



### Partnership - Improvement guides Multi-agency approaches to improve learning

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

School leaders and staff whose professional responsibilities relate to support for pupils are involved in multi-agency work.

Staff identify gaps in the school's provision to meet the needs of all learners. They engage and work with community groups, partner agencies and others to provide the necessary expertise and give young people access to appropriate learning experiences.

Joint projects are included in the school or departmental improvement plan and receive appropriate support from school resources. These plans are well monitored and evaluated to ensure impact for learners.

School staff involved in teams made up of different agencies are given guidance on how they should fulfil their roles. They take this guidance on board and fulfil their responsibilities effectively.

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

All staff are enthusiastically involved in high quality joint working at a range of levels. They make the very best use of multi-agency working to meet the needs of their pupils.

Staff work in genuine partnership with a variety of agencies to provide rich and inclusive educational experiences for pupils. Staff participate actively in initiatives led by other agencies. School staff and partner agencies learn from each other and value each others contributions. External agencies state that they feel their contributions are valued by the school.

Staff plan jointly with other agencies, youth workers and community groups to co-ordinate specific projects. They plan improvements and make changes together. These projects readily reflect school, local and national priorities and encourage creativity and innovation.

Staff have a comprehensive understanding of the language, culture and roles of other agencies within a local and national context. Joint training of staff from different backgrounds and agencies helps them to learn from each other, discuss common issues and make joint decisions. Staff are fully aware of the legislative context of their work.



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Actions agreed with partners result in improvements in the learning and support of pupils. Progress is carefully monitored and reviewed. Young people and their parents are fully involved in reviewing the progress being made.

Staff use creative ways of working together with partners to benefit pupils. They and their partners identify their individual and shared roles in ensuring that children are safe, healthy, active, nurtured, valued, successful, respected and included. They have an integrated approach to assessment and quality improvement.

Staff have a practical understanding of established limits to joint working and operate within them to provide productive experiences for young people.

Staff work in a solution-focused and 'can-do' way to actively reduce barriers and obstacles which hinder joint working.

Staff are open to advice and views expressed by partner agencies and change their practice in response. Consultation and reporting back are ongoing and regular.

Staff and their partners reflect together on their practices and gain from differing perspectives. They listen to each other, share ideas and develop professionally from effective teamwork. They work together to seek improvements.