**2.7 Partnerships**

**Themes:**

* Engagement of parents and carers in the life of the setting / The development and promotion of partnerships
* The promotion of partnerships / Collaborative learning and improvement
* Impact on children and families / Impact on learners

**Level 5 Summary:**

* To capture the setting’s/school’s success in developing and maintaining strong partnership approaches which improve outcomes for babies, toddlers and young children /learners and continued self-improvement for the setting/school and community.
* All partnerships are based on mutual trust and respect for the particular contribution each partner brings.
* Strong partnerships are a powerful feature of a highly effective setting. /Partnerships are integral to the way a highly effective school works

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| **Highly effective practice** | **Data** | **Observation** | **Views** | **What’s working well?**  **What evidence do you have of positive impact on learners?** | **How do you know?**  **What are your improvement priorities in this area?** |
| Sharing of skills, knowledge and experience between partners improves outcomes for children  (HGIOELC) |  |  |  |  |  |
| The school consistently involves parents and carers in shaping policy and services to improve impacts. |  |  |  |  |  |
| Purpose, aims, roles and responsibilities within partnership working are clear and understood by all involved.  (HGIOELC) |  |  |  |  |  |
| Partnerships have clear agreements where the  purpose, aims, roles and responsibilities are clear  and understood by all involved |  |  |  |  |  |
| Partnership working with other services demonstrates improvements in outcomes for children and families.  (HGIOELC) |  |  |  |  |  |
| The school can demonstrate the impact of  partnerships through improved outcomes for  learners. |  |  |  |  |  |
| **How would you evaluate this QI using the HGIOS4?**  **How would you evaluate this QI using HGIOELC ?** | | | | |  |