

Appendix 1

EDUCATION IMPROVEMENT PARTNERSHIP

'Working smarter together rather than harder alone.'

MEMORANDUM OF UNDERSTANDING

1. Context

The vision of Excellence in Cities (EiC) in Sunderland is to work in partnership to 'organise, manage, coordinate and motivate a wide range of agencies and personnel to improve educational opportunity and provision and thereby enhance the life chances of the young people in our care.' There is a commitment to opening-up schools based facilities and other provision to ensure that students, school age and life-long learners, can fulfil their learning and skills development needs wherever is most convenient.

Excellence in Cities (EiC) programme will end 31st March 2008 and at this time will develop into an Education Improvement Partnership in order to continue to create a sustainable long-term partnership to raise standards and improve outcomes for all children and young people.

2. Sunderland Education Improvement Partnership

Sunderland schools acknowledge the strength of working in partnership with and between schools, the Local Authority, key stakeholders and wider agencies and sees the development / transformation into an Education Improvement Partnership as being a means of participating in and contributing to the strategic overview; to shape the future provision of learning across the city and as a mechanism to manage change and bring about improvement and growth in all schools. The partnership will support the transformation of education agenda with an increased focus on curriculum redesign, pedagogy and climate for learning.

3. Scope

This Memorandum of Understanding concerns the relationship between the following partners, co-operating in the context of the *Sunderland Education Improvement Partnership*.

Secondary Schools and Colleges

Biddick School Sports College
Castle View Enterprise Academy
Farringdon Community Sports College
Hetton School
Houghton Kepier Sports College – A Foundation School
Red House Academy
Monkwearmouth School
Oxclose Community School
Pennywell academy 360

Sandhill View School
Southmoor Community School (Mathematics & Computing College)
St Aidan's Catholic School and Language College
St Anthony's Catholic Girls' School
St Robert of Newminster Catholic School and Sixth Form College
The Venerable Bede C of E Voluntary Aided Secondary School
Thornhill School Business & Enterprise College
Washington School
City of Sunderland College

Sunderland Children's Services

Primary Schools

Albany Village Primary School
Barmston Village Primary School
Barnes Infant School
Barnwell Primary School
Benedict Biscop CE (Aided) Primary School
Bernard Gilpin Primary School
Bexhill Primary School
Biddick Primary School
Bishop Harland CE (Aided) Primary School
Blackfell Primary School
Broadway Junior School
Burnside Primary School
Castletown Primary School
Diamond Hall Infant School
Diamond Hall Junior School
Dubmire Primary School
Easington Lane Primary
East Herrington Primary School
East Rainton Primary School
English Martyrs' RC Voluntary Aided Primary School
Eppleton Primary School
Farringdon Primary School
Fatfield Primary School
Fulwell Infant School
Fulwell Junior School
George Washington Primary School
Gillas Lane Primary School
Grangetown Primary School
Grindon Infant School
Hasting Hill Primary School
Hetton Lyons Primary School
Hetton Primary School
Highfield Community Primary School
Hill View Infant School
Hill View Junior School
Holley Park Primary School
Hudson Road Primary School
Hylton Castle Primary School

John F Kennedy primary School
Lambton Primary School
Mill Hill Primary School
New Penshaw Primary School
New Silksworth Infant School
New Silksworth Junior School
Newbottle Primary School
Our Lady Queen of Peace RC Voluntary Aided Primary School
Oxclose Village Primary School
Plains Farm Primary School
Redby Primary School
Richard Avenue Primary School
Rickleton Primary School
Ryhope Infant School
Ryhope Junior School
Seaburn Dene Primary School
Shiney Row Primary School
South Hylton Primary School
Southwick Primary School
Springwell Village Primary School
St Anne's RC Voluntary Aided Primary School
St Bede's RC Voluntary Aided Primary School
St Benet's RC Voluntary Aided Primary School
St John Bosco RC Voluntary Aided Primary School
St John Boste RC Voluntary Aided Primary School
St Joseph's RC Voluntary Aided Primary School, Washington
St Leonard's RC Voluntary Aided primary School
St Michael's RC Voluntary Aided Primary School
St Paul's CE Controlled Primary School
Town End Primary School
Usworth Colliery Primary School
Usworth Grange Primary School
Valley Road Community Primary School
Wessington Primary School
Willow Fields Primary School

Nursery Schools

Hetton le Hole Nursery School
Hetton Lyons Nursery School
Houghton le Spring Community Nursery School
Hylton Red House Nursery School
Mill Hill Nursery School
Millfield Community Nursery School
Oxclose Community Nursery School
Pennywell Early Years Centre
Usworth Colliery Nursery School

Schools for Pupils with Special Educational Needs

Barbara Priestman School
Castlegreen Community School

The memorandum sets out underpinning principles, and is intended to act as a point of reference for all members of the partnership.

4. Purpose and principles

- 4.1.1 The Education Improvement Partnership is a means of participating in and contributing to the strategic overview, to shape the future provision of learning across the city and as a mechanism to manage change and bring about improvement and growth in all schools. The partnership aims to support the transformation of education agenda with an increased focus on curriculum redesign, pedagogy and climate for learning.
- 4.1.2 The common purpose underlying the activities of the EIP is to raise educational standards, to personalise provision for all children and young people, and to promote the five Every Child Matters outcomes, through delivery of high quality education and education-related services. (Appendix 1)
- 4.1.3 The EIP takes collective responsibility for all of the children and young people in the area, which it covers, for provision of specified services, and for delivering specified outcomes.
- 4.1.4 All secondary, secondary special, nursery, infant, primary and primary special schools that wish to be involved will be members of the partnership.
- 4.1.5 The EIP will focus on local need and be a means of shaping the future provision of learning across the city and as a mechanism to manage change and bring about improvement and growth in all schools.
- 4.1.6 The production of EIP documentation and planning will involve all partners.
- 4.1.7 All parties in the partnership are fully committed to sharing good practice, dissemination of developmental ideas and constructive cooperation to enable each school to learn from the experience of all other schools.
- 4.1.8 Where possible and useful to the schools, they would seek to use common approaches to parts of the programme.
- 4.1.9 The partnership is committed to working corporately and openly in terms of sharing practice and information, communication internally and externally and making decisions openly and collectively.

4.1.10 The partnership will establish a Management Group, which will oversee the implementation of the EIP programme, monitor and evaluate its success and review its work. The Management Group will have the authority of the partnership to make decisions to benefit the EIP.

4.1.11 HTs / senior managers of EIP schools/ partners will take a lead in encouraging and supporting active participation with EIP activities.

5. EIP Overall Aims

The EIP's over-arching aim is to raise standards and improve outcomes for all children and young people. Within that, it aspires to:

5.1.1 Provide a shared vision for staff and students at the partner schools.

5.1.2 Foster an ethos of success and achievement amongst learners, staff and the wider community.

5.1.3 Share knowledge, resources and skills.

5.1.4 Develop new directions in teaching and learning.

5.1.5 Establish the conditions for continuous improvement in standards both in education and other services.

5.1.6 Build upon Excellence in Cities to create a sustainable long-term partnership.

The EIP will ensure that its aims and activities are consistent with, and complement, those of the Children's and Young People's plan for Sunderland.

6. EIP and local authority general responsibilities

6.1.1 The partnership dividend for the local authority relates to better outcomes for pupils:

- Focus on strategic role
- Champions of school standards
- Capitalising on expertise in schools
- Fewer delivery partners
- Holistic children's services
- Ownership by community
- Adapted to local needs

EIP will:

6.1.2 Pay proper regard to the statutory duties of the Local Authority

6.1.3 Pay proper regard to relevant legislation, formal guidance, codes of practice, and national policies

LA will:

- 6.1.4 Support the EIP's performance of its responsibilities, and in particular will use its position to encourage the co-operation of all the institutions within the EIP
- 6.1.5 Provide to the EIP any data it holds which is reasonably required by the EIP for the performance of its responsibilities.
- 6.1.6 Consult the EIP about the development of education and education related services where appropriate.
- 6.1.7 Aim to provide appropriate advice, guidance, and financial and physical resources to help the EIP achieve its aims.
- 6.1.8 Retain responsibility for its statutory duties.
- 6.1.9 Have no responsibility in respect of the day-to-day operational issues, inputs and processes of the EIP.

7. Management and Accountability

7.1 Management

- 7.1.1 EIP Management Group will be established, comprising of:
 - 1 x representative of Children's Services
 - 4 x representative secondary headteachers
 - 4 x primary headteacher cluster representatives
 - 1x infant headteacher representative
 - 1 x nursery headteacher representative
 - 1x representative from City of Sunderland College
 - 1 x representative from secondary special schools
 - 1 x representative from primary special schools
 - 1 x representative of Sunderland University
 - 1 x EIP Manager
- 7.1.2 It is envisaged that the membership of the Management Group will be tasked with managing different foci depending on local need. The Management group will meet half-termly.
- 7.1.3 The EIP will facilitate the work of the partnership by ensuring adequate resources particularly in the terms of time, finance (if funding becomes available) and human capital:
 - Identifying a manager for EIP
 - Providing dedicated leadership and management time
 - Provide half termly Management Group meetings
 - Monitor and evaluate success of programmes.
 - Inform working groups and report progress at Management Group meetings
 - Resource learning materials e.g. electronic resources
 - Network locally and interface with external agencies.
- 7.1.4 Each school/institution engaged in EIP programmes reports will be presented to the Management Group.

7.1.5 The Management Group will provide termly reports to the wider EIP and at an annual general meeting.

7.1.6 Provide half termly meetings for working groups to reflect local and national priorities.

8. Performance management

8.1 Monitoring and Evaluation

8.1.1 The Management Group will have responsibility for monitoring and reviewing the performance of the EIP.

8.1.2 The EIP will undertake a process of self-evaluation using school self-evaluation framework (SEF) on an annual basis.

8.1.3 The Management Group will inform the local authority on EIP's performance against the performance targets.

8.1.4 Each member of the EIP accepts that meeting these targets is the responsibility of the EIP collectively. Each member accepts to make every reasonable effort towards the achievement of these targets.

8.1.5 Where the EIP fails to meet all or any of these targets, it will take prompt and adequate measures to rectify or improve its performance so as to meet the relevant targets as soon as can reasonably be expected.

8.1.6 If any individual member fails to work within the principles laid out in this agreement all parties will be consulted as to appropriate actions.

Appendix 1

The EIP will work with children and young people of Sunderland community within the focus identified by the EIP:

The EIP will contribute to the following Government Targets:

Early Years Foundation Stage

- NI 72 Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy
- NI 92 Narrowing the gap between the lowest achieving 20% in Early Years Foundation Stage Profile and the rest

Key Stage 1

- NI 93 & 94 Progression by 2 levels in English and mathematics between Key Stage 1 and Key Stage 2 PSA

Key Stage 2

- NI 95 & 96 Progression by 2 levels in English and mathematics between Key Stage 2 and Key Stage 3 PSA 11

Key Stage 3

- NI 97 & 98 Progression by 2 levels in English and Maths between Key Stage 3 and Key Stage 4 PSA 11

Key Stage 4

- NI 78 Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold) PSA 10

14-19

- NI 90 Take up of 14-19 learning diplomas
- NI 91 Participation of 17 year-olds in education or training
- NI 117 16-18 year olds who are not in education, training or employment (NEET) PSA 9

The EIP will also focus on the achievement of the following specific groups:

- G&T
- Underachieving boys and girls
- Children looked after
- Excluded pupils
- SEN

The EIP will work with the following to impact on and support the EIP agenda:

- City Learning Centres,
- Specialist Schools,
- Learning Networks
- Advanced Skills Teachers
- 14-19 Steering Group
- Primary and Secondary Head Teacher Behaviour Groups
- Primary and Secondary National Strategies

Education Improvement Partnership – Membership Agreement

The Chair of Governors, Head Teacher / Principal Officer, the Local Authority, College and University sign below, indicating membership of EIP and acceptance of the terms and conditions of this Memorandum, which are effective from the date of signing.

This agreement shall be held by the Education Improvement Partnership and a duplicate copy retained by partners.

Local Authority

Director of Children's Service / (signature)

Date

School

School Name

Chair of Governors (signature)

Date

Head Teacher / Principal (signature)

Date

College

Principal (Signature).....

Chair of Governing Body (Signature)

Date

University

Vice Chancellor (Signature)

Chair of Governing Body (Signature)

Date

Please return to Amanda Hunt

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