

Report

Evaluation of Setting Improvement Partner Programme – November 2009

Context

The Setting Improvement Partner (SIP) Programme was introduced in 2007 and extended in 2008 for settings considered by the area team to be most vulnerable. Identification for this programme was by analysis against the criteria of the risk assessment grid.

In September 2009 the Improvement Partner Programme was extended to all settings and in January 2010 will include out of school provision in the private and voluntary sector. During the period September 2007 to 2009, Ofsted outcomes have improved, with 75% of inspections in 2009 good or better. No settings went into an inadequate category.

Purpose of the Evaluation Survey

- To identify examples of practice which have had an impact on leadership and setting improvement.
- To inform future professional development activities for Setting Improvement Partners.
- To assist the LA in planning for future development of the programme.

Rationale of the Survey

- All 146 settings engaged in the Improvement Partner Programme prior to September 2009 were invited to respond.
- 66 responses were received, with 4 incomplete surveys = 45%. *(Statistically this is considered to be an above average response.)*
- The survey has four basic questions; two requiring statistical responses and two opportunities for comments:

Question 1:

The SIP has provided support, advice and challenge that has impacted on:

	% agreed or strongly agreed
(a) Leadership and Management	90.77%
(b) Self Evaluation and Reflective Practice	96.92%
(c) Our Development Plan and Priorities for Improvement	90.77%
(d) The Training Plan and Continuing Professional Development of Staff	83.08%
(e) Overall Understanding of the Requirement of the EYFS	87.67%
(f) The Overall Quality of our Provision	93.85%
(g) Levels of Well-being and Involvement of <u>All</u> Children	89.23%
(h) Awareness of Current National Issues and County/Local Priorities	86.15%

Question 2:

Briefly describe specific contribution made by the SIP which has added value to your work as a setting leader:

Comments are all very positive and note impact in the following areas:

- Implementation of EYFS
- Working of SEF
- Evaluation of quality through ECERs and ITERs
- Development planning
- Managing change and staff development
- Improvements in the environment
- Progress towards Kent Quality Mark
- Engaging parents through 'My Unique Story'
- Liaison between nursery 'chains'
- Strengthening leadership and management

Question 3:

The Setting Improvement Partner is:

		% agreed or strongly agreed
(a)	Well Prepared for Meetings	98.46%
(b)	Follows up on Agreed Actions	89.23%
(c)	Has sent Note of Visit to the Setting Promptly	92.31%

Question 4:

How could the LA improve the process and practice of the SIP Programme to further benefit the leadership of the setting?

- Many comments were affirming of the programme and did not think there was a need for change.
- Main points for development have already been included in the programme from September 2009 and include:
 - To ensure the programme can be responsive to the needs of the setting.
 - Ensure consistency of advice between SIP and EYAT.
 - Include in the programme opportunities for shared observation.
 - Time for SIP to work with staff or lead staff meeting.
 - SIP visits to include Area Manager/owner and Nursery Manager.
 - To have a clear focus of each visit other than a range of different aspects.

20 Managers have offered to give further feedback. The Project Officer has worked with this group who were affirming and keen that the SIP programme for settings should continue.

Judy Venner
Senior Adviser Early Years