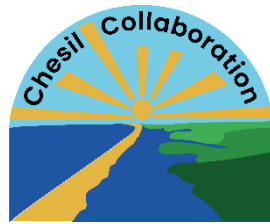


Chesil Collaboration



Memorandum of understanding



September 2024

Contents

1	Background	3
2	Partnership aims and objectives	3
3	Partnership activities	4
4	Monitoring	5
5	Impact evaluation	6
6	Designated partnership leads	6
7	Partnership governance and oversight	7
8	Financial contributions	7
10	Disclaimer	8

To be reviewed July 2025

1 Background

1.1 Bincombe Valley Primary School, Conifers Primary School, Holy Trinity Church of England Primary School, Radipole Primary School, Southill Primary School, St George's Primary School and Wyke Regis Primary Federation (Wyke Regis Infant School & Nursery and Wyke Regis Church of England Junior School) have formed this partnership with a commitment to work together as the seven Dorset maintained schools in Weymouth & Portland.

1.2 It is an equal partnership for the mutual benefit of all schools involved.

1.3 It is a commitment of the schools to work together so that the Governing Bodies, leadership teams and other staff groups will co-operate, collaborate, communicate, develop and challenge.

2 Partnership aims and objectives

2.1 The overarching aim of this partnership is to demonstrate this commitment to a sustained long-term partnership whilst recognising each organisation's uniqueness and individuality. This will be done in a clear and transparent manner and following key principles of trust, support, supervision (of each other) and confidentiality.

The partnership is committed to working collaboratively to provide opportunities that will drive change and improvement. By facilitating the sharing of best practice and resources, we aim to enhance the educational experience for our pupils while benefiting our families and the wider community.

All members will accept and embrace their professional responsibility to care for every child and young person within the partnership. They will be open to change, treating all within the partnership community with dignity and respect at all times.

We encourage a range of activities within the partnership around our 4 priority areas – teaching, curriculum, leadership, and school improvement – to deliver high impact outcomes for the benefit of pupils and staff.

We will actively seek the highest quality of expertise and the best practice nationally.

The partnership will value, respect and maintain each school's distinctive ethos and identity.

2.2 Specific objectives are:

- To support one another in sustaining a culture and environment where safeguarding and wellbeing are paramount

- To provide appropriate strategic challenge and support for all stakeholders (Headteachers, Senior Leadership Team, Teaching Staff, Support Staff, Governing Body members)
- Decrease rates of severe absence by clearly identifying individual barriers to attendance and ensuring the voices of our children, young people and families are heard
- To strengthen and enhance school Leadership and Governance through peer support and identified reviews; including but not exclusive of external inspections, Ofsted, LA reviews, SIAMs inspections and SEP visits
- Providing opportunities for closer collaboration between the staff of all schools
- To improve the ability to meet the complex needs of a wide range of children in a consistent manner
- To enable more effective deployment of resources across the seven schools in order to maximise opportunities for children and staff
- To achieve greater economies of scale and leverage, through collaborative procurement of services and goods
- To strengthen links with external parties to support and enhance school improvement, including for example, the Locality Education Challenge Team and School Improvement Partners
- To enhance learning and curriculum opportunities for children of all schools to improve learning outcomes and wellbeing,
- To act in partnership, but as a single advocate, in order to represent the schools with regard to concerns or local/national issues, that impact on the schools

3 Partnership activities

3.1 Activities to be delivered by the partnership are:

- Analysis and scrutiny of each school's annual performance and attendance data
- The collaboration priorities will be reflected in each schools Development Plan
- Sharing SDP's, identifying common strengths and areas for improvement
- Sharing policies and procedures

- Peer review opportunities, with a focus on sharing good practice, improving provision and focussing on development areas
- Establishing a shared annual calendar of Leadership (Headteachers, Deputy Heads, SENCOs) and Governor meetings
- To provide support and mentoring to new members of staff. New members of leadership will be offered regular mentoring/coaching support by a leader from another school
- A shared annual plan of CPD for staff, to equip and develop all professionals engaged in delivering the curriculum with excellent knowledge and skills. Including, but not exclusive of, subject leader's meetings, moderation and Inset days
- The Deputy Head group will be tasked to lead the CPD provision. They will then lead the review and evaluation process
- Enable opportunities for staff to collaborate in order to develop and sustain Quality First Teaching across all schools.
- Joint commissioning of external consultants or outside agencies in order to achieve the best provision and outcomes for all pupils in the collaboration
- Collaboration between the finance teams with benchmarking and discussion of the opportunities for joint contracting of common services to enable better value for money

3.2 The initial timeframe for Collaboration activities will be 3 years, commencing in the academic year 2024/2025.

3.3 Activities will be reviewed termly to ensure that they are being delivered as agreed, and that they are having the intended impact.

The Collaboration will set clear priorities linked to the activities, with a focus on raising standards of attainment, improving achievement and outcomes for children and young people, and working with our wider community to improve community cohesion. However, the overall responsibility for any school's performance continues to lie with the school's own Governing Body and Leadership Team.

4 Monitoring

4.1 All partners commit to ongoing monitoring, with the aim of ensuring accountability and performance against any identified milestones.

4.2 The Headteacher group will co-ordinate the monitoring and organisation of activities, ensure the operational aspects of the Collaboration function effectively and report back to Governing boards as appropriate.

4 Data Protection and Confidentiality

4.1 When sharing data between and across the Collaboration, due regard will be given to the need to protect data against unlawful processing or accidental loss, destruction or damage. Where necessary, measures will be taken, such as anonymisation of data, to protect the identity of staff, students and each individual school.

4.2 Manual and digital records that are passed between the schools to aid the work of the Collaboration will be managed carefully and, where necessary, with levels of security (eg password protection or secure online systems) that directly reflects the potential harm that could come from data loss or misuse.

4.3 All data shared in such a way will be handled with discretion, integrity and strict confidentiality by the Headteachers and governors of each school.

4.4 Any security breaches and leaking of data beyond the schools will be taken very seriously and responded to robustly.

5 Impact evaluation

5.1 Collaboration events and activities will be reviewed and evaluated on an individual and needs led basis

5.2 Any analysis will be presented to Senior Stakeholders (Headteachers and the individual school Governing Body)

6 Designated partnership leads

6.1 Each Headteacher will lead on the work of the partnership, delegating tasks as appropriate and as agreed.

6.2 Each Headteacher will:

- Commit to attending all meetings
- Communicate agendas in a timely way
- Organise minutes to be circulated
- Ensure follow-up actions as agreed
- Report to governors as appropriate

7 Partnership governance and oversight

7.1 Chairs and Vice-Chairs of each Governing Body will commit to attending a termly meeting with the intention of sharing expertise, ideas and problem solving on behalf of the schools, as well as developing a common understanding of the issues challenges the schools are facing.

7.2 Governing bodies will have an understanding of the priorities for the year across the collaboration and will commit to working with the Education Challenge Lead.

7.3 Governors from each school may convene a 'Collaboration Governing Panel', to be used for, but not exclusive to, parental complaints, pupil exclusion, staff disciplinary or Governing Body Reviews.

7.4 Lead Governors from each school will meet regularly to share best practice and use their external networks and professional contacts to fill any identified gaps in the collective skills of the governing body; either in individual schools or across the 'Collaboration', through bespoke training.

7.5 Governing bodies will receive Minutes from 'Collaboration Headteacher Meetings' to ensure clarity of feedback on partnership activities.

8 Financial contributions

8.1 There will be no financial contribution to belong to the Collaboration.

8.2 Joint CPD activities or joint purchase of resources will be made as agreed so that costs can be shared. In these arrangements, one school will be responsible for invoicing and payment and then will invoice the other schools as appropriate.

8.3 The schools will commit to release time for staff as necessary and cover costs within their own budgets.

9 Dispute Resolution

This MOU is intended to strengthen existing relationships between schools and conflicts are not anticipated; however, should the need arise, a neutral facilitator will be appointed by the Collaboration to resolve any disputes.

If any partner breaks the terms of this MOU the Collaboration will consult together with the object of remedying that breach, but if they cannot agree any party may terminate this agreement by notice.

10 Disclaimer

10.1 It should be noted that by signing this document or by participating in the Chesil Collaboration, the partners are not committing to legally binding obligations. It is intended that the partners remain independent of each other and that their collaboration and use of the term 'partner' does not constitute the creation of a legal entity, nor authorise the entry into a commitment for or on behalf of each other.

Signed on behalf of Bincombe Valley Primary

Leif Pallister, Headteacher **Date 1st September 2024**
[NAME, POSITION]

Signed on behalf of Conifers Primary

Andrew Johnson, Headteacher **Date 1st September 2024**
[NAME, POSITION]

Signed on behalf of Holy Trinity Church of England

Alana Fordham, Headteacher **Date 1st September 2024**
[NAME, POSITION]

Signed on behalf of Radipole Primary

Kathy McCann, Headteacher **Date 1st September 2024**
[NAME, POSITION]

Signed on behalf of Southill Primary

Caroline Wood, Headteacher **Date 1st September 2024**
[NAME, POSITION]

Signed on behalf of St Georges Primary

Michael Coombes, Headteacher **Date 1st September 2024**
[NAME, POSITION]

Signed on behalf of Wyke Regis Primary Federation

Wanda Roberts, Headteacher **Date 1st September 2024**
[NAME, POSITION]