



### Partnership - Improvement guides Leadership and coordination

#### A school is good to the extent that...

It has established effective links with a range of establishments, agencies, local businesses and voluntary organisations. School leaders and partner agency leaders are clear about the aims of their joint working and communicate these to the staff involved.

Aims, policies, procedures and guidance make clear the purposes of joint working and the roles and responsibilities of individual partners. They result in consistency in the way children are treated to ensure their wellbeing and safety.

Protocols for information sharing are clear and are followed by staff. They enable the necessary decisions about children's learning and welfare to be made. Partners, young people and families are consulted regularly and at an early stage in developments.

#### A school is excellent to the extent that...

Joint activities with other establishments, local businesses, voluntary organisations and training and careers organisations are managed through partnership agreements. These agreements are aspirational and include clear monitoring and evaluating of joint outcomes. A culture of openness and transparency exists between the school and its partners. All staff are aware of the partnership working, which is embedded in the life and work of the school. The well timed implementation of partnership agreements ensure that young people benefit from enrichments to their learning, achieve success and are safe and well supported.

The success of aims, policies, procedures and guidance for partnership working is regularly monitored and evaluated. Necessary improvements are made to ensure that learners' experiences are maximised. Policies and guidelines encourage innovation and flexibility.

Management information systems are systematic and enable all partners to have access to the information they need to ensure young people's emotional wellbeing and improve their learning. Pupils and their families are fully aware of any information held about them and with whom it might be shared. They are regularly consulted about this information. Partners, young people, families and other stakeholders are actively involved in decision making at all stages.



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Representatives of the community, agencies and other stakeholders are informed of relevant decisions taken within school committees.

Relevant partners, agencies and stakeholders are represented on school committees and working parties as appropriate to the partnership agreement. Members of joint groups make decisions and commit resources, within agreed parameters. External agencies and partners are regularly asked for their views on the work of the school both formally and informally. These views are used reflectively by the school to inform and improve future practice.