



# Gedling Family of Primary Schools

## Partnership agreement

2018-19

July 2018

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# 1 The purpose and aims of the partnership

1.1 The partnership consists of four primary schools in Gedling:

- All Hallows CofE Primary School
- Phoenix Infant School
- Priory Junior School
- Stanhope Primary School.

1.2 The overriding purpose of the partnership is to promote and sustain high-quality education in the primary schools in Gedling so that their pupils develop into mature, confident and high-achieving adults.

1.3 To fulfil this purpose, the staff and governors of the schools in the partnership aim to:

- identify and share opportunities that can be made available to all pupils in the family of schools
- create opportunities that broaden outlooks, deepen understanding and enhance skills, both among pupils and staff
- strengthen the ethos of each school
- share information and expertise that support the development of teaching and leadership skills
- share staff, resources and services where appropriate to improve cost-effectiveness
- benefit the community through coherent educational provision across the family of schools.

# 2 The partnership's shared values

2.1 The staff and governors participating in the partnership are public servants, paid and unpaid. All involved must, therefore, adhere to the seven principles of public life set out by the Committee on Standards in Public Life (the Nolan Committee). To ensure the complete propriety of the partnership, staff and governors will:

- be **selfless** and act without concern for personal gain
- act with **integrity** and not be unduly influenced by others
- be **objective** in their decision making
- be **accountable** for their actions
- be **open** in their dealings with others
- be **honest** in all their work
- show **leadership** and promote these principles.

2.2 In addition to adhering to the principles of public life, staff and governors will always work within a set of values agreed by the schools in the partnership. This means that staff and governors will:

- treat others with respect and tolerance, and adopt a sincere, caring and understanding approach
- embrace an inclusive approach by consulting, collaborating and cooperating with staff, governors, parents and all others with whom we work
- have a sense of self-discipline, personal responsibility and responsibility for others in the family of schools and the wider community
- maintain high professional and ethical standards, ensuring we challenge all forms of discrimination
- generate a culture which focuses on continuing improvement and sustaining excellence
- adopt a helpful, problem-solving, “can-do” attitude in our work that gets things done
- focus on quality, efficiency and effectiveness, adopting best practices and driving down costs to ensure high quality results
- have an awareness of the need for everyone to enjoy a healthy lifestyle and encourage an appreciation and concern for the environment, especially the local area around the schools.

### 3. The scope of the partnership’s activities

3.1 The partnership is designed to be flexible and not preclude specific agreed activities. The partnership agreement is designed to allow a full range of collaborative activities to take place. The main areas within which these take place include:

- curriculum design and planning
- training/professional development for teachers, other staff and governors
- moderating teachers’ assessments
- policy development and joint policies
- joint meetings of headteachers
- joint meetings of governors
- shared staffing, contracts and services
- shared school-self evaluation
- peer review at all levels
- sports, arts, music and other joint activities for pupils
- joint meetings of the school council from each school
- joint communication with parents

3.2 A current list of partnership activities is provided in annex 1.

- 3.3 Each year a joint development priority will be agreed. This will provide an outline of the aims and purpose of the agreed work, its cost, expected outcomes and how its effectiveness will be reviewed. Each school in the partnership will then plan for the work it will do in pursuit of the achievement of this priority.

## 4. Leadership and governance

- 4.1 The schools in the partnership will retain all individual decision-making functions and join the partnership on an equal footing with the other schools.
- 4.2 The partnership will be led by a joint governors' committee, known as the partnership steering committee, meeting at least annually and consisting of:
- the chairs of the governing bodies of the schools in the partnership
  - one other governor from each governing body in the partnership
  - the headteachers of the schools in the partnership.
- 4.3 Meetings of the partnership steering committee will be chaired by the headteacher of the host school and minuted by the headteacher of the host school of the subsequent meeting, by rotation.
- 4.4 This joint committee, subject to the agreement of each governing body, will take a strategic view of the work of the partnership and will:
- review, revise if necessary, and agree the terms of the partnership annually in the summer term in preparation for the next school year
  - review the range of joint activities that have taken place over the last year and update the list in Annex 1
  - review the effectiveness of the work done towards the agreed development priority for the year, as set up in paragraph 3.3
  - of appropriate, commission a working group to research and construct a proposal for future development across the partnership
  - determine the priority for joint development work in the following school year, as set out in paragraph 3.3
  - make decisions that involve joint contracts or joint appointments of staff.
- 4.5 The day-to-day, operational activities of the partnership will be led by the headteachers of the partnership schools acting jointly. Decisions that involve more than one school in the partnership in contractual obligations or the employment of staff will be referred to the joint committee of governors.

## 5. Joining and leaving the partnership

- 5.1 The partnership is of schools in the primary phase in Gedling. Other primary schools, existing or new, which are within the Gedling area, may join the partnership, by agreement with the schools already in the partnership.
- 5.2 The partnership is designed so that it can function well irrespective of the governance arrangements for the school. This means that, should a school's governance arrangements change, its work with the partnership can continue. Nevertheless, a school can withdraw from the partnership at any time, subject to the following:
- jointly planned activities are completed
  - contractual obligations are fulfilled
  - any employment rights are preserved.
- 5.3 In the event that the membership of partnership falls to two and one of the remaining two schools wishes to leave the partnership, the partnership will be dissolved, subject to the same conditions as in paragraph 5.2.

## Annex 1 – Ongoing areas of collaboration

- Joint in-service training
- Headteacher meetings
- Joint meetings of governors
- Discussions of the future of the schools in the current national educational and funding climate
- Joint staff meetings
- Moderation events to ensure accuracy of assessment/work scrutiny
- Jointly planned themed weeks in the curriculum
- A family SENCo across the four schools
- Joint SEND work and funding
- Self-evaluation learning walks and support
- Joint observations of teaching and learning
- Sharing good practice
- Sharing resources and expertise
- NQT network
- Some common policies (eg SEND, social media)
- Joint School Council work
- Joint office staff communication
- Carnivals
- Joint sports day
- Various sporting competitions
- Gedling's Got Talent
- Shared governor training
- Transition arrangements to secondary school
- Some joint information to parents
- Joint work towards achieving the Dyslexia Quality Mark

## Annex 2 – Development priority for 2018–19

<b>Aims and purpose</b>
For each school in the partnership to achieve accreditation as Dyslexia Friendly Schools – the British Dyslexia Association’s Quality Mark – to enable the schools to make better provision for pupils who have dyslexia ( <i>second year of a two-year programme</i> ).
<b>Expected outcomes</b>
Higher standards in reading and writing among dyslexic pupils Dyslexia-friendly classrooms and displays
<b>Cost</b>
No central costs – internal school costs only
<b>Training and support</b>
Sessions during half-termly joint training sessions for staff. Governors to be invited
<b>Review of effectiveness</b>
In-school ongoing evaluation of school activities with annual review and brief report by steering committee.

## Development priority for 2019–20

Discussions will begin in the autumn term 2018 to identify the aims and desired outcomes for a development area for 2019-20 that forms the next major project for the partnership. Initial discussions in the summer term of 2018 suggest that pupils’ mental health and well-being might be appropriate area of focus.