elected by the community. The Partnership will also be supported by the LA through an extended schools support officer – at present: Velda Woodruff.

Input from the Extended Schools' Coordinator, (at present Mark Drew) is crucial to the partnership development and to support the Chair of the Partnership and the work of the Group.

## **4.2 The Strategy Group**

Their terms of reference and remit for the above are:

1. To make recommendations on key priorities and actions to the Partnership
2. To base decisions on information and updates from the Extended Schools' Coordinator
3. To ensure accountability of usage of Extended Schools' funding, and justify spending to the LA/DCFS if necessary.
4. To support partnership schools in effective collaboration.
5. To disseminate good practice and expertise beyond the partnership where appropriate.
6. To monitor and evaluate the work of the Partnership.

Any decisions made by the above group will be ratified by the Partnership and to aid communication all relevant papers will be circulated in advance of the Partnership meeting. The Strategy Group will meet at least half termly and prior to the Partnership half termly meeting.

Representation:

- Chair
- Vice Chair
- 2 other Headteacher representatives
- Extended Schools' Coordinator.

Head teacher representation will be on a termly basis, and will be supported by one reserve representative, who in turn will become the elected representative the subsequent term. For schools where Head teachers are not represented on the partnership, they may be substituted by a Senior Manager replacement e.g. Deputy Head teacher, but it is preferable that the head attends. The strategy group should always include primary and secondary representation.

Supported as appropriate by:

- LA Senior Adviser – Philippa Court
- Support Officer – Velda Woodruff
- Additional outside expertise.

## **4.3 Cluster Management**

The role of the Extended Schools Coordinator is to:

- To support the Chair, Strategy and Partnership Group;

- Coordinate Partnership and Strategy Group meetings;
- Coordinate the work of the schools;
- Monitor Partnership finances and report termly to the Strategy Group;
- Actively seek funding
- Seek additional opportunities – eg organisations that wish to work with schools and are useful to the schools collaboration
- Coordinate monitoring and evaluation arrangements;
- Draft reports for, and on behalf of, the Partnership;
- Report on the progress made by the partnership schools in achieving targets and implementing the Extended Schools Core Offer;
- Act as the chief point of contact between the Partnership, the DCFS and the LA and;
- Forge and develop links between the Partnership and other activities and agencies to promote good practice and ensure joined up thinking.

The Extended Schools' Coordinator is line managed by the Head who is Chair and will be given workspace and access to telephone and internet.

#### **4.4 Activity Coordination**

Partnership Schools will collaborate and spend meeting time to identify and prioritise the development areas, (preferably around 5 areas). These should include those which best meet common improvement priorities for Extended School Core Offer enhancement, and schools should participate in at least 3 of the 5 areas, supporting other schools if the areas are already a strength for individual schools.

Partnership Schools will take note of data obtained from LA or other sources that identifies areas of need common to several or all of the schools in the partnership

Partnership Schools will take note of national, ECM, local, CYP and local Children's Trust priorities and include them in their priorities where they are relevant for the Beacon Partnership Schools, but not automatically be led by them where they are not relevant in order to be able to take ownership of the priorities that they decide upon for the best outcomes for their children and community

Each Development Area of the Beacon Partnership's work is championed by a named Development Coordinator (HT) whose role is to:

- Liaise with the ESC and be a contact point for other HTs
- Support the development, implementation, monitoring and evaluation of the relevant Development Plan;
- Support the relevant Development Area's staff in school, possibly through visits and meetings;
- Liaise with appropriate staff in school to monitor that action plans are implemented;
- Work with the E S C to provide reports and evaluation to the Partnership;
- Support the work of the Strategy Group as appropriate.

## **5. Partnership Participation.**

### **5.1 The Partnership has agreed that schools in receipt of Extended Schools funding do so in agreement to the following as a minimum of participation:**

- That they will collaborate together to decide the development areas, assisted by the data which is available to them through county, or through the work of the ESC
- Representation, at an appropriately high level, (HT or Deputy) at the Partnership Meetings or apologies forwarded. The Chair will investigate the reasons for continued non-representation and report this to the Partnership.
- Representation on Strategy Group on a rota basis
- Submission of information, as requested by the Partnership and or/ ESC, to given deadlines.
- School improvement planning includes the full remit of the Partnership's work in relation to the school.
- School self-evaluation procedures cover the full remit of the Partnership within the school
- For each agreed Development Area selected, schools will identify a lead individual.
- Implement any agreed Development Plan.
- Attend appropriate meetings/events.
- Participation in a celebration event once during the year.

## **6. Monitoring and Evaluation**

The Strategy Group of the Partnership will have responsibility for monitoring and reviewing the performance of the Partnership and reporting this. A formal review and evaluation of the progress of the Partnership against its objectives will be undertaken annually before the Annual Planning Meeting and reported to that meeting.

If the Partnership believes that one of the partnership schools is not participating or delivering as expected, then this will be discussed with the Strategic Group with a view to establishing how to make good the shortfall, renegotiating the commitments or ending of the partnership undertaking and associated funding. The Partnership will seek assistance from the LA if there is persistent lack of engagement.

If any school wishes to withdraw from the commitments undertaken through their membership of the Partnership, this should be taken up with the Strategy Group of the Partnership to renegotiate a way forward, and advice sought from the LA about relevant Beacon ES funding.

### **6.1 School Level**

Head teachers and governing bodies will monitor and evaluate the work in individual schools through school self-evaluation procedures and the inclusion of the Partnership work in improvement planning. Discussion of each individual school's progress will form part of the

agenda for meetings with the school SIP at their meetings. Any issues emerging from individual schools will be raised with Development co-ordinators and the partnership via the Strategy Group.

**7. Funding**

The Strategy Group may recommend to each school that funds or resources are provided to support joint Partnership activities.

**8. Governors**

The Governors of each school will receive reports via the head teachers on the progress of the Partnership against the aims agreed and the specific activities undertaken. The Governors are responsible for ensuring that the work of the Partnership is aligned to the School Development/improvement Plan of their school and to address the impact of the Partnership in their ongoing evaluation of the progress of their school.

**9. Term of Agreement**

The partner schools have committed to continuing the Partnership for an initial period of six terms commencing in April 2009. Therefore this Agreement will expire or be renewed on the last day of April 2011

Extended Schools Funding can only be allocated to schools participating in the partnership.

Signed on behalf of the ..... school:

.....  
Chair of Governors

Date:

.....  
Headteacher

Date: