

Torfaen County Borough Council

**LOCAL AUTHORITY/SCHOOL
PARTNERSHIP AGREEMENT**

SEPTEMBER 2025 – AUGUST 2028



June 2025

SIGNATURES

1. To be completed by LA

The Local Authority accepts the content of the Torfaen County Borough Council LA-School Partnership Agreement document as a reflection of the actions it will take on behalf of itself and its schools

Signed:

Designation: Director of Education

Date:

2. To be completed (and retained) by school

The Governing Body notes the content and agrees to accept the Torfaen County Borough Council LA-School Partnership Agreement document until 31st August 2028 or until such time as there is a material change, for example as a result of new Welsh Government or Estyn policy and procedure

Signed on behalf of: GRIFFITHSTOWN PRIMARY SCHOOL

Chair of Governors: Mrs Sarah Jordan

Headteacher: Mr Nicholas Blackburn

Date: Monday 22nd September 2025

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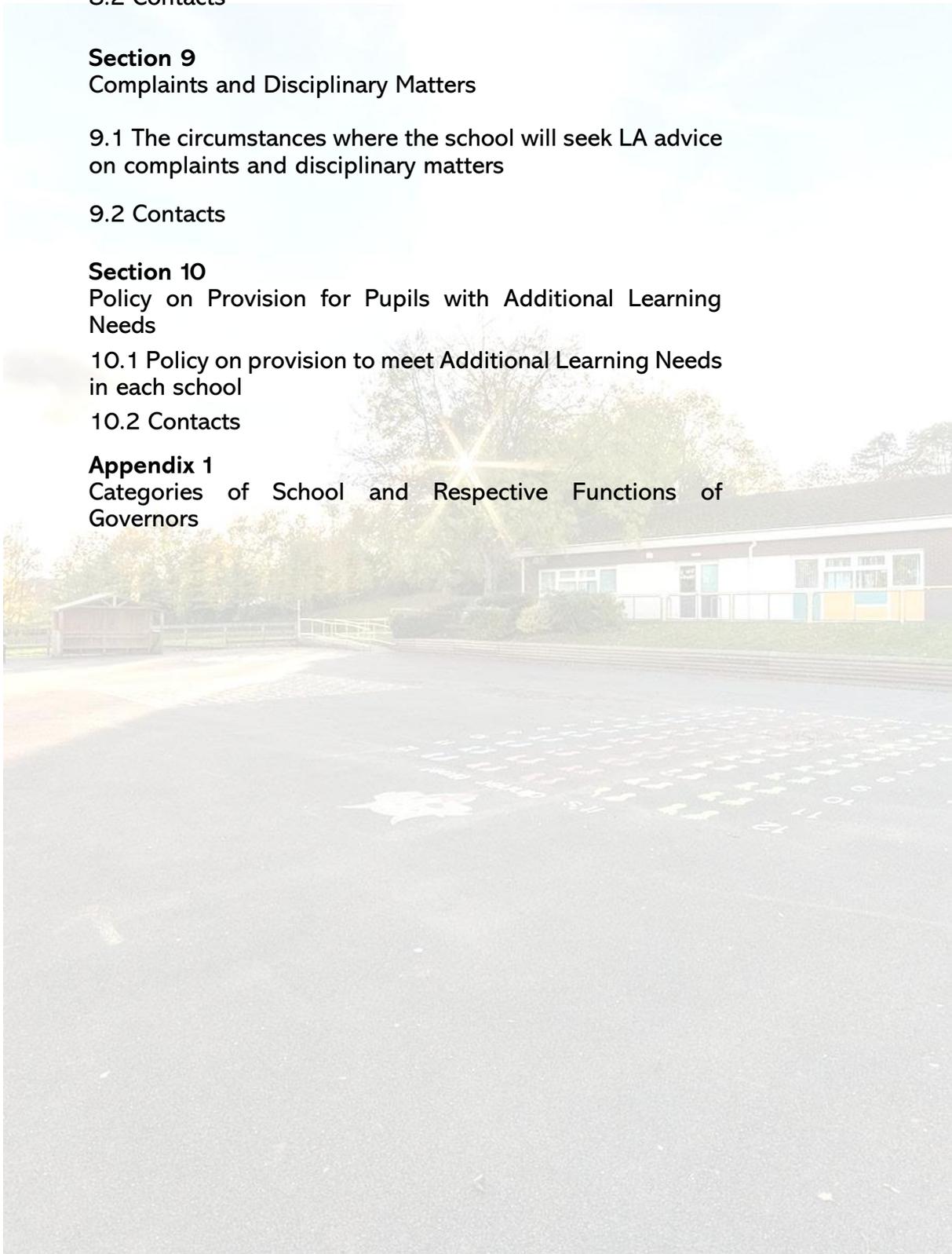
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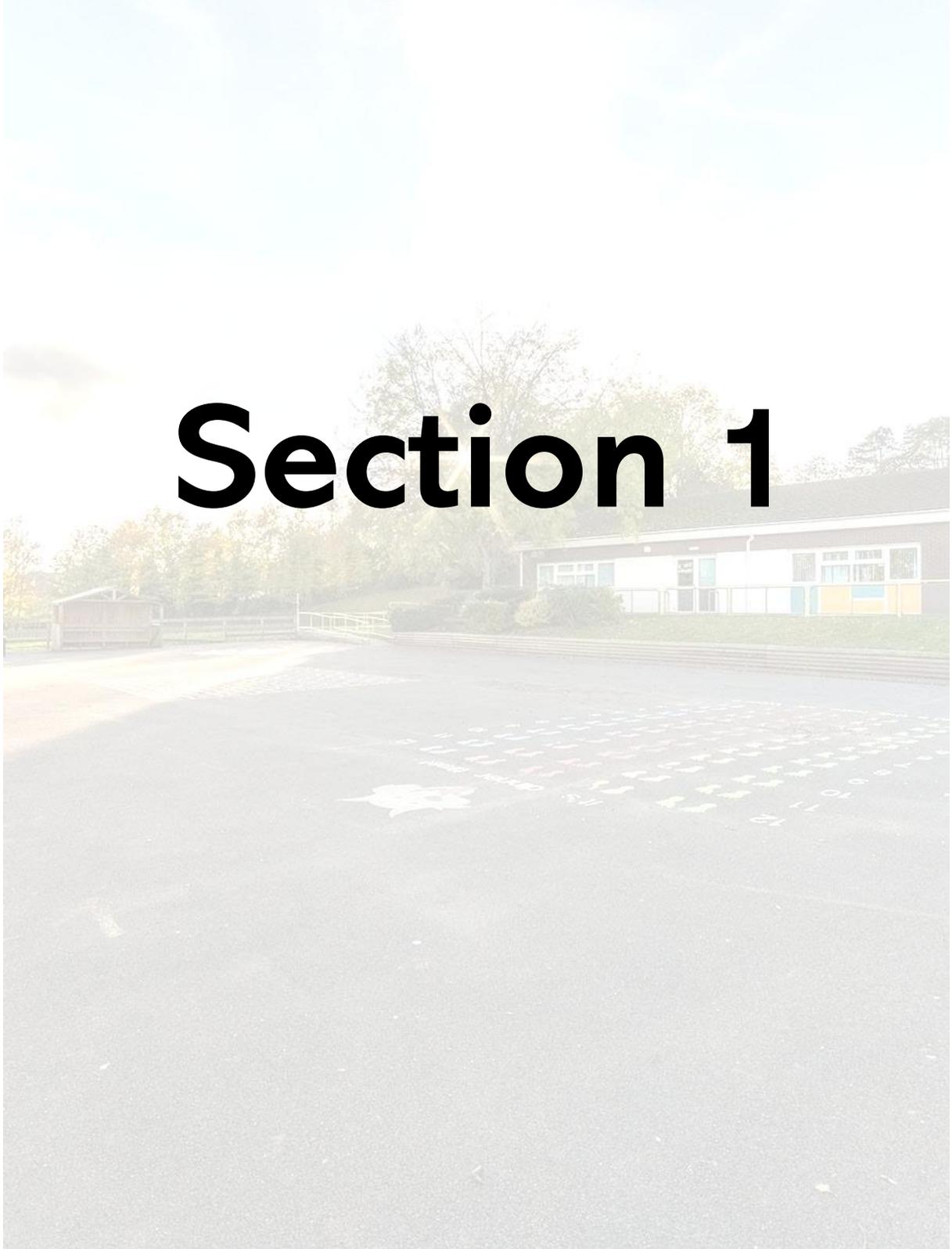
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Section 1



The Maintained Schools (Partnership Agreements) (Wales) Regulations 2008

1.1 Introduction

Section 197 of the Education Act 2002, which applies to Wales only, enabled the Welsh Government to make regulations requiring all Local Authorities in Wales to enter into individual partnership agreements with the governing bodies of all the schools they maintain. Partnership Agreements last for three years.

The purpose of the partnership agreement is to clarify the role of Local Authorities and schools through setting out how the Local Authority and the governing body of a school will discharge their respective functions on specified matters. In the case where the Local Authority and governing body cannot reach agreement then the Local Authority is entitled to draw up a statement setting out how it and the governing body are to discharge their respective functions. An individual Partnership Agreement may be reviewed should a serious concern about the school arise during the year.

1.2 Purpose

This document sets out how Torfaen LA, the Governing Body and Headteacher will work in partnership. The purpose of the document is therefore to:

- Describe how Torfaen LA and the Governing Body will act to discharge their functions in relation to the school
- Facilitate discussion and agreement on the respective roles and responsibilities of the school, Governing Body and Local Authority
- Provide opportunity to reflect on the effectiveness of current practice and provision, to celebrate what works well and to highlight areas where improvements can be made.

Local Authorities, governing bodies and head teachers working in partnership can have a powerful impact in improving schools. But, to succeed, such partnership must be based on a mutual recognition of the functions and contributions of each party, as well as trust.

1.3 The Role of the Local Authority in Relation to Schools

The LA is committed to:

- Formulating a partnership agreement, which ensures clarity and leads to more efficient and effective ways of working
- Sustaining and enhancing existing partnership working between the LA and schools
- Agreeing the functions to be covered by the agreement
- Devising a system for review of the partnership arrangements including intervals for review
- Managing the bureaucratic burden and pressures upon schools.

The responsibilities and essential duties of the LA include:

- Strategic management of education
- Promotion of school improvement and addressing under-achievement through
 - Monitoring performance and agreeing appropriate priorities for improvement in line with effective self-evaluation
 - Providing challenge, intervention and support in inverse proportion to success

- Contributing to school improvement and the management of the response to national strategies
- Ensuring that statutory responsibilities regarding Additional Learning Needs (ALN) are met
- Ensuring that the Education Welfare needs and education of all pupils, and in particular excluded pupils and other pupils unable to attend school, are met
- Provision of appropriate Early Years and Childcare
- Provision of access to Education, including School Admissions, Pupil Development Grant (PDG) Access Grant, Free School Meals (FSM) and Home to School Transport.

The School Improvement Service operates under direction of the LA. The Welsh Government middle tier review recommendations are being implemented, and statutory responsibilities are either allocated to the LA or a school.

[Review of roles and responsibilities of education partners in Wales and delivery of school improvement arrangements: letter to the minister \[HTML\] | GOV.WALES](#)

1.4 The responsibilities and essential duties of the Governing Body

The Governing Body of a school must exercise their functions with a view to fulfilling a largely strategic role in the running of the school. A Governing Body should establish a strategic framework by:

- Setting the strategic direction of the school, agreeing aims and objectives
- Holding the school's headteacher and senior leadership team to account for securing the best possible outcomes for pupils
- Overseeing the financial management of the school, ensuring funding supports the school's curriculum and development priorities

The Governing Body should be ready to explain its actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school. The Governing Body is expected to:

- Agree the values and aims of the school
- Agree policies relating to the aims, purposes and practices of the school
- Contribute to and approve the school development plan
- Approve and monitor the allocation and expenditure of the budget of the school
- Ensure that the Curriculum for Wales is delivered and there are sufficient staff to teach it;
- Monitor and review the school's progress with a specific focus on pupil outcomes and standards
- Ensure that the needs of individual pupils and reasonable adjustments made to meet pupil equality needs are met
- Play an active role in the recruitment and selection of staff
- Establish and maintain links with the local businesses and the wider community
- Support the day-to-day operational decisions taken by the Headteacher
- Promote and ensure equality
- Promote the effectiveness of the Governing Body.

1.5 The Partnership between LA and Schools

It is essential that the LA and schools work in purposeful partnership to address the needs of learners and the wider community.

The partnership is based upon the following principles:

- Communications and consultative arrangements which are open, transparent and minimise bureaucracy
- Working in partnership to support schools to have robust self-evaluation processes in place to ensure they have identified appropriate priorities for improvement
- Working in partnership to identify the bespoke and holistic support requirements of all schools based on school priorities and level of need
- Working together to raise achievement, attainment and wellbeing of learners
- Facilitating the sharing of good practice and expertise, through effective school to school networks, to maximise the benefits for all schools and learners.

1.6 Matters to be included in Partnership Agreements

There are statutory functions, which will form the mandatory element of the Agreement, along with a smaller number of non-statutory functions

Statutory functions

1. Action the LA will take to monitor and support schools
2. Factors the LA will consider in identifying schools giving cause for concern
3. Support the LA will offer to schools giving cause for concern, to turn them around and to prevent them from becoming failing schools
4. Support the LA will provide to schools in special measures, or requiring significant improvement
5. Responsibility of the school and LA for governor support and training
6. Responsibility of the school and LA for the control of school premises and their maintenance and repairs
7. The reports which governing body provides to the LA on discharge of its function
8. Roles of school and LA to develop effective transition for pupils
9. Responsibility of the school and LA for health and safety matters.

1.7 Overview of Functions

Agreement Section	Statutory functions	Non-statutory functions
2		2.2 Targets for attendance 2.3 Exclusions
3	Monitoring Challenge Support & Intervention: 3.1 LA action to monitor schools 3.2 LA identifying schools giving cause for concern 3.3 LA support offered to schools giving cause for concern 3.4 LA support provided to schools in need, or in special measures, or requiring significant improvement	3.5 Providing, maintaining and using data 3.6 LA role in supporting school staff development
4	Governor Support: 4.1 Responsibility of the school and LA for governor support and training 4.2 The reports that the governing body provides to the LA on discharge of its function	
5	School Premises - responsibility of the school and LA for: 5.1 the control of school premises and 5.2 their maintenance and repairs	
6	Effective transition and roles of school and LA: 6.2 Pupils from KS2- KS3 (phases of learning)	6.1 Transition nursery school to primary school 6.3 Effective transition KS4–Post 16
7	Schools and Post 16 targets for: 7.1 Learner Participation	
8	Health and safety matters: 8.1 Responsibility and role of the school and LA for Health and Safety Matters	
9		8.1 Complaints and disciplinary matters
10		9.1 Policy on provision for pupils with ALN

Agreement Section	Statutory functions	Non-statutory functions
11		10.1 Communication/ consultation arrangements – minimise bureaucratic burdens on schools

1.8 Timing and Review

The duration of the current Regional LA School Partnership Agreement is three years from September 2025 to August 2028.

The LA commenced a review of the Agreements in March 2025. Partnership agreements will subsequently be reviewed at intervals of no more than three years from the previous review.

In addition to 3 yearly reviews, a review may also be undertaken if any of the following occur:

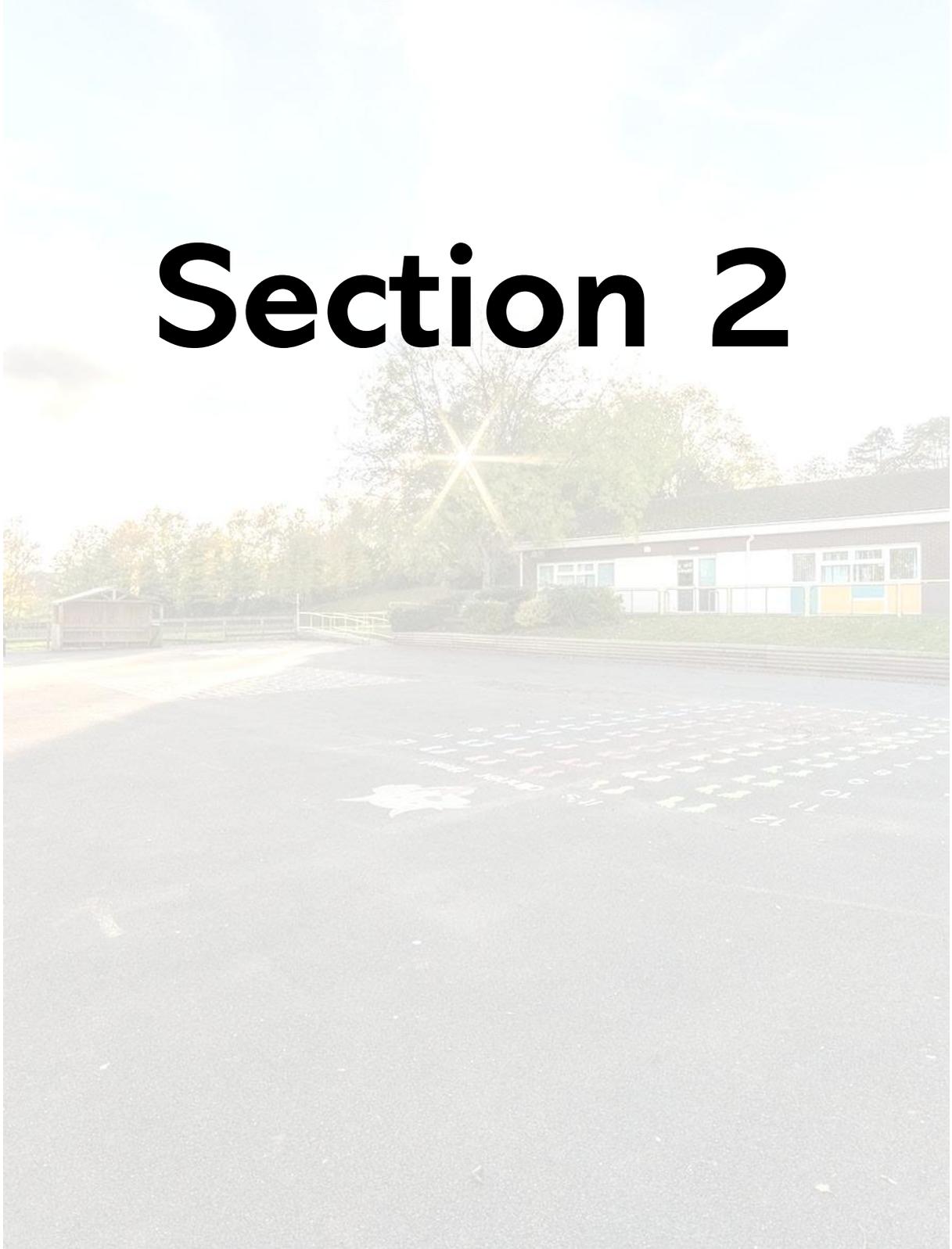
- a school is identified by Estyn as being in the categories of special measures or significant improvement
- the LA or Welsh Government use any of their intervention powers under section 54-59 of the Education Act, 2003
- there are fundamental changes in the provision of post-16 provision
- statutory proposals leading to:
 - direct closure of a school
 - amalgamations of schools
 - changes of the age range
 - changes to ALN provision
 - change of the language medium of the school
 - alteration from single sex to co-education or vice versa
 - federation of a school
 - establishment of a new school.

A review could lead to one of the following outcomes:

- no change
- amendment of the Agreement or Statement
- replacement with a new Agreement or Statement; or
- the LA drawing up a Statement if the school did not agree to changes to an Agreement.

Additionally, the partnership agreement may be amended subject to significant change in Torfaen LA policy or practice, following consultation, and the agreement of schools and Governing Bodies.

Section 2



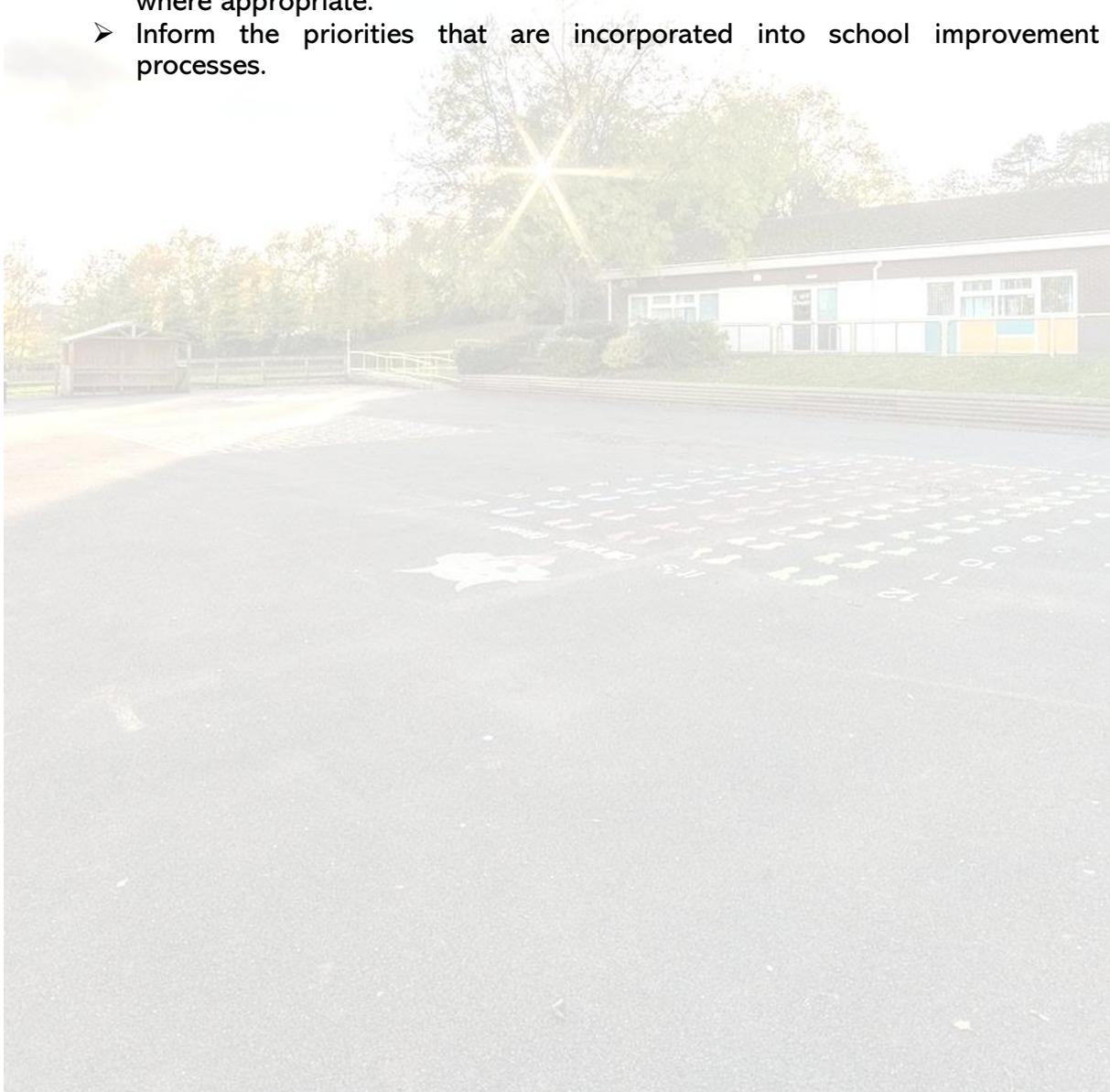
Individual pupil progress, attendance and exclusions

A core function of the LA is the promotion of standards, continuous improvement, and best practice.

Systematic and rigorous target setting at individual pupil level is recommended as an important part of every school's strategy for securing improvement. Targets should be based on a range of relevant pupil-level intelligence and provide appropriate challenge.

Schools should ensure that the targets set for individual pupils:

- Provide appropriate challenge for all children and young people, including those who are most disadvantaged, and recognised as More Able and Talented
- Are based on teacher assessment of each individual pupil, supported by an appropriate range of reliable and secure evidence of pupil progress and prior attainment and achievement including the use of personalised assessments where appropriate.
- Inform the priorities that are incorporated into school improvement processes.



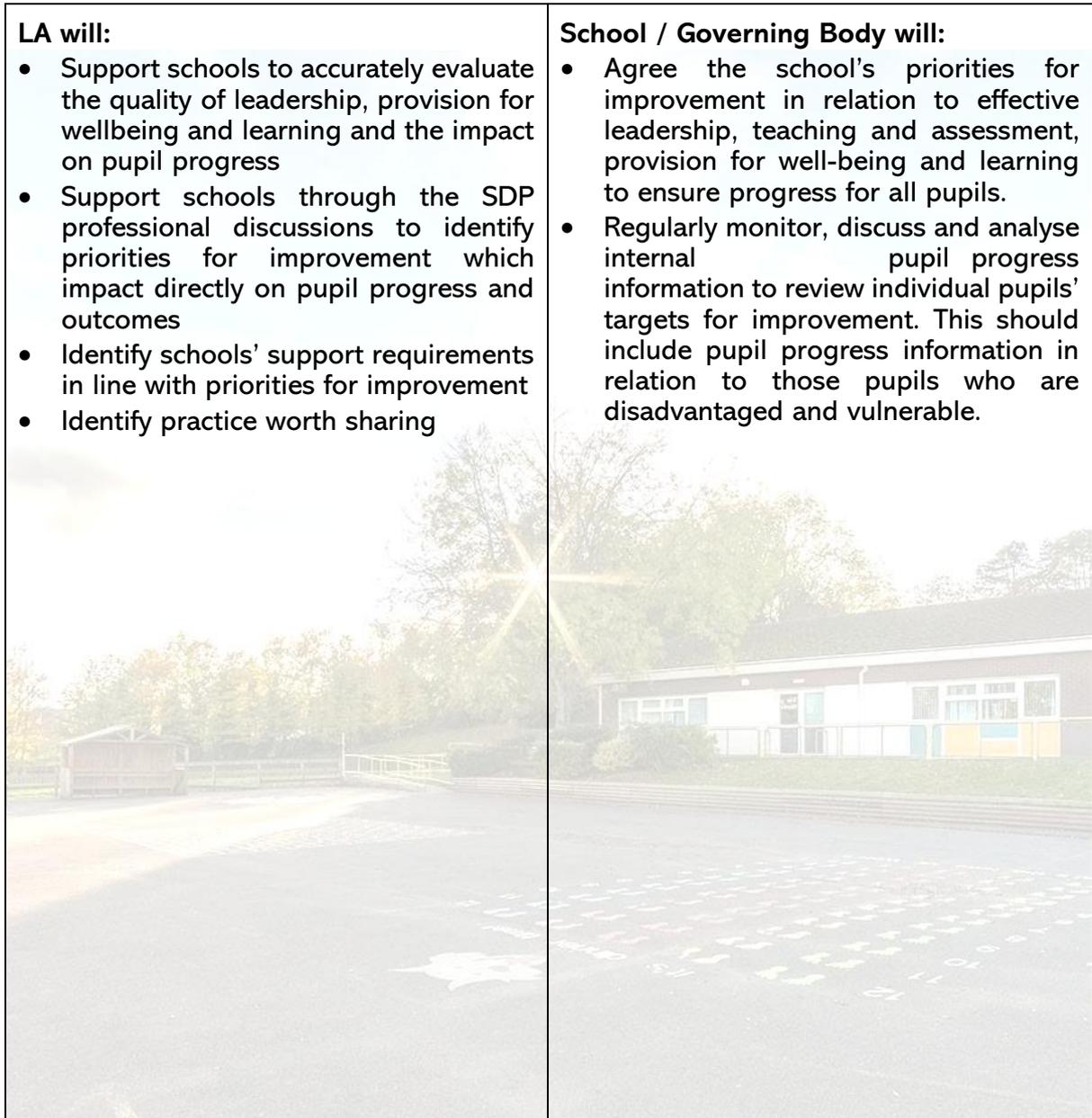
2.1 Pupil Progress (statutory function)

LA will:

- Support schools to accurately evaluate the quality of leadership, provision for wellbeing and learning and the impact on pupil progress
- Support schools through the SDP professional discussions to identify priorities for improvement which impact directly on pupil progress and outcomes
- Identify schools' support requirements in line with priorities for improvement
- Identify practice worth sharing

School / Governing Body will:

- Agree the school's priorities for improvement in relation to effective leadership, teaching and assessment, provision for well-being and learning to ensure progress for all pupils.
- Regularly monitor, discuss and analyse internal pupil progress information to review individual pupils' targets for improvement. This should include pupil progress information in relation to those pupils who are disadvantaged and vulnerable.



2.2 Attendance (statutory function)

<p>LA will:</p> <ul style="list-style-type: none"> • Offer guidance and support to Headteachers on matters related to attendance and welfare • Offer support to schools with the setting of any internally set attendance targets • Discuss attendance matters, with Headteachers and governing bodies • Collect and collate individual school attendance data to allow schools to analyse progress and determine future strategies to help secure continued improvement • The Education Welfare Officer (EWO) will monitor, interrogate and discuss attendance data along with other key information, in order to facilitate planning and ensure that the School Improvement Partner has key data to inform their role in supporting and challenging the school's leadership of attendance • Support the electronic submission of pupil level attendance data within published timescales. • Consider attendance as part of the SDP Professional Discussion as appropriate and where there is practice worth sharing. • Discuss attendance and engagement of learners with Headteachers and governing bodies in relation to its impact on pupil progress and wellbeing. • Consider the school's performance in improving or maintaining good attendance as part of the evaluation of leadership and the identification of priorities for improvement. • Collate attendance information on a regular basis 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Work proactively with the Educational Welfare Officer and to discuss and agree suitably challenging targets for attendance, by analysing current trends and benchmarking data • Monitor, discuss and analyse attendance data to support targeted interventions to raise attendance on an individual and cohort basis. 
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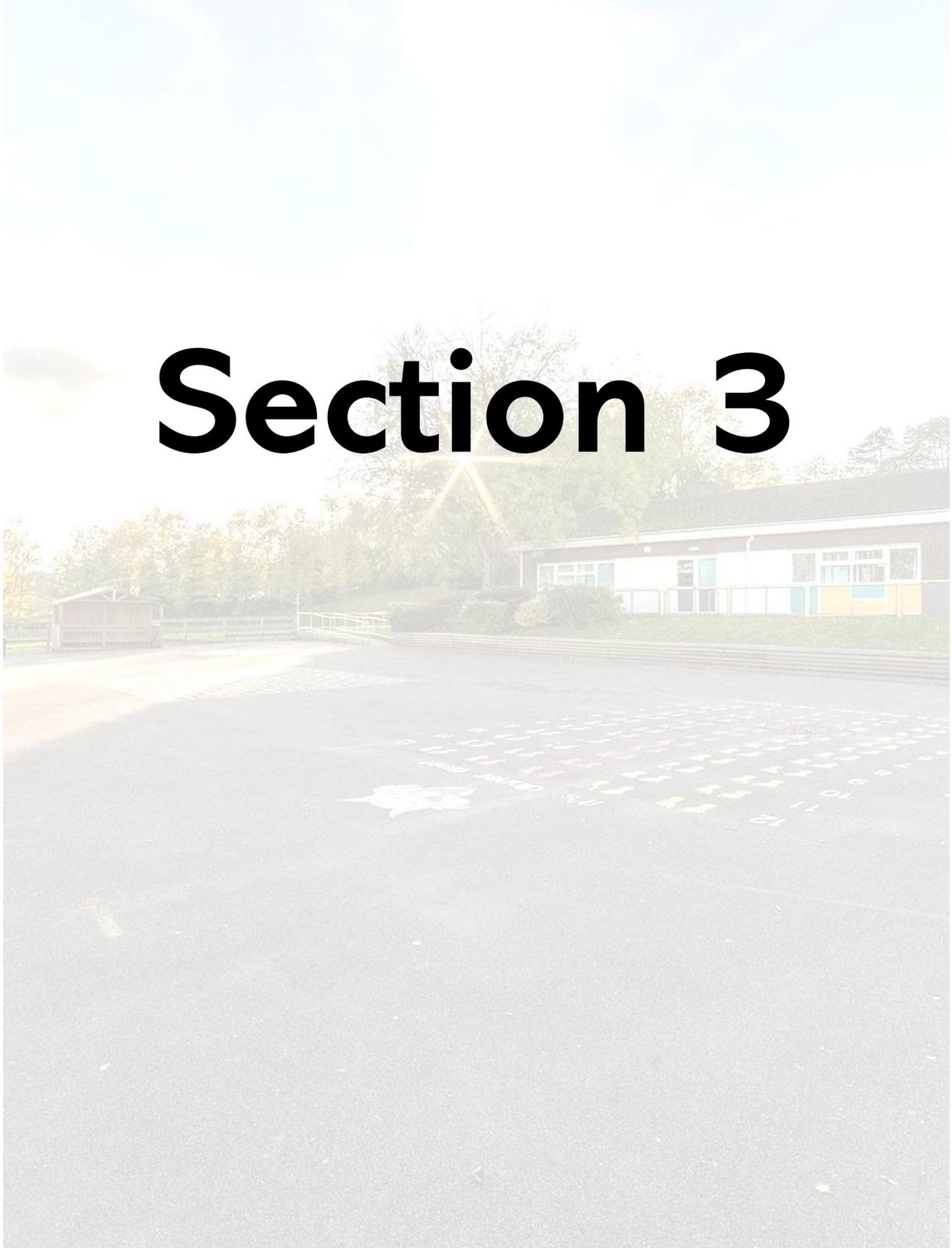
2.3 Exclusions (non-statutory function)

<p>LA will:</p> <ul style="list-style-type: none"> • Work with schools to support them in preventing and reducing exclusions • Offer guidance and support to Headteachers on matters related to exclusions • Analyse exclusion data to discuss and agree targets with schools • Support the submission of exclusion data within published timescales. • Consider the school's data pertaining to exclusions as part of the evaluation of leadership and the identification of priorities for improvement. • Meet regularly and share relevant school level information with the School Improvement Partner. • Provide appropriate professional learning to reduce exclusions. 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Work with the Inclusion Advisor, other LA staff and where appropriate the School Improvement Partner to discuss exclusions, by analysing current trends and benchmarking data • Work proactively with LA staff to develop and implement positive behaviour policies, thus reducing the risk of exclusion • Monitor, discuss and analyse exclusion data to support targeted interventions to reduce exclusions. • Following the exclusion of a pupil, the Headteacher must within 1 school day inform the Pupil Discipline & Exclusion committee of the Governing Body and the LA of <ul style="list-style-type: none"> - Permanent exclusions - Exclusions which will result in the learner being excluded for more than five school days or twenty lunchtimes in any one term; - Exclusions which result in the learner missing a public examination. • Fixed-term exclusions totalling five or fewer school days, or 20 or fewer lunchtimes, in any one term, and where the learner is not missing a public examination must be reported to the Pupil Discipline & Exclusion committee of the Governing Body once a term.
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2.4 LA Contacts

Strategic Director – Children and Families
 Director of Education
 Head of Learning and Achievement
 Head of ALN, Inclusion and Wellbeing

Section 3



Evaluation, Improvement and Accountability

The partnership between the School Improvement Service and Torfaen County Borough Council aims to transform the educational outcomes and life chances for all learners by:

- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges
- Building effective networks of professionals, across Local Authorities and working together to improve leadership, teaching and learning.

The School Improvement Service support is centred around the following professional learning areas:

- School Improvement
- Health, Wellbeing and Equity
- Curriculum for Wales
- Leadership and Pedagogy
- School Governance, Policy and Strategy

The School Improvement Service has invested in building the capacity of schools and educational settings within the region to enable more collaborative ways of working, e.g. school to school working/partner schools. This approach is enabling teachers and leaders to learn from each other, to try out new and innovative ways of working and to engage with educational research as the backdrop for improvement. Within Torfaen there are several networks of professional practice e.g. ALNCo Forum, Safeguarding Forum; these will continue to be encouraged and the practice shared. This will enable schools to build capacity and increase collective ownership for the development of effective teaching, learning and leadership. The cluster model is the main driver to ensure the realisation of Curriculum for Wales and the delivery of professional learning, and to support the national changes in evaluation, improvement and accountability.

At the heart of the partnership is the role of the School Improvement Partner who will support, school leadership teams to improve leaders and the quality and effectiveness of teaching and learning and are critical to the success of the partnership. School Improvement Partners will work in collaboration with school leaders to quality assure schools' self-evaluation processes around leadership, provision, learning and pupil progress. This role supports the Schools as Learning Organisations (SLOs), based on the principles of a self-improving system.

Further bespoke support from the School Improvement Partner can be combined with School-to-School support. School Improvement Partners broker support on behalf of school leaders and engage with specialist support in other areas provided by the School Improvement Service in conjunction with School-to-School working where required.

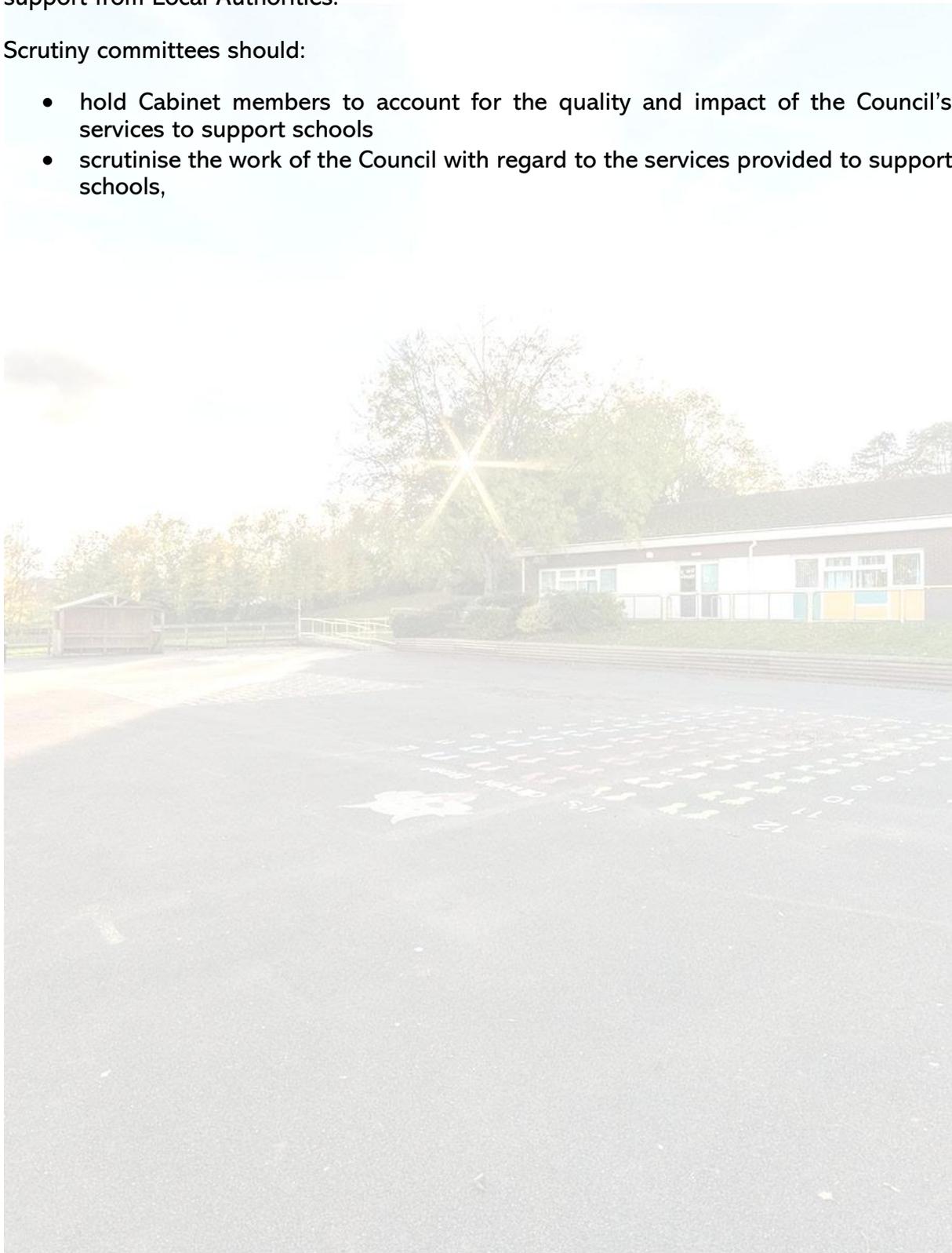
The LA will focus on supporting schools as self-improving organisations through supporting the process of robust and accurate self-evaluation. At the same time, the Local Authority must retain its role of supporting, monitoring and challenging schools and intervening where necessary.

Primary responsibility for standards, learning and pupil progress rests with each school and their governing body. The school is accountable for what it does through external Estyn inspections, reports to parents and Local Authority / regional monitoring. Local

Authorities have an important role to play in supporting schools and also challenging them to improve. Activities to support schools should always contribute to promoting high standards of education. Schools have a right to expect high quality advice and support from Local Authorities.

Scrutiny committees should:

- hold Cabinet members to account for the quality and impact of the Council's services to support schools
- scrutinise the work of the Council with regard to the services provided to support schools,



3.1 The action the LA will take to monitor schools (statutory function)

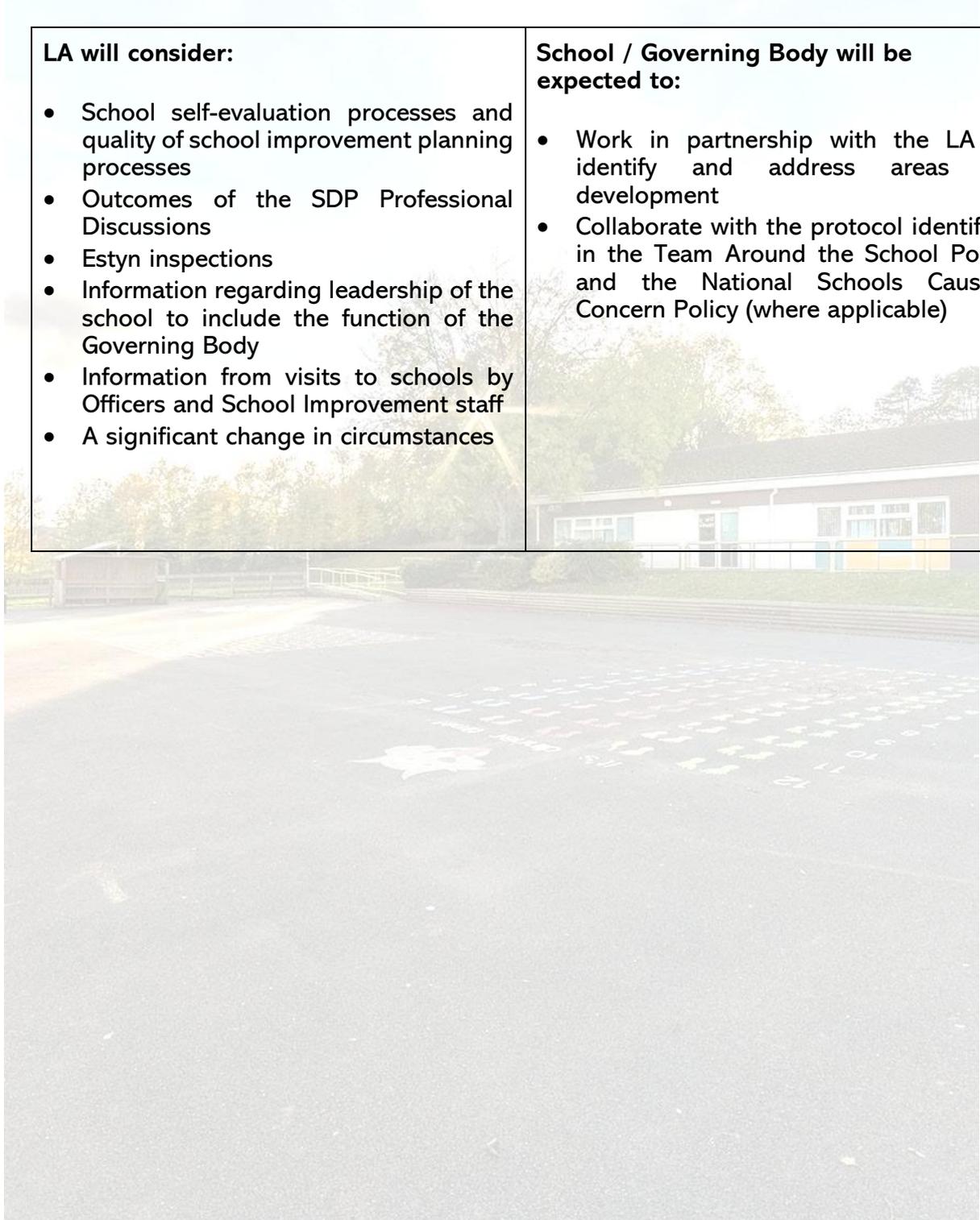
The LA will use a continuous process to monitor and evaluate the quality of education provided in its schools.

<p>LA will:</p> <ul style="list-style-type: none"> • Monitor and undertake statutory intervention for schools of concern. • Monitor, support and challenge schools to ensure they understand and carry out their duties to safeguard children and young people. • Provide guidance, support and intervention for English as a Second Language and Essential Skills. • Support, and quality assure—school self-evaluation and development planning. • Use a wide range of data to support any evaluative judgements made about schools based on a range of first-hand evidence • Use this information to promote a dialogue with the school. This could include the dialogue during the professional discussion. • Consider the school's management and allocation of resources in terms of securing value for money and improved pupil outcomes, particularly in relation to the use of grant funding. • Empower and support schools to ensure that they set appropriate priorities and targets for improvement to secure necessary change. • Engage in the recruitment, appointment and induction of head teachers and where requested/appropriate, deputy head teachers • Participate in Headteacher Professional Development Reviews • Respond to Estyn Inspection outcomes by undertaking targeted support to schools, co-ordinate activities and broker appropriate support • Promote the Welsh Government agenda for securing the progress and wellbeing of disadvantaged and vulnerable learners Schools to implement Curriculum for Wales • Promote the development of professional learning communities and school-to-school support models. • Provide mechanisms to support the development of teaching and leadership. 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Promote and develop effective self-evaluation processes as a means of ensuring improvement. • Accurately evaluate the current position of the school and ensure this is known by all stakeholders. • Ensure that the Statutory Guidance to produce a School Development Plan is adhered to. • Work in partnership with parents, LA and other providers to secure the best outcomes possible. • Use Professional Development Reviews (PDR) effectively and challenge underperformance.
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3.2 The factors the LA will consider in identifying schools who require intensive and higher levels of support (these may include those schools who are causing concern).

The LA will identify schools who require intensive and higher levels of support through the implementation of the Regional Team Around the School process). The following will be considered:

<p>LA will consider:</p> <ul style="list-style-type: none">• School self-evaluation processes and quality of school improvement planning processes• Outcomes of the SDP Professional Discussions• Estyn inspections• Information regarding leadership of the school to include the function of the Governing Body• Information from visits to schools by Officers and School Improvement staff• A significant change in circumstances	<p>School / Governing Body will be expected to:</p> <ul style="list-style-type: none">• Work in partnership with the LA to identify and address areas for development• Collaborate with the protocol identified in the Team Around the School Policy and the National Schools Causing Concern Policy (where applicable)
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3.3 The support the LA will offer to schools who require higher or more intensive levels of support (to include those giving cause for concern) (statutory function)

Where a school is identified as requiring intervention in line with the triggers for support, the school will have access to bespoke levels of support to include increased School Improvement Partner days and access to School-to-School support.

<p>LA will:</p> <ul style="list-style-type: none"> • Contribute to the creation of a support plan (based on a 'single-plan' approach linked to the School's SDP /PIAP), that focuses upon the key aspects identified as requiring improvement. • Work in partnership with the governing body and school to identify and allocate the agreed level of support required in line with the regional support model. • Detail support for schools in the Single Plan overview as part of the Notes of Activity. • Principal School Improvement Partners will quality assure the content of the support provided within the 'single plan' approach and monitor the progress towards achieving the actions identified. • Link with the School Improvement Service on a regular basis to discuss the progress of schools requiring higher or more intensive levels of support (at least once per half term) through the Team Around the School Meetings Process. • Meet termly with the School Improvement Service to consider Regional Team Around the School Approaches and Identify case studies of good practice in relation to regional school improvement processes 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Work in partnership with the LA, School Improvement Service and other relevant partnerships to develop improvement plans • Secure the professional development of staff, in line with the school development plan • Target school resources to support the identified priorities for development • Work in partnership with the LA and School Improvement Service to review and report on impact progress on at least an annual basis termly.
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3.4 The support the LA will offer to schools in need, or in special measures or requiring significant improvement (statutory function)

The statutory guidance 'Schools causing concern: statutory guidance to local authorities September 2017' is issued under section 20 of the School Standards and Organisation (Wales) Act 2013 (the Act). Local authorities must have regard to the guidance when considering using their powers of intervention to intervene in a school causing concern.

The statutory guidance provides information to local authorities on the new legislative requirements for intervening in schools causing concern provided for in the Schools Standards and Organisations (Wales) Act 2013. It is for local authorities when they are considering intervening in schools causing concern in their area. It also sets out the approach the Welsh Ministers will take in exercising their own intervention and consent functions. Local authorities will be required to have regard to the guidance when exercising their functions in respect of intervention in schools causing concern. For the purposes of the guidance a 'school causing concern' is a school which is:

- Subject to a warning notice issued under the 2013 Act.
- One which is not subject to warning notice but meets one or more of the grounds for intervention one to six and there is a related risk to the health and safety on any person that calls for urgent intervention.
- Deemed by Estyn to require significant improvement.
- Deemed by Estyn to require special measures.

The statutory guidance sets the grounds for intervention and the types of information that might indicate they exist and the requirements that must be satisfied when issuing warning notices to school governing bodies. It provides information on local authorities' powers of intervention, their purpose and the circumstances where they are best used and the additional requirements that must be satisfied before local authorities use their powers.

It also sets out the approach the Welsh Ministers will take in exercising their own intervention and consent functions although the expectation is that the local authority will intervene in the first instance. Welsh Ministers will only intervene where a local authority has failed to act or acted inadequately.

In addition to the provision of Statutory Guidance to local authorities, this guidance also serves to inform governing bodies of maintained schools and other key stakeholders of the legislative requirements for intervening in schools causing concern.

The Local Authority's formal role includes:

- responding to action plans
- provision of human and financial resources
- monitoring and evaluating progress
- supporting pupils, parents, governors and staff
- where appropriate, appointing an interim executive board (IEB), additional governors or a replacement headteacher.

<p>LA will:</p> <ul style="list-style-type: none"> • Fulfil the LA's formal role as set out in Welsh Government Guidance Document 222/2017 • Adhere to all statutory responsibilities as described in the circular above. • Support the Governing Body and school in fulfilling their responsibilities • Work with the school and the School Improvement Service to produce a Statement of Action for the LA to be provided to Estyn and, where appropriate, develop this as a single plan that sits within the school's Post Inspection Action Plan (PIAP) • When the plan is approved by Estyn, work with the school to discuss and support its implementation • Quality assure the LA Statement of Action and monitor and amend the progress towards the actions identified. • Attend meetings between Director of Education, PSIP/SIP, Headteacher and Chair of Governors to confirm intervention plan and improvements required as part of the Team Around the School process • Attend multi-agency panels for schools in Special Measures 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Comply with the requirements of WAG Circular No 28/03; Welsh Government Guidance Document 222/2017 • Work with the LA in producing an action plan and related Intervention Plan for improvement within the required timescales • Work in partnership with other agencies to secure improvement, including through attendance at improvement panels.
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3.5 Providing, maintaining and using school information and data (non-statutory function)

Local authorities and schools need to exchange a wide variety of information, budget information, and information about individual children.

The distribution of good quality information, at both individual pupil and whole school level is one of the ways that the LA supports schools in securing school improvement.

<p>LA will:</p> <ul style="list-style-type: none"> • Provide support in the use of the Management Information System (MIS), through telephone and email. • Provide training sessions to support school-based staff, as appropriate, delivered by LA staff or external consultants • Advise headteachers and school staff on the development of management information systems. • Advise and assist with statutory data collection requirements set out by Welsh Government for assessment, attendance, PLASC, post-16 and School Workforce Census, and any such future data collection as required by WG through policy and legislative changes. • Liaise with Education Software Services (ESS) for issue resolution and in relation to the future development of SIMS software. • Provide advice, support and business intelligence • Establish and maintain computer links with schools to share data, in conjunction with the Shared Resource Service (SRS). • Manage and support the provisioning tool for Hwb accounts. 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Comply with any statutory obligations relating to information or data, for example the Data Protection Act and the Freedom of Information Act. • Only access SIM on a school device in a secure setting. • Enter and maintain all pupil information and progress data in a secure, timely and accurate manner on the school information management system • Verify with parents/guardians' pupils' personal details upon admission to the school and at least annually thereafter • Provide data to the LA, parents or other authorised bodies by reasonably requested or statutorily directed dates. • Use Common Transfer File (CTF) protocols to transfer data when pupils move from school to school. • Comply with the LA Corporate data security and facility use policies. • Retain education records data in line with the data retention schedule and dispose of appropriately once expired. • Maintain the skills and training levels of management information system users appropriate to the needs of their job role.
<ul style="list-style-type: none"> • Ensure appropriate data sharing protocols are in place and comply with any statutory obligations relating to information or data, for example the Data Protection Act and the Freedom of Information Act • Liaise with Welsh Government, other LAs, the WJEC and other agencies on performance data on behalf of schools. 	

3.6 The LA's role in supporting school professional learning (non-statutory function)

<p>LA will:</p> <ul style="list-style-type: none"> • Engage in the recruitment, appointment and induction of head teachers and deputy head teachers. • Work with the School Improvement Service to develop appropriate Professional Development Review processes. • Provide professional learning to support school-based staff, as appropriate, including financial management. • Scrutiny of the school's delegated budget and all relevant financial systems. • Provide an induction programme for new Headteachers and those new to Torfaen Headteachers. • Support schools in the monitoring of the grant expenditure. • Support professional learning of school-based staff at all career milestones, including Induction for Newly Qualified Teachers (NQT); NPQH; to support workforce development. • Provide opportunities for school staff at all levels to collaborate in professional and career development events such as workshops, network meetings and conferences. • Engage in the recruitment, appointment and induction of head teachers and deputy head teachers and their Professional Development Reviews. • Promote Professional Teaching Standards: professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Incorporate professional learning priorities into the School Development Plan. • Release teachers as appropriate to attend professional learning programmes, designed to support workforce development. • Support specific programmes of professional development, including Induction for Newly Qualified Teachers (NQT), Early Professional Development (EPD), and specific leadership courses to support workforce development. • Support staff development and wellbeing using appropriate grant funding and the individual school budget where appropriate. • Evaluate both the impact and value for money of professional learning through school self-evaluation processes. • Comply with Professional Development Review (PDR) processes.
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3.7 LA Contacts

Strategic Director – Children and Families

Director of Education

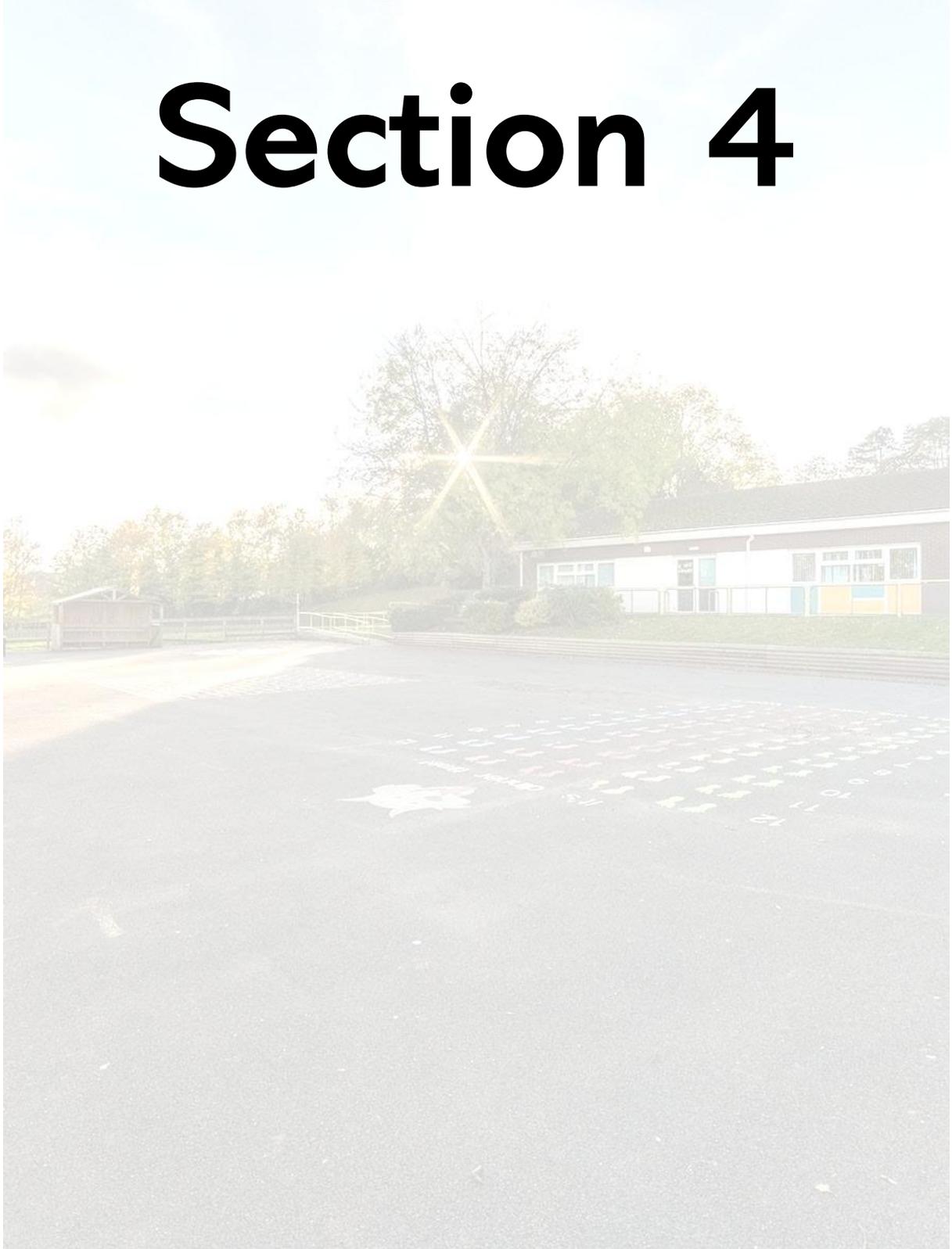
Head of Learning and Achievement

Head of ALN, Inclusion and Wellbeing

Head of Resources and Planning



Section 4



Governor Support, Training and Reports

The Local Authority has statutory duties about several functions affecting governors and Governing Bodies. These responsibilities provide not only for the proper maintenance of the composition of Governing Bodies, but also their development through the provision of training.

4.1 Responsibility of the school and LA for governor support and training (statutory function)

4.2 The reports that the governing body provides to the LA on the discharge of its function (statutory function)

<p>LA will:</p> <ul style="list-style-type: none"> • Support for the establishment of new or federated governing bodies including preparation of the Instrument of Government. • Provide bespoke advice and intervention to governing bodies • Advise Governing Bodies of the expected reports that are required, for example budget plans. • Offer a service level agreement (SLA) to schools. The service to schools, including advice, support and access to mandatory training is contained within this SLA. • Monitor vacancy levels of governing bodies and support recruitment of governors • Where necessary, enact use of statutory powers in schools causing concern. 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Attend governor training events as appropriate, including cluster and whole-Torfaen sessions. • Complete mandatory training, including safeguarding modules • Work in partnership with the LA. • Contribute effectively to raising standards of education. • Self-review the performance of the governing body and identify training needs. • Provide a draft 'Instrument of Government', which describes the composition of the Governing body, and submit to the LA when required. • Provide the governors' Annual Report to Parents, which is also available to the Local Authority • Maintain an accurate record of all Governing Body meetings, through approved and signed minutes. • Provide the following statutory documents to the LA at agreed times: <ul style="list-style-type: none"> ▪ Self-evaluation documentation. ▪ School Development Plan. ▪ Budget Plan. ▪ Post Inspection Action Plan.
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4.3 LA Contacts

Strategic Director – Children and Families

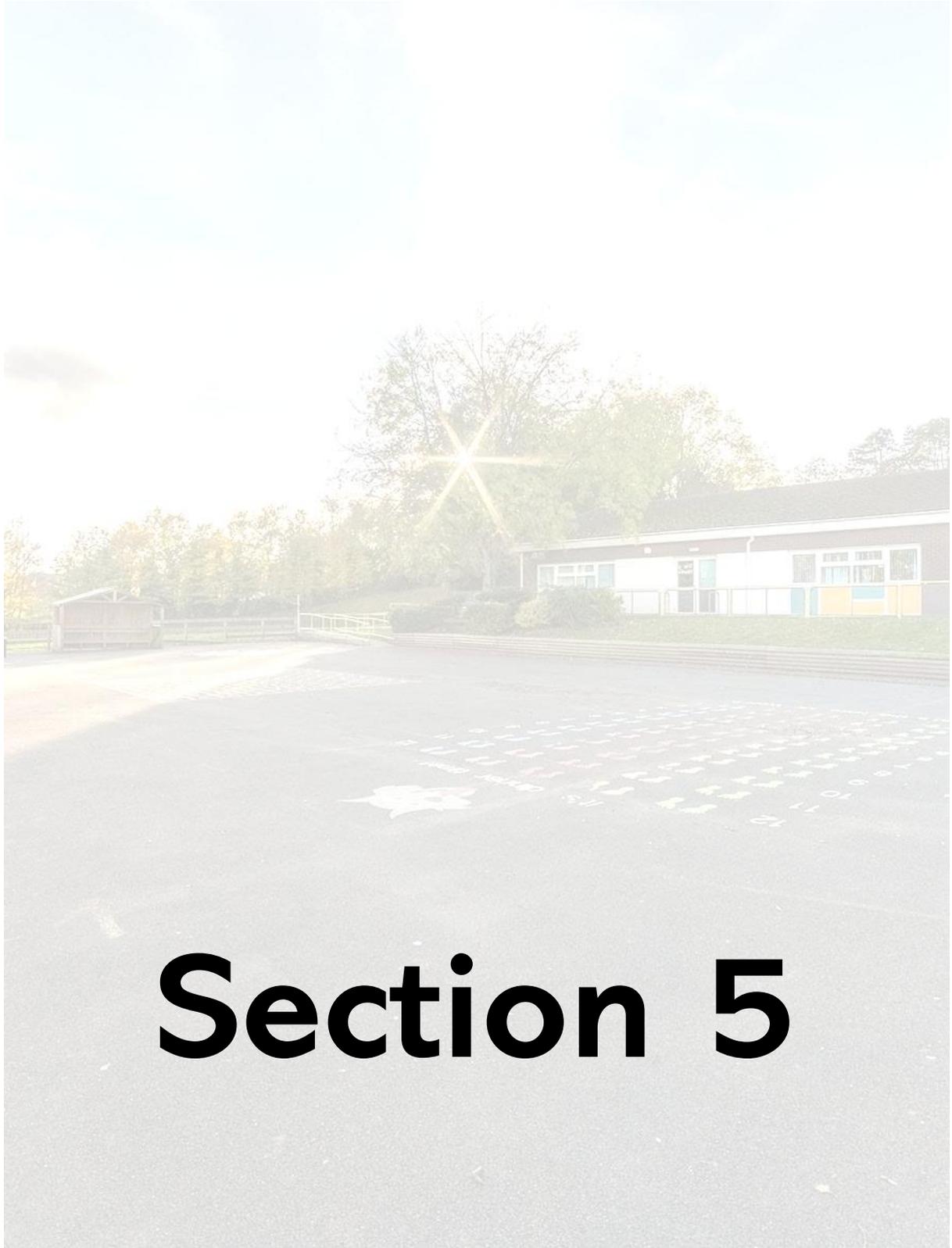
Director of Education

Head of Learning and Achievement

Head of ALN, Inclusion and Wellbeing

Head of Resources and Planning





Section 5

School Premises

5.1 Responsibility of the school and LA for the control of school premises (statutory function)

5.2 Responsibility of the school and LA for maintenance and repair of school premises (statutory function)

<p>LA will:</p> <ul style="list-style-type: none"> • Undertake repair and maintenance works according to the division of responsibilities between the LA and School (as defined in the Green Book or Purple Book in the case of VA schools/) in line with results of condition surveys on school premises and having regard to available funds and priorities. • Provide advice to schools on their responsibilities with regards to repair and maintenance issues. • Responding to requests from Schools regarding responsive repairs by raising requisitions and issuing to Head teacher for approval. • Responding to remedial work identified following service, test, or inspection reports by raising requisitions and issuing to Head teacher for approval. • Advise schools with regards to estate management including land sales and encroachments. • Provide advice to schools on lettings arrangements. • Operate a fair and transparent capital funding system for capital funds to improve school sites. • Manage larger projects such as new school build and major refurbishment schemes. • Develop and submit business cases to support the Sustainable Communities for Learning Programme funding as and when capital spend is planned in agreement with WG. • Provide or arrange (at cost) for specialist premises related risk assessments and statutory 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Undertake repair and maintenance works according to the division of responsibilities between the LA and School (as defined in the Green Book or Purple Book in the case of VA schools/) having regard to available funds and priorities. • Ensure that any works on asbestos containing materials are first notified to Property Services. • Ensure that any work undertaken which affects the fabric of the building or construction work on the grounds is managed in line with the Landlord Consent Process and complies with all regulations identified therein such as Construction Design Management and Building Control. • Monitor works undertaken on the school site reporting any issues/concerns with regards to the work being undertaken or quality issues following completion. • Discuss issues of concern relating to repair and maintenance works with LA and/or their representatives. • Ensure all statutory maintenance and testing requirements are being met and appropriate contracts are in place. • Submit Landlord Consent Forms for any material changes to buildings and site. • Actively participate in the development of major schemes being advanced by the LA. • Bring issues relating to estate management to the attention of the LA and / or their representatives.
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<p>maintenance checks to be carried out.</p> <ul style="list-style-type: none">• Provide guidance and support on matters relating to Health & Safety.• Produce school places statistics, pupil projections, capacity calculations and school catchments, to inform planning for school places.• Advise schools on lettings arrangements, in conjunction with the archdiocese.	<ul style="list-style-type: none">• Agree Grounds Maintenance Contracts.• Discuss with the LA issues of concern relating to the maintenance of grounds.• Report to the LA criminal damage at the school.• Discuss insurance issues with the LA's Insurance Team.• Establish and maintain a Emergency & Business Continuity Management Plan and Health & Safety Policy/Governing Body checklist.• Ensure that school visits are undertaken in accordance with the council's Visits Policy.• Ensure compliance in the implementation of the Council's School Admission policies.• Complete the annual Governor Health and Safety Audit and address any concerns
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5.3 LA Contacts

Strategic Director – Children and Families

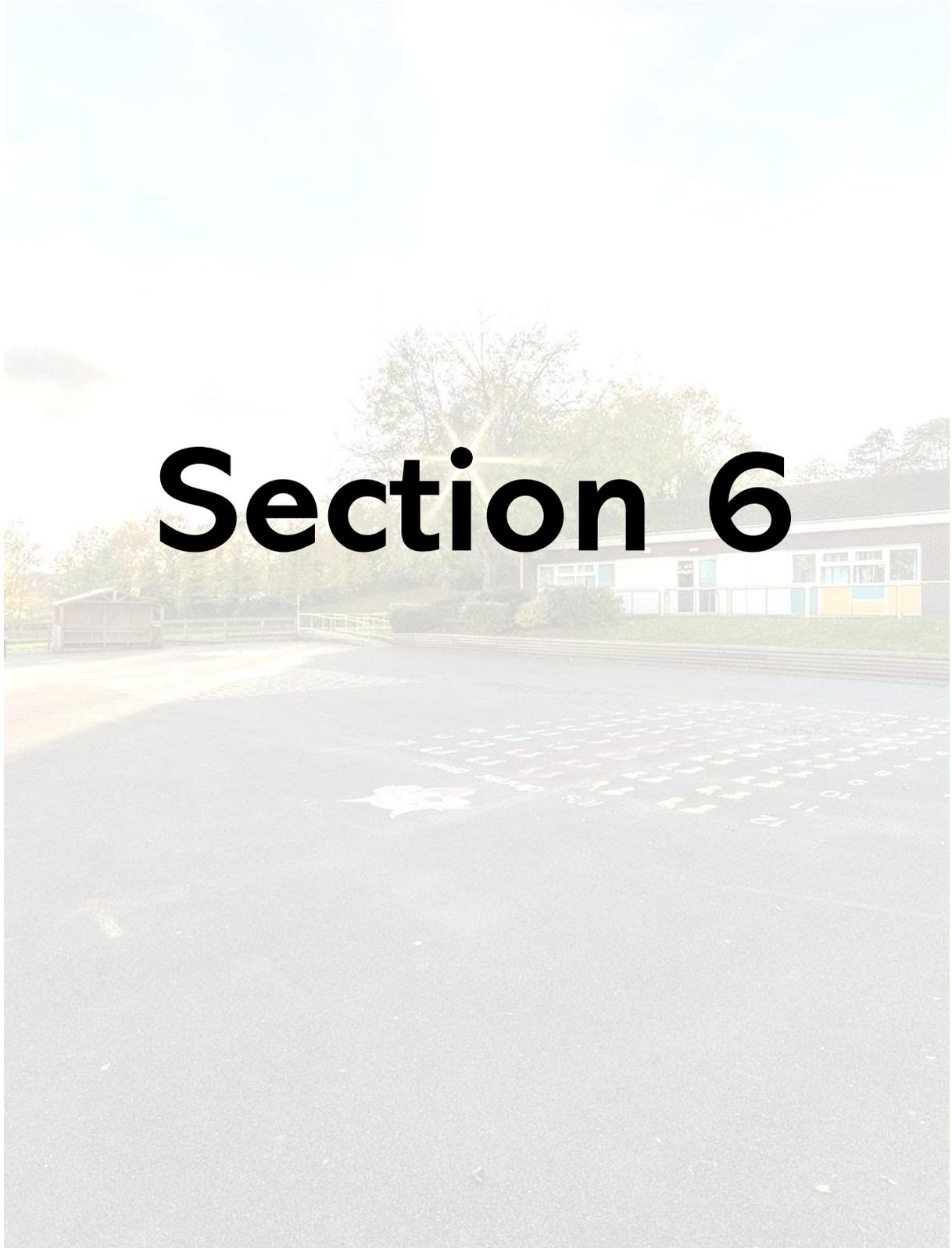
Director of Education

Head of Resources and Planning

Head of Access and Engagement

Other

Archdiocese



Effective Transition

6.1 Roles of the school and LA to develop effective transition for pupils from nursery school to primary school (non-statutory function)

It is a statutory responsibility of the LA to provide a free, part time place to every child who wants one from the start of the term following their third birthday.

This part-time nursery place can be taken up either in a ‘maintained’ setting, which is a nursery class in a school, or a non-maintained setting, which could be in an English or Welsh medium playgroup or a private day nursery. There are non-maintained settings in Torfaen. These providers are also inspected by Estyn and Care Inspectorate Wales (CiW) and receive Improvement Partner support visits provided from the School Improvement Service. The frequency and nature of visits are determined by the level of support agreed for each setting.

The responsibility to develop good transition links is therefore shared between the LA, non-maintained settings and governing bodies of Primary Schools.

<p>LA will:</p> <ul style="list-style-type: none"> • Provide information on choosing an Early Years education place through the Council website and Family Information Service. • Provide information on the admissions process to parents through the School Admission Policy and on the council website. • Complete admission requests in accordance with the LA admission policy and within the timescales published in the School Admission Policy. • Provide advice and support to all non-maintained settings and schools to ensure smooth transition. • Provide contact time with a qualified Setting Improvement Partner who will support settings with pedagogical advice, guidance and professional learning for the Curriculum for Wales for Non-maintained Settings • Provide pre- and post-inspection support and ensure quality within the setting. 	<p>School / Governing Body / Non-maintained settings will:</p> <ul style="list-style-type: none"> • Provide information to parents and carers about the setting/school prior to admission. • Provide opportunities for parents/carers to visit the setting/school prior to admission and develop admission arrangements which allow children to settle into school / setting confidently. • Provide parents/carers with opportunities to maintain links with Setting/ School through newsletters, home/school activities, workshops, digital platforms, special events and consultation evenings. • Share information regarding child’s progress with parents and pass to feeder school using agreed documentation. • Provide transfer information to schools and other settings within 2 weeks of the child’s date of transfer and this must include an offer of a meeting / visit with the receiving school / setting.
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6.2 Roles of the school and LA to develop effective transition for pupils from KS2 to KS3 (phases of learning) (statutory function)

Every school and every family of schools within the LA and across the region is distinctive in nature. However, the LA is committed to ensuring as much consistency and uniformity as possible when it comes to transition. It is impossible, within an LA context to ensure that every primary school belongs solely to one family of schools.

The LA is committed to ensuring that the transition from between Torfaen schools:

- Maintains and builds upon the momentum established
- Ensures appropriately high expectations of what every pupil can achieve
- Ensures continuity and progression in the planning and delivery of the curriculum
- Ensures the development of the key skills of literacy, numeracy and ICT
- Continually improves the quality of teaching and learning through partnership and the sharing of practice
- Ensures the pastoral links are in place to meet every pupil's personal and social needs.

We want pupils within Torfaen to feel:

- They are socially prepared for the transfer to their new secondary school.
- They are happy and secure in their new school.
- They are moving on and progressing in their education.
- Their academic, personal, cultural and sporting aptitudes and achievements are being recognised, utilised and maximised.

<p>LA will:</p> <ul style="list-style-type: none"> • Foster close working relationships between schools, which will aid progression and continuity • Facilitate the transfer of performance, attendance and other appropriate data/information to enable secondary schools to meet the needs of learners. • Work with clusters of schools to ensure transition is managed effectively • Provide supporting professional learning to schools to share practice of enhancing transition for disadvantaged and vulnerable learners. 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Produce a policy which addresses the action that will be taken against the core requirements set out in guidance by the Welsh Government • Identify and develop transition as part of the School Development Planning process • Ensure continuity and progression in the delivery and planning of the curriculum in line with Curriculum for Wales • Identify and target specific support at those pupils considered to be most vulnerable • Ensure parents/carers/families are fully informed of the transfer process • Monitor and evaluate the impact of improved transition arrangements on learners' progress.
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6.3 Roles of the school and LA to develop effective transition for pupils from KS4 to post-16 education (non-statutory function)

<p>LA will:</p> <ul style="list-style-type: none">• Facilitate the transfer of performance, attendance and other appropriate data/information to all providers where technology allows.• Provide support and challenge to school leaders to enable effective transition• Provide networks for Post 16 providers to share best practice <p>Colleg Gwent will:</p> <ul style="list-style-type: none">• Work with schools in accordance with the roles and responsibilities set out in the LA/ Torfaen Learning Zone partnership agreement	<p>School / Governing Body will:</p> <ul style="list-style-type: none">• Provide impartial information and guidance on the range of opportunities available post-16 across the partnership area• Provide access to a trained Learning Coach for pupils as a source of guidance and learning support• Encourage the planning of an individual learning pathway for each pupil from year 10 onwards and have mechanisms in place to support and amend this pathway choice• Support the transfer of relevant data to other learning providers as appropriate.• Work proactively with LA Officers focussed on supporting learners into education, employment and training.
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6.4 LA Contacts

Strategic Director – Children and Families
Director of Education
Head of Learning and Achievement
Head of ALN, Inclusion and Wellbeing
Head of Resources and Planning



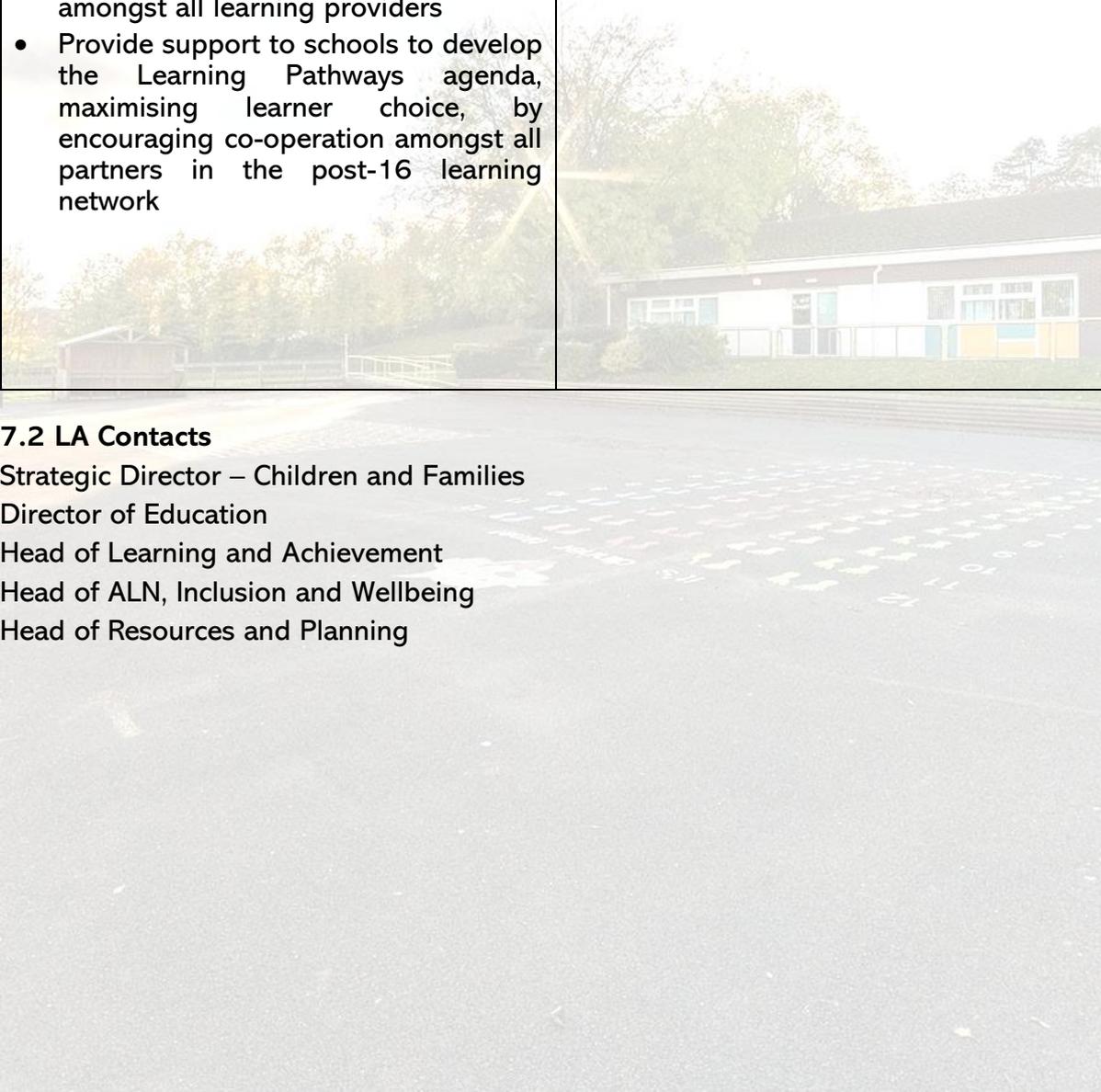
Section 7



Targets for Learner Participation and Attainment for Schools and Post 16

7.1 Learner Participation (statutory function)

<p>LA will:</p> <ul style="list-style-type: none">• provide support to schools to meet the requirements for learner entitlement and allow schools to extend curriculum breadth and choice to meet statutory requirements• support the delivery of viable and cost-effective provision and reduce the duplication of provision• support effective partnership working amongst all learning providers• Provide support to schools to develop the Learning Pathways agenda, maximising learner choice, by encouraging co-operation amongst all partners in the post-16 learning network	<p>School / Governing Body will:</p> <ul style="list-style-type: none">• Develop appropriate learning pathways to meet the requirements of the curriculum• Develop a curriculum regarding the Learning Pathways Agenda• Provide data to the LA on participation rates using normal data exchange principles
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7.2 LA Contacts

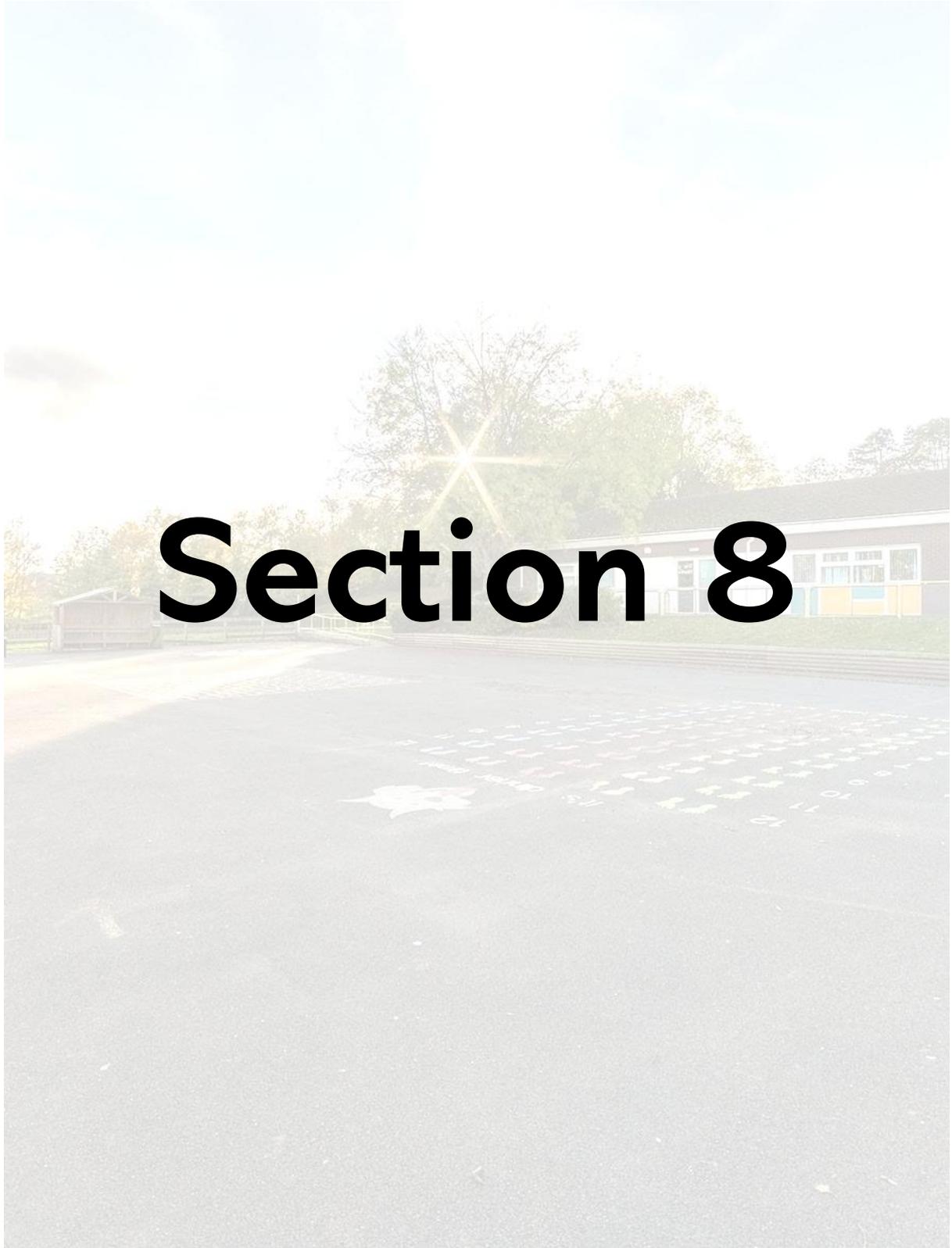
Strategic Director – Children and Families

Director of Education

Head of Learning and Achievement

Head of ALN, Inclusion and Wellbeing

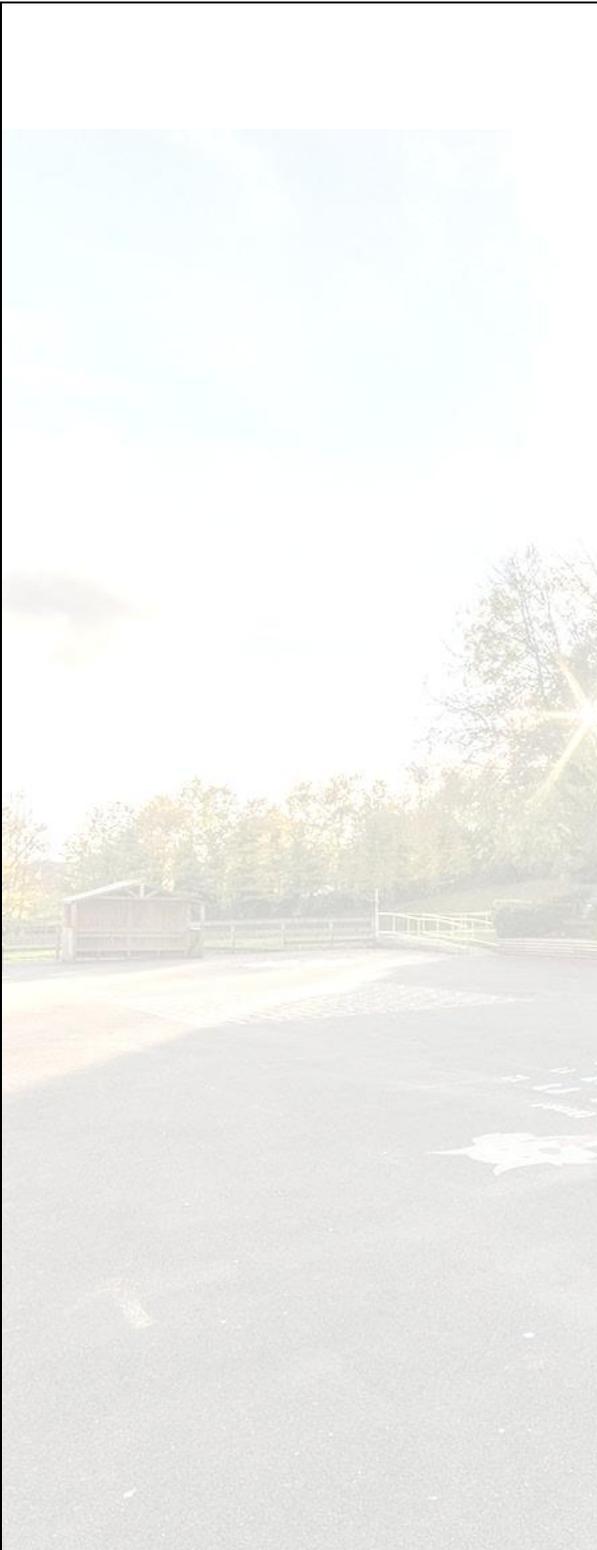
Head of Resources and Planning



Health and Safety Matters

8.1 Responsibility and role of the school and LA for Health and Safety Matters (statutory function)

<p>LA will:</p> <ul style="list-style-type: none"> • Provide key policy templates for consideration by governing bodies e.g. Fire Risk Assessments, health and safety policy • Provide professional learning, advice and guidance on health and safety legislative compliance and best practice • Carry out health and safety audits and inspections. • Monitor and review Health and Safety standards in schools • Encourage schools to adopt high standards of health, safety & risk management and intervene where necessary to ensure legal compliance • Provide occupational health advice and support during wellbeing assessments • Carry out investigations in accordance with corporate policies. • Report the necessary serious workplace accidents, occupational diseases and specified dangerous occurrences to the HSE. • Assist during enforcement agency visits and during investigations and/or enforcement action. • Provide schools with an additional Service Level Agreement to support them in meeting their health and safety duties. • Maintain the Visits Policy and EVOLVE system 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Retain responsibility for day-to-day management of Health and Safety at the school. • Develop local arrangements to implement the health and safety policies and requirements of the LA and ensure legal compliance. • Annually review the school's Emergency Management & Business Continuity Plan, Health & Safety Plan and Governor Health & Safety Checklist. • Ensure risk assessments are undertaken and revised / updated in line with statutory requirements and LA policy and guidance. • Provide suitable health and safety training, instruction and supervision of staff. • Ensure that health and safety is included within staff appraisals and training needs analysis. • Co-operate with the LA on all health & safety matters. • Implement the findings and actions arising from health and safety audits and inspections. • Ensure that all accidents, incidents, hazardous events or conditions are reported & investigated in accordance with LA procedures. • Cooperate with the LA regarding upgrade, repair & maintenance of school premises to ensure safety on site.
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	<ul style="list-style-type: none"> • Ensure that defects and/or hazardous conditions are identified within the school and remedial action is taken. • Ensure that health & safety is a standing item on staff and Governing Body meetings and any issues raised are minuted. • Organise inspections of the premises, at least once per term, to ensure that risk assessments and controls continue to be effective and the premises remains safe. • Ensure that health & safety issues are considered when appointing, supervising and monitoring contractors; • Ensure that health and safety is considered when choosing, specifying, procuring, introducing and using equipment. • Ensure that health and safety is considered when choosing, specifying, procuring, introducing and using potentially hazardous substances. • Ensure that they have access to competent health and safety advice. This can be accessed via an SLA with the LA. • Ensure local checks are undertaken in line with LA requirements. • Practice lockdown/safe mode annually
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8.2 LA Contacts

Strategic Director – Children and Families
 Director of Corporate Services
 Director of Education

June 2025

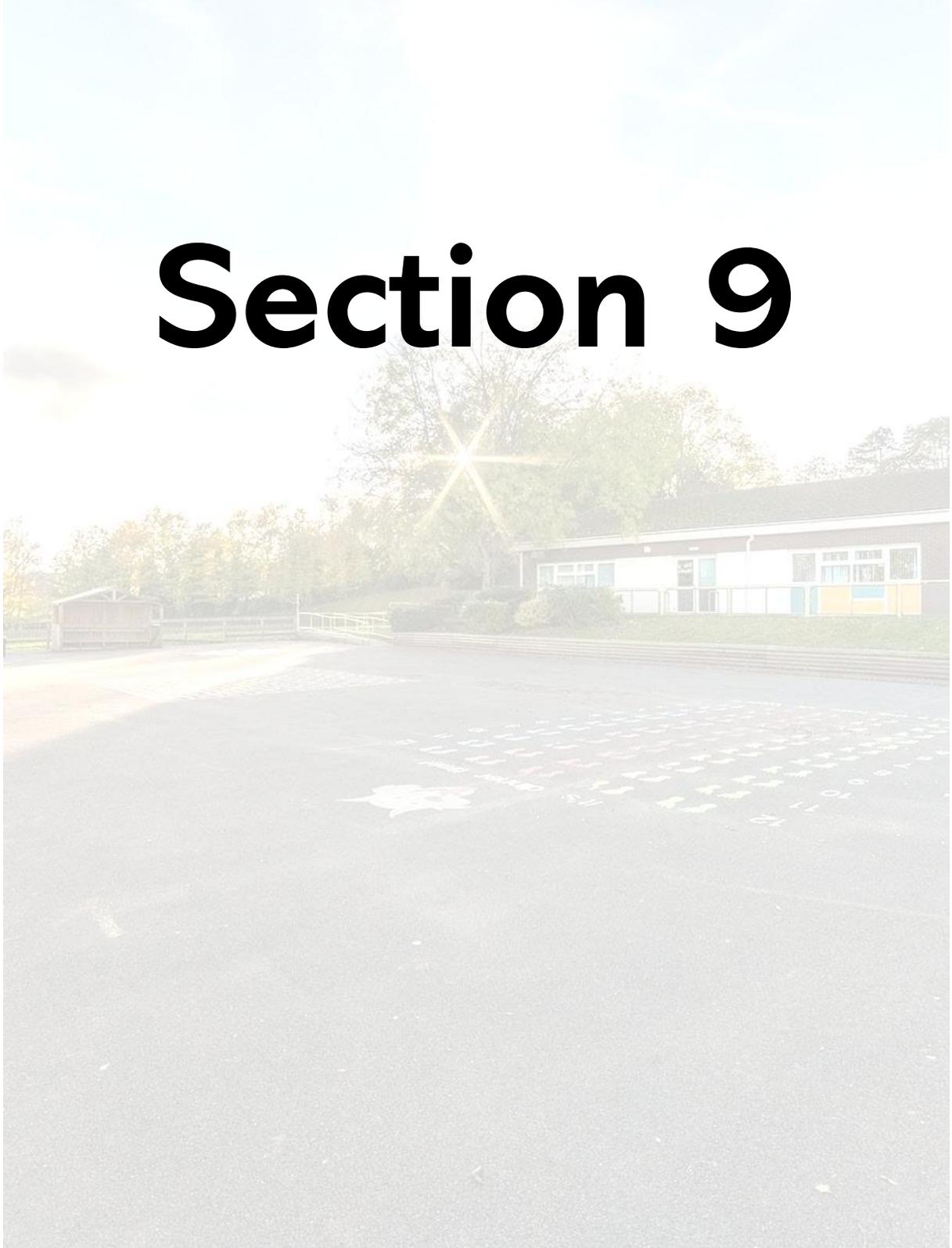
Head of Resources and Planning

Other

Archdiocese



Section 9



Complaints and Disciplinary Matters

9.1 The circumstances where the school will seek LA advice on complaints, grievances and disciplinary matters

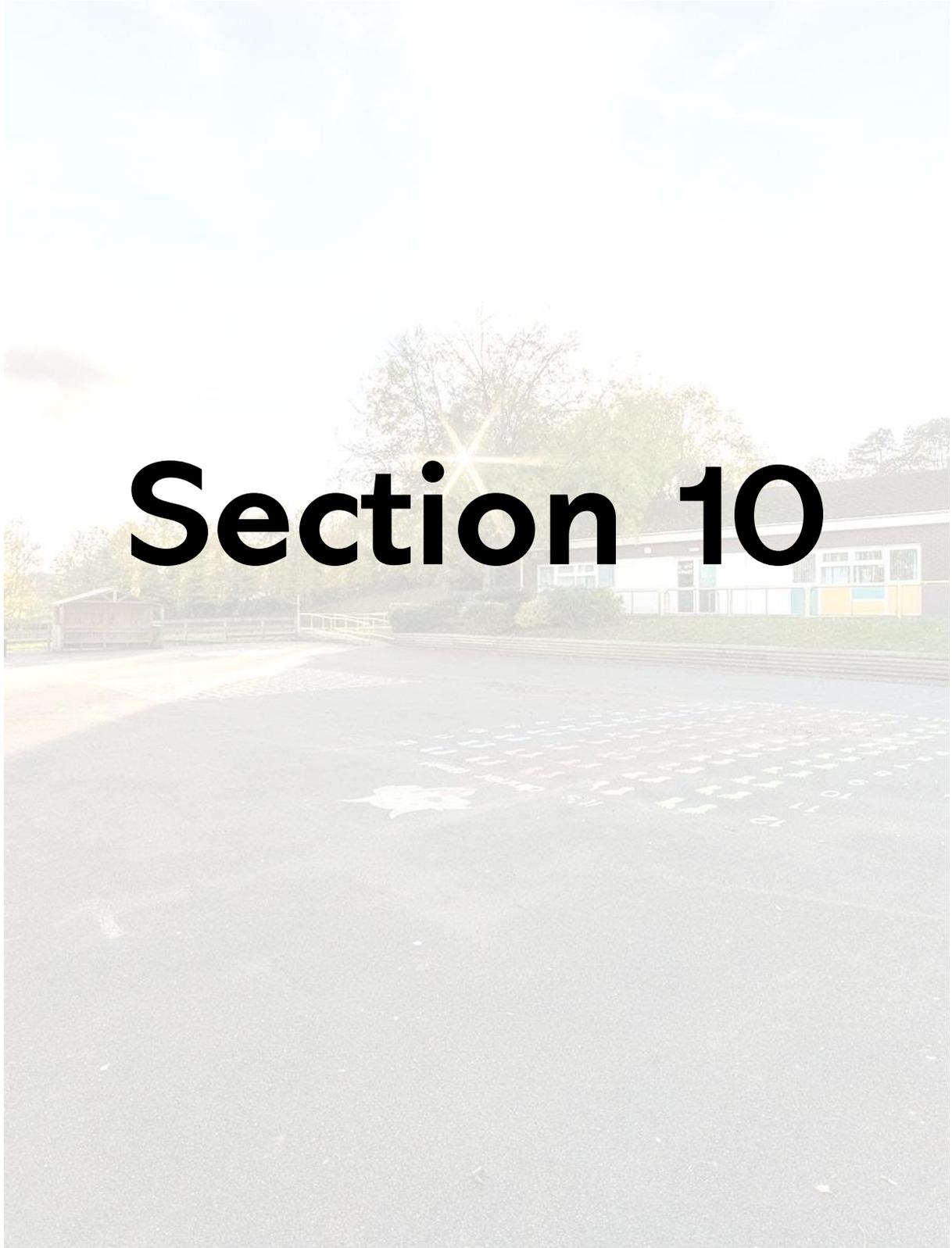
The Governing Body has responsibility for establishing procedures for dealing with school-based complaints. The Headteacher and Governing Body can ask the LA to advise on complaints handling and to assist in investigating school-based complaints, if required. The LA will provide advice, guidance and exemplar policy relating to all staff disciplinary matters for schools which purchase the LA's HR service.

<p>LA will:</p> <ul style="list-style-type: none"> • Provide advice and guidance on the application of the Disciplinary Policy and Grievance Policy • Provide Education Human Resources (Director of Education's representative) at disciplinary hearings; meetings of the Staff Discipline Committee or Grievance Committee and any appeals committee, to provide advice as appropriate • Support the school prior to and at employment tribunal, where necessary. • Provide governing bodies with advice and guidance on Schools' Complaints Procedures and Welsh Government Guidance on Complaints, and other relevant legislation in force at the time • Provide governing bodies with advice, guidance and training on Investigatory process, including attendance at investigatory interviews and appeals hearings of the Complaints Committee where appropriate. • Provide a template policy on parental/visitor conduct 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Establish a Subcommittee to deal with Complaints or grievances • Set up a complaints process that complies with WG guidance • Publish a complaints procedure ensuring that parents and pupils are aware of and able to access the procedure. • Seek specific LA advice in the following instances: <ul style="list-style-type: none"> ▪ Any complaint which relates to potential criminal activity ▪ Any complaint which is of a safeguarding nature ▪ All disciplinary matters, which could lead to the suspension of a member of staff; or could potentially be gross misconduct. ▪ Significant complaints and disciplinary matters relating to the Headteacher that move to the stage of being heard by the governing body ▪ Any complaints relating to the whole governing body.
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9.2 LA Contacts

Head of HR

School Strategic HR Business Partner



10.1 Policy on provision to meet Additional Learning Needs in each school (statutory function)

<p>LA will:</p> <ul style="list-style-type: none"> • Support schools in their statutory duty by providing advice for pupils with ALN from a range of specialist services which include the Education Psychology Service Additional Learning Needs Team and the ALN statutory team), Educational Welfare Service • Coordinate and monitor processes and procedures relating to current ALN legislation. • Monitor and evaluate the effectiveness and impact of interventions and provision for pupils with ALN through the LA specialist software • Support ALN self-evaluation and provision mapping • Provide guidance and training to support and develop knowledge and understanding of inclusion and pupils with additional learning needs through, for example, ALNCO cluster network meetings, in-service training and workshops • Provide independent support for parents/carers of children and young people with ALN • Liaise with the Dedicated Education Clinical Lead Officer (DECLO) within the Health Board, where appropriate 	<p>School / Governing Body will:</p> <ul style="list-style-type: none"> • Meet the statutory responsibilities for Additional Learning Needs identified in legislation • Appoint a school governor with responsibility for Additional Learning Needs (ALN) • Report to parents on the effectiveness of the ALN Policy via an annual report • Appoint a designated /Additional Learning Needs Coordinator with responsibility for children and young people identified as having an additional learning need • Provide a graduated response to meet the needs of pupils using one page profiles, one page profile's with targets and School based Individual Development Plans • Develop appropriate Additional Learning Provision (ALP) to meet the needs of pupils with ALN • Refer any pupils who require specialist ALP to the LA for consideration for a LA IDP Contribute high quality educational advice as part of the School and LA IDP process of assessing children's and young people's needs.
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10.2 LA Contacts

Strategic Director – Children and Families
 Director of Education
 Head of Learning and Achievement
 Head of ALN, Inclusion and Wellbeing
 Head of Resources and Planning

Appendix 1

Categories of School and Respective Functions of Governors.

Governing Body responsibilities for staffing, admissions and premises vary dependent upon the category of school as follows:-

Note -Throughout this agreement, whilst the school obligations detailed are the responsibility of the Governing Body to monitor and secure, it is acknowledged that the delivery process will require close and effective working between the Governing Body, Headteacher and the school senior leadership team.

	Staffing	Admissions	School Premises and Capital
COMMUNITY AND COMMUNITY AND SPECIAL	For schools with delegated budgets, the governing body is accountable for staff recruitment, pay, discipline and dismissal. Some obligations remain with the Council e.g. statutory redundancy pay.	Council	Premises owned by Council Capital funding provided by Council.
VOLUNTARY CONTROLLED	As Community and Community Special Schools	Council	Premises held on trust by a foundation. Capital funding provided by Council.
VOLUNTARY AIDED	Staff employed by governing body.	Governing Body	Premises held on trust by a foundation. Capital funding provided by trust and or WG.