

School Improvement Partnership Terms of Reference

The partnership

The partnership consists of a group of **** primary schools and **** secondary school within Essex. The schools within the partnership are:

**** ****
**** ****
**** ****
**** ****
**** ****

Our agreement is of a partnership based on agreed co-operative working and managed collectively by the Headteacher's Group, chaired by each Head in turn. The partnership has very close working relationships with ****

Each school has its own governing body. The schools share common goals expressed via the partnership's vision, terms of reference protocols and agreements. The partnership can make joint recommendations, but it is up to each individual governing body to authorise plans.

Our vision

Our vision is to ensure improved outcomes for children by collaborating with each other to:

- Provide a forum for essential collaboration, using our combined experiences, to sustain and develop school improvement in common activities and issues
- Support and develop excellence between members through robust professional challenge, impacting positively on all members of school communities
- Respect each school's individual ethos, culture, values and identity
- Narrow achievement gaps, especially for vulnerable groups which include those children supported via pupil premium and special educational needs
- Identify potential leaders and develop expertise in curriculum areas
- Develop outstanding teachers and practitioners through the highest quality professional development opportunities
- Share expertise, best practice and training within and beyond the group
- Moderate assessment judgements
- Challenge and support each other on areas of under performance
- Recognise and aspire to excellence for each of the schools
- Agree procedures and protocols within the group to ensure we have similar aspiration, ambition, expectation and standards in our schools
- Celebrate success across the partnership
- Build cohesion, confidence and skills through networking with colleagues
- Respond to national and local initiatives

Responsibilities

Each Headteacher will:

1. Commit to attend meetings, represent their school and bring experience and knowledge to the group. If unable to attend a meeting a Headteacher will send a deputy to attend in their absence.
2. Read all documents prior to meetings and consult with appropriate personnel within their school
3. Ensure that minutes and any reports are effectively acted upon and disseminated to their governing body and members of their school SLT as appropriate
4. Contribute to the development of robust and effective monitoring and performance arrangements and be open to scrutiny and challenge
5. Ensure that agreed projects are completed
6. Be available for consultation between meetings to facilitate the business of the group
7. Arrange to share partnership events which may be some common INSET day training
8. Pay due regard to Health & Safety, Data Protection and Safeguarding legislation

Head teacher group meeting arrangements

1. There will be one meeting each half term
2. The meetings will be held in each of the **** schools on a rota basis
3. The host school will circulate reminders, agendas and any associated reports/discussion papers to the group one week prior to the meeting
4. The host school will chair the meeting
5. Arrangements for other members of staff, governors or guests to attend will be agreed prior to the meeting and the host school will then make the appropriate arrangements
6. The host of the previous meeting will minute the meeting and will be responsible for circulating the minutes etc

Terms of reference

To ensure effective working relationships are developed and the vision realised the partnership schools will:

1. Plan an outline of Head Teacher and Deputy Head Teacher meeting foci for the year which can be reviewed annually but more regularly as the partnership is established. Further amendments for subject leaders, governance etc. can evolve as necessary.
2. Undertake activities such as peer enquiry, lesson study, audits and reviews of provision on the request of an individual school
3. Engender trust between members for successful collaboration. Trust is engendered by: confidentiality, professionalism and honesty
4. Support inclusive practices for all children
5. Benchmark the performance data of each school against national measures
6. Support the formulation of clear and ambitious action plans with achievable milestones
7. Recommend external specialists to provide CPD and to raise the pace of change, where needed
8. Consider how the quality of resources and staff are fully focused on high-quality learning in each of the schools

9. Call to account curriculum teams and their leaders
10. Work with each of the schools' head teachers and senior leadership teams to identify best practice and challenge poor or inadequate practice

Agreements of the group

1. We agree to work through collaboration, based on mutual trust and respect, to facilitate joint practice
2. We value the work of all members of the group (staff, governors and parents/carers) who share their expertise to raise standards and outcomes for children, develop leadership and management and demonstrate consistent exceptional teaching and learning
3. To provide transparency through open dialogue between all members concerned
4. We believe that by pooling our resources and recognising and utilising the strengths of individuals and groups within our schools we can provide more than when working in isolation.
5. We believe that excellence in leadership, pedagogy, training, development and support should be shared effectively to maximise their positive impacts on the greatest number of children
6. We believe that all who commit to the education sector as their vocation have the right to the highest standards of training, guidance, support, development and influence; to help them become the best that they can be
7. We recognise that all children and young people, regardless of their starting point or setting, have the right to an outstanding education, and most importantly one that prepares them to thrive as enterprising, global citizens in a fast-changing, modern world.
8. We agree to share information about the expertise and talent in our schools, as well as key performance indicators in order to facilitate the work of the partnership in improving outcomes for children
9. Data on individual pupils will be shared ONLY live at meetings (eg pupil books or tracking sheets) and not stored or taken away by any other party

Collaborative Opportunities could include

- Release of teachers to visit other schools
- Year 6 and Key stage 3 teachers to work together
- Assessment without levels issues explored together
- Joint observations
- Judging the quality of teaching and learning in each other schools
- Shared training
- Lesson study and peer enquiry/review
- Meetings for middle leaders from each school
- Working on development of teaching and learning and development of school policies

Changes to the partnership

1. A school can decide to leave the partnership at any time.
2. Changes in school leadership will not affect the school membership to the partnership

Budget

1. The partnership **may** decide in the future as it develops to hold a small budget (based on an amount per pupil) and make recommendations for expenditure for CPD for the partnership.
2. The account would be held by one school and each school would be invoiced accordingly. We will agree a sum per pupil. Any remaining funds will either be reinvested or reapportioned to each school at the end of each financial year.
3. The Head teacher group would draw up a financial plan that reflected the action plan for the partnership