

KENT IMPROVEMENT PARTNER HANDBOOK 2009-2010



'Improvement Partners are critical professional friends to the school, helping its leadership to evaluate performance, identify priorities for improvement and plan effective change.'

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1 INTRODUCTION

The purpose of this Handbook is to provide guidance to Kent School Improvement Partners (SIP) about their role throughout the academic year 2009/10. It is intended to complement the national guidance provided by the Department for Children, Schools and Families (DCSF) and to focus on the strong partnership model of the Kent programme. It includes advice on:

- the time allocation to schools, in the context of the Kent Improvement Strategy for Schools, PRU's and Early Years Settings and how to commission additional support
- guidance on the Autumn, Spring and Summer visits
- guidance on RAISEonline and target setting

This guidance will be updated on an annual basis as a result of feedback from SIPs and headteachers.

The local authority (LA) is responsible for recruiting and allocating SIPs to schools as well as for the quality assurance of their work. Schools are allocated an accredited SIP from our:

- experienced group of LA Officers
- serving and recently serving headteachers
- consultants

Headteachers are consulted in all cases where a new SIP has been allocated. The impact of the partnership between SIPs and headteachers is evident in the rising trends of pupil achievement and Ofsted outcomes. We work hard to ensure that Kent SIPs are high quality professionals by harnessing the expertise in our schools and Advisory Service Kent (ASK). We provide regular professional development opportunities, briefings and the chance to reflect together and exchange strategies so that we offer the most effective support for our schools.

In 2008/09 the Regional National Strategy Advisers noted that the Kent County Council:

'...has a high quality SIP programme...'

'... exemplary NCA practice evident in Kent.'

'...LA support is responsive and effective...'

'...there is some good partnership working between schools.'

So let us all keep forging ahead in 2009/2010. Children and young people deserve the very best that we can collectively provide, to enable them to achieve highly during the coming year.

Peggy Harris - Head of Advisory Service Kent
September 2009

2 THE ROLE OF THE KENT SCHOOL IMPROVEMENT PARTNER

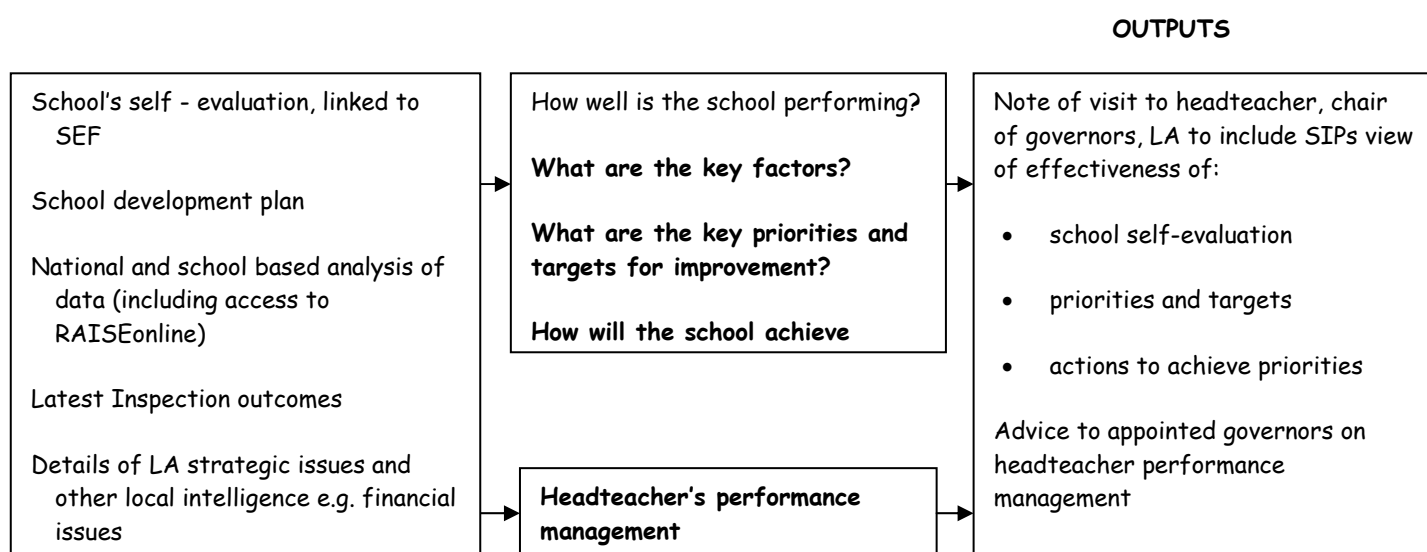
Key aspects of the role of the Kent SIP include the ability to:

- analyse a school's strengths and areas for improvement, including the use of data
- make judgements about effective strategies for school improvement
- interact well with leaders in a variety of settings, tailoring their challenge and support to the circumstances of the individual institution

Kent SIPs will follow these principles in their work with schools:

- strict adherence to **confidentiality**
- **respect for the school's autonomy** to plan its development, starting from the school's self evaluation and the needs of the community, especially the children
- **focus on pupil achievement**, and the many factors which influence it, including the importance of pupil well-being
- **professional challenge and support**, so that the headteacher feels that the practice is improved by interaction with the School Improvement Partner and there is evidence of impact
- **evidence-based** assessment of the school's performance and its strategies for improving teaching and learning
- **intervention in inverse** proportion to **success**
- **coherence**, so that external agencies consistently support the school's normal cycles of evaluation, planning and action

The SIP will have a number of exchanges with the school's leadership about how well the school is serving its pupils and how the school needs to improve. This "**single conversation**" will vary from school to school, but will have a common core:



During the annual cycle of visits Kent SIPs will focus on the following key questions:

How well is the school performing?

- What does the **data** and documentation on all pupils' attainment, well-being and progress say about the ambition of the school?
- Are there significant **variations** and areas of under-performance within the school?
- What evidence is there that the school is addressing the range of outcomes identified in *Every Child Matters*: being healthy, being safe, enjoying and achieving, making a positive contribution and achieving economic well-being? How good are pupils' attendance and behaviour? How are these affecting educational outputs?
- How well is the school helping pupils to **progress** to the next education stage and beyond?
- How well is the school using its specialism/leading status to improve its own and other schools' performance?

What are the key factors?

- How robust is the school's **self evaluation**? Does the school regularly measure progress in practical ways? Are there other sources of evidence it could have used? Has the school interpreted the evidence correctly and are its judgements sound?
- How effective are the school's **core systems and policies**? (pupil assessment and target setting; CPD across the school; performance management; behaviour; curriculum; middle management)
- Is the school making the best use of its **resources**?

What are the priorities and targets for improvement?

- Is the school choosing the right **priorities** for the next academic year?
- Is the school setting its ambitions for the **medium term** high enough?
- Is the school setting priorities and targets appropriate to achieving its ambitions for pupils?
- What aspects of practice could be shared with others beyond the school so as to contribute to raising attainment and achievement more widely?

How will the school achieve them?

- Is the leadership team and are the governors choosing and effectively implementing high-impact, sustainable **strategies** for improving teaching and learning?
- Is the **development plan** deliverable? Has the school the capacity to carry out the plan successfully? Is it monitored and evaluated?
- What **support** from outside (LA support including national strategy consultants, school-to-school networks) does the school need?

Reporting to schools and the local authority

The SIP reports to the headteacher, chair of governors and LA the main outcomes of the school visit. The note of visit should include:

- a commentary on the quality of the school's self evaluation
- a commentary on the key priorities and targets in the school development plan and progress on achieving them
- recommendations about the action planned by the school and external support needed

During the Autumn the school will set their own statutory and non-statutory targets. The SIP will want to be satisfied that in setting its targets, the school is being appropriately ambitious for the progress of each of its pupils, and to challenge a school where the targets set are not sufficiently ambitious. The SIP will be expected to record the agreed targets during the Autumn visit.

There may be circumstances in which a SIP has concerns about the capacity of the school to improve and cannot secure agreement on action through professional dialogue with the headteacher and the governors. In such cases the SIP should discuss their concerns with the Senior Phase Adviser for their area who will advise on appropriate action.

Triggers for concern include schools that:

- do not recognise significant under-performance
- lack the leadership capacity to improve
- are at risk of an adverse Ofsted report

3 ANNUAL PATTERN OF SCHOOL VISITS

As part of the national programme all schools and PRU's will be allocated at least 5 days of SIP time per year to include preparation and reporting and advice to governors on headteachers' performance management. Each school will receive a minimum of 4 half-day visits per year. A typical half day visit will last for approximately 3.5 to 4 hours. Some SIPs and headteachers may prefer 2 shorter visits.

As part of our local arrangements if a SIP is new to a school an additional day will be allocated, to include liaison with the previous SIP (see handover arrangements page 14) and a half-day familiarisation school visit. In some cases additional time will be allocated so that the SIP can co-ordinate and/or monitor LA support for the school and provide support in preparation for an inspection. The LA will make these arrangements on an individual basis with the SIP after consultation with the headteacher and chair of governors. Intensive and substantial support schools will be allocated additional days by arrangement.

Set out below is a suggested annual calendar for the Kent SIP's work. This is intended to be a guide only. The calendar should be discussed and the order of activities agreed between the SIP and headteacher in recognition of the school's planning cycle and priorities.

SIP and NCA pattern of visits and attendance at out of school events					
Visit type	When	In school	Out of school (preparation, reading, report-writing)	Total days	Daily rate
Familiarisation visit (including SIP hand over arrangement) New SIPs only or on appointment of new headteacher	Term 1	0.5	0.5	1	SIP
Autumn Visit (to include agreeing school statutory and non-statutory targets)	Term 2	0.5	1	1.5	SIP
Advice to governors on Headteacher's performance management	by 31st December	0.25	0.25	0.5	SIP
Spring Visit (to review the quality of provision)	Terms 3 or 4	0.5	1	1.5	SIP
Summer Visit (to review leadership and capacity for improvement)	Terms 5 or 6	0.5	1	1.5	SIP
Total days for SIP per school				5	
Total days for new SIP per school				6	
NCA support allocated by National Challenge Risk Rating (NCA work subsumes SIP visits)	spread across the year	in total 6 to 20	included	6 to 20	NCA
additional SIP days for intensive and substantial schools*	spread across the year	in total 2 or 5		2 or 5	SIP
Ofsted Inspection attendance at feedback and support*	as required	0.5	0.5	1	SIP
Round Table Meetings*	as required	0.5	0.5	1	SIP
Joint Evaluation Meetings*	monthly/termly	0.5	0.5	1	SIP
Writing headteacher references (based on the SEF)	as required		0.25	0.25	SIP
CPD to total 4 days a year					
SIP briefings	4 half days a year		2	2	SIP
Optional SIP workshops	3 half days a year		1.5	1.5	SIP
SIP Performance Management Meetings	1 half day a year		0.5	0.5	SIP
Expected additional attendance					
Attendance at Regional NCA events	3 days a year		3		NCA
Attendance at 3 x Local National Challenge Boards.	3 half days a year		1.5		NCA
Other NCA specific meetings/events*	up to 3 half days a year		1.5		NCA

* to be agreed in advance with SIP/NCA manager

Notes

The NCA rates reflect the fact that there is no separate allocation for NCA writing up and preparation time. NCAs should take this into account in the way they manage their time.

Apart from the identified out of school NCA attendances listed above, it is anticipated that any other NCA days invoiced for will have some associated in school activity, logged with a NoV.

4 BRIEFINGS AND CPD FOR SCHOOL IMPROVEMENT PARTNERS

Our expectation is that every SIP undertakes 4 days per year of CPD and this includes:

- 4 half-day **mandatory** briefings
- Kent workshops - optional
- online modules and national theme days
- performance management

Please keep your individual record of attendance at briefings and other events so that you can share this during discussions about your Performance Management. A copy of the CPD form is on the following page.

2009/10 School Improvement Partner Briefings

	Autumn	Spring	Early Summer	Late Summer
Primary	10 September 2009 15 September 2009	13 January 2010 19 January 2010	7 May 2010 12 May 2010	7 July 2010 13 July 2010
Secondary	17 September 2009	21 January 2010	14 May 2010	15 July 2010
Special/PRU	30 September 2009	28 January 2010	19 May 2010	15 July 2009

2009/10 National Challenge Board Meetings

Thursday 3 December 2009

Thursday 25 March 2010

Monday 12 July 2010

In addition guidance will be provided through the Kent SIP Bulletin, our website http://www.kenttrustweb.org.uk/ask8/ask8_sip.cfm and the SIP Knowledge Bank on the National Strategies CPD web-site, <http://www.nationalstrategiescpd.org.uk>.

On-going professional support and performance management of SIPs will be provided by SIP mentors and Senior Phase Advisers

**CONTINUING PROFESSIONAL DEVELOPMENT 2009-10
KENT IMPROVEMENT PARTNER PROGRAMME**

Name of Improvement Partner:		Name of ASK line-manager or ASK link for serving headteachers and consultants:	
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Improvement Partner Briefing (mandatory)	Date attended
Autumn 2009	
Spring 2010	
Summer 2010 (1)	
Summer 2010 (2)	

2009-2010 Performance management	
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Optional Workshops		

Representing Kent at a National theme day and feeding back to SIP Briefing		

Electronic Professional Development Modules (ePD)		

Other activities undertaken	
Shadowing/joint visits	
QA notes of visit	

2009-2010 PERFORMANCE MANAGEMENT - notes of meeting with line-manager/ASK Link

(Please refer to the person specification in the SCHOOL IMPROVEMENT PARTNER Handbook)

What has gone well in your SIP work this year?

-
-
-

What are the barriers to effective working as a SIP?

-
-
-

What are your developmental needs?

-
-
-

Date:

SIP:

Line manager/ASK link:

5 SCHOOL TERM AND HOLIDAY DATES

ACADEMIC YEAR 2009/2010

Term 1	Start	Thursday 3 September 2009
	Finish	Friday 23 October 2009
Autumn Holiday		Monday 26 October - Friday 30 October
Term 2	Start	Monday 2 November 2009
	Finish	Friday 18 December 2009
Christmas/New Year Holiday		Monday 21 December - Friday 1 January
Term 3	Start	Monday 4 January 2010
	Finish	Friday 12 February 2010
February Holiday		Monday 15 February - Friday 19 February
Term 4	Start	Monday 22 February 2010
	Finish	Thursday 1 April 2010
April Holiday		Friday 2 April - Friday 16 April
Term 5	Start	Monday 19 April 2010
	Finish	Friday 28 May 2010
Early May Bank Holiday		Monday 3 May 2010
Late Spring Holiday		Monday 31 May - Friday 4 June
Term 6	Start	Monday 7 June 2010
	Finish	Friday 23 July 2010
Summer Holiday		Monday 26 July - Tuesday 31 August

ACADEMIC YEAR 2010/2011

Term 1	Start	Wednesday 1 September 2010
	Finish	Friday 22 October 2010
Autumn Holiday		Monday 25 October - Friday 29 October
Term 2	Start	Monday 1 November 2010
	Finish	Friday 17 December 2010
Christmas/New Year Holiday		Monday 20 December - Monday 3 January
Term 3	Start	Tuesday 4 January 2011
	Finish	Friday 18 February 2011
February Holiday		Monday 21 February - Friday 25 February
Term 4	Start	Monday 28 February 2011
	Finish	Friday 8 April 2011
April Holiday		Monday 11 April - Monday 25 April
Term 5	Start	Tuesday 26 April 2011
	Finish	Friday 27 May 2011
Early May Bank Holiday		Monday 2 May 2011
Late Spring Holiday		Monday 30 May - Friday 3 June
Term 6	Start	Monday 6 June 2011
	Finish	Friday 22 July 2011
Summer Holiday		Monday 25 July - Wednesday 31 August

6 SCHOOL INFORMATION REQUIRED BY A SCHOOL IMPROVEMENT PARTNER

- self evaluation form (latest school on-line version)
- school plan/Raising Attainment Plan
- access to school and national comparative data via RAISEonline at <https://www.raiseonline.org/login.aspx?ReturnUrl=%2findex.aspx> (username and password access for RAISEonline can be obtained from Management Information - jan.bennett@kent.gov.uk)

The screenshot shows the Ofsted RAISEonline website. At the top, the Ofsted logo is displayed with the text 'department for children, schools and families'. Below the logo are navigation links: 'Home', 'News', 'About RAISEonline', and 'Terms and Conditions'. The main content area is divided into several sections:

- Welcome to RAISEonline:** Reporting and Analysis for Improvement through School Self-Evaluation. It states that RAISEonline provides interactive analysis of school and pupil performance data, replacing Ofsted Performance and Assessment (PANDA) reports and DCSF's Pupil Achievement Tracker (PAT).
- Latest News >**: A list of news items with dates. The first item is 'Planned Downtime - Thursday 23rd July 2009' dated 21/07/2009, with a sub-headline 'The RAISEonline system will be unavailable on Thursday 23rd July 2009 between 17:30 and 18:30'. The second item is 'Question-level analysis (QLA) End of Year 2009 ...' dated 13/07/2009, with a sub-headline '2009 QLA'.
- Login:** A section with fields for 'Username:' and 'Password:', a 'Login' button, and links for 'Forgotten your password?' and 'Need help logging in?'.
- Resources:** A link to 'Download QLA Templates'.
- Links:** Links to 'PAT website', 'Evaluating School Performance', and 'Achievement & Attainment Tables'.

- Making Figures Speak Data
- Fischer Family Trust Data
- latest school report on Ofsted website - <http://www.ofsted.gov.uk/reports/index.cfm?fuseaction=lea&id=886>
- any other information the school feels is important in defining its character
- local authority officer/consultant reports (available from the EPM system http://kent248nt/ems/ems_home.asp - if you experience problems accessing EPM please contact KCC ISG on 01622 20 55 55
- details of KCC strategic issues affecting the school within the locality
- School Summary Data Sheet (from Management Information)
- details of financial issues, as appropriate (see the schools finance pages on Kent Trust Web: http://www.kenttrustweb.org.uk/Finance-Assessment/cfe_finance_home.cfm)

7 SCHOOL IMPROVEMENT PARTNER HANDOVER ARRANGEMENTS

SIP Managers will:

1. Contact headteacher when proposing a change of SIP and always take into account issues raised by headteacher when allocating SIPs.
2. Make sure that handover arrangements are robust so that headteachers do not have to spend time briefing the new SIP.
3. Ensure that SIPs are fully updated on county and locality issues.
4. Ensure that schools are clear about entitlement of school improvement time, the criteria for allocating additional support and how this may be commissioned.
5. Develop and share with headteachers our quality assurance process e.g. scrutiny of notes of visit, shadowing new SIPs, survey of headteachers.

SIPs will:

1. Send all notes of visits for the previous two years and reports electronically and in hard copy to the new SIP.
2. Send any sections of the SEF and external reviews (if they exist) to the new SIP.
3. Brief the new SIP on key issues by telephone or in a face to face meeting and if necessary undertake to joint first visit to the school.
4. Contact new school/headteacher to make an arrangement for an early visit.
5. Emphasise that agendas for SIP visits may take into consideration the needs of the school and how any school specific barriers to school improvement may be overcome.

8 GETTING STARTED AND FAMILIARISATION VISIT

Getting started

Once your schools have been identified you will have one day in term one to familiarise yourself with the school. In the light of the new relationship with schools and 'single conversation' we would expect you to spend this one day on the following activities:

1. Examine school website to gain a flavour of characteristics of the school.
2. Access and read all the previous SIP notes of visit for the last two years noting strengths and priorities for improvement.
3. Arrange a short telephone call to the previous SIP.
4. Request hard and electronic file from previous SIP.
5. Briefly examine headlines from the current and last year's data on RAISEonline.
6. Two hour visit to the school.

Making contact with the school

1. Initially ask for headteacher's PA direct line and make a note of her/his first name.
2. Ask PA for headteacher's direct line, email address and mobile.
3. Find out the name and contact details of the Chair of Governors and the Chair of the Panel for Headteacher Performance Management.
4. Arrange an initial telephone conversation with the headteacher to introduce yourself if necessary.
5. Arrange date for early familiarisation visit and agree focus.

Familiarisation visit

1. Start building the personal relationship/trust/understanding of role/expectations over the year/time allocation on and off-site.
2. Try to meet other members of leadership group/tour of school with pupils.
3. Discuss priorities emerging from data and ensure that the headteacher knows that you have prepared and that you have some knowledge of the school (they do not like to keep repeating detail to visitors).
4. Before you leave try to obtain hard or electronic version of the current SEF and improvement plan and last headteacher's report to governing body.
5. Make dates for the whole year as headteacher's and your diaries are very full.

6. Agree timing for headteacher's performance management and ask for names of the three governors and their email addresses (you will need last year's objectives but may not want to ask the headteacher at this stage - the governors' panel should have an electronic copy from the last round).
7. Ask the headteacher to contact you when the date of their inspection is notified (ask them to email the PIB so that you can advise on the evidence base) and you can provide support at feedback.

9 Notes of Visit Guidance

The note of visit (NOV) serves two key purposes; firstly to inform the LA, chair of governors and other key stake holders of the SIPs current evaluation of the status of the school, and secondly, to provide Ofsted with an overview of the LA's perspective of the school (NOV to cover the previous year).

It is important to always agree the date and focus for the visit and confirm all SIP visits by email. It is good practice to invite a member of the governing body to all SIP visits, but **essential** for the Autumn visit.

- SIPs must use the agreed seasonal NOV format and the only deletions should be key stages which are not applicable to the individual school
- NOVs are to be evaluative rather than descriptive and should include an evidence base and report the impact you believe actions are having
- it is useful to distinguish between things reported and things that are being observed first hand e.g. the school have a detailed pupil tracking system (reported) Teaching and learning are judged as good (monitoring evidence viewed)
- SIPs should not identify individuals by name in the body of the NOV. Where specific actions are identified the person should be referred to by their role and initials.
- where the SIP disagrees with the schools SEF judgement the SIP should be clear as to the reasons for the disagreement (with reference to the Ofsted Evaluation Schedule)

Timescales

The draft document should be shared with the headteacher within 5 days of the visit. It is the SIPs responsibility to circulate the agreed document in accordance with the distribution list on the document within 10 days.

Where there is a disagreement over content which cannot be resolved the SIPs judgement, moderated by a Senior Adviser, is final. Details of the disagreement should be included in the NOV and any additional, relevant documents attached. In these cases SIPs will share their drafts with a mentor or Senior Adviser for advice and discussion prior to circulation to the headteacher.

Data

All quantitative data (pupil's numbers and percentages etc) will be thoroughly analysed and shared with the senior advisers so all figures must be accurate. Where evaluative words are used (good, outstanding etc) make it clear whether this is the school view or the LA view, referencing to the current Ofsted Evaluation Schedule:

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

Recommendations

The recommendations section is considered to be key and will be open to scrutiny by external organisations and agreed actions are very important and need to be:

- manageable; it is unlikely there will be more than 4
- **Specific Measurable Achievable Realistic Timely (SMART)**
- reflect the schools highest priorities
- imported into the next NOV to be reflected upon during the following visit

The template for the three seasonal NOV will be finalised at SIP briefings and once agreed will be accessible from http://www.kenttrustweb.org.uk/ask8/ask8_sip.cfm#2008_notes_visit

10 AUTUMN NOTE OF VISIT AND GUIDANCE

The focus of the Autumn visit is:

- to review any actions recorded on the Summer NOV and identify progress made
- to review the 2009/10 targets and agree targets for 2010/11
- to review and evaluate the school's self evaluation processes for Outcomes: how well are pupils doing, taking account of any variation (section A2 of the SEF), including the school's target setting and getting processes
- to agree the level of LA support using the Kent School Improvement Strategy criteria
- to agree the school priorities for 2009/10

In preparation for the visit request the school to send either the full SEF or the sections pertinent to this visit. (Refer to the Ofsted descriptors for pupil outcomes **before you visit the school** so that you can consider the schools and your own judgements within this context. Headteachers will expect you to be familiar with the descriptors so that you can support them but do avoid coming across as inspectorial.)

In the first year of the new SEF some sections of the SEF may not be completed at the time of the first visit. The SIP should pre-populate the greyed out boxes in the NOV using making figures speak SIP summary sheet and FFT data. In addition it is good practice to have analysed relevant data prior to the visit.

Detailed advice and guidance on target setting in Kent schools can be found at: <http://www.kenttrustweb.org.uk/Finance-Assessment/datacollection.cfm>. This has been adapted from the national guidance by Katherine Atkinson (MI Service Manager - Reporting & Data Analysis) katherine.atkinson@kent.gov.uk, 01622 696202.

HOW WELL ARE PUPILS DOING TAKING ACCOUNT OF ANY VARIATION?

The new Ofsted framework combines sections 3 and 4 of the old SEF into one broad area which considers the full range of pupils' outcomes. Target setting will be a key focus but the following prompts are designed to help to focus the discussion. **They are not prescriptive and remember the Autumn SIP visit is very intensive. Please ensure that you take into account the school's own agenda** during your visit as all schools will be at different stages in their monitoring arrangements.

What awareness raising for ECM has been undertaken in the school? Has it focused on the groups of learners represented in the school e.g. the specific ethnic minorities to which the school's pupils belong, children in care, Travellers?

Schools can judge how effectively they deliver the 5 ECM outcomes by considering specific aspects of school life such as food, transport, PSHE, sport, safeguarding, bullying, harassment and discrimination, attendance, behaviour, respect, volunteering, school as the foundation for lifelong learning, education to improve the life chances of children

In specific relation to **children in care** does the school:

- i) Ensure that it follows the requirement to place looked after children at the top of the admission 'over-subscription' criteria?
- ii) Know who it's looked after children are?
- iii) Ensure that unauthorised absences of looked after children are quickly followed up?
- iv) Understand the implications of the duty on the LA to promote the educational achievement of children in care and support the LA in implementing this duty?
- v) Have a designated teacher for children in care to act as a resource for them and for their carers and parents, social care workers and other teachers and support staff (and allow them to attend training for the role)?

Performance Management (see Appendix 4)

Headteachers and governors may wish to undertake the performance review of the headteacher in term 1 to allow the objectives to align with those set for other members of staff. The Autumn SIP visit may then be in term 2 when RAISEonline data should be available. Some schools and SIPs may decide to undertake the Autumn visit in two parts. The NOV format has been designed to support this.

11 SPRING NOTE OF VISIT AND GUIDANCE

The purpose of this visit is to explore and understand how the school evaluates the effectiveness of its provision including its approach to the monitoring of teaching and learning. Your role is to help the school answer the questions: How good is the quality of teaching, and how well does the use of assessment support learning, the extent to which the curriculum meets pupils' needs and the effectiveness of care, guidance and support? In preparation for the visit request the school to send either the full SEF or the sections pertinent to this visit. (Refer to the Ofsted descriptors for quality of provision **before you visit the school** so that you can consider the schools and your own judgements within this context. Headteachers will expect you to be familiar with the descriptors so that you can support them but do avoid coming across as inspectorial.)

These prompts are designed to help to focus the discussion. **They are not prescriptive so please ensure that you take into account the school's own agenda** during your visit as all schools will be at different stages in their monitoring arrangements.

Progress since Autumn visit:

- review any actions recorded on Autumn NOV and identify progress made
- where a brokering plan is in place, review and evaluate progress against the objectives and record the impact of any external support from the Advisory Service
- review progress towards 2009/10 targets, including 2 levels of progress

The quality of provision:

- discuss and examine the evidence of the range of monitoring activities that are in place including scrutiny of lesson planning, classroom observation and developmental feedback; sampling of pupils' work; discussions with pupils
- discuss the monitoring arrangements in place to ensure the quality of provision being made offsite by partnership/alternative curriculum arrangements or onsite by external providers e.g. therapies
- what support and coaching have members of the leadership group and middle leaders had to ensure that their judgements on the quality of teaching and learning are consistent? Are there any opportunities for staff to undertake paired observation within school, in other schools in the Local Children Services Partnership or in similar schools? Are staffs sufficiently focused on **pupil progress** during lesson observations/scrutiny of work?
- has there been an external view of the quality of teaching since the last inspection?
- what actions are taken as a result of the monitoring programme? How is outstanding practice shared within the school and Area?
- what strategies are in place to support those members of staff whose teaching is not consistently good?

- how well is assessment used in classrooms so that pupil's prior learning is understood and planning is differentiated to ensure that learning is extended for all pupils?
- discuss curriculum projects/initiatives (cross-curricula developments/leadership of learning/Local Children's Services Partnership based developments/14-19 developments) that have been undertaken and the impact on pupil learning and progress
- discuss how well pupils are guided and supported in their learning and their personal development and the impact of actions that have been taken to improve academic monitoring and individual support
- how effective are the targeted intervention programmes for individual pupils at risk of underachievement?
- ensure that your discussions include the quality of provision relating to Every Child Matters and the five outcomes for children and young people
- ensure that key priorities arising from your discussion on outcomes are linked to this section on quality of provision so that there is coherence between SEF A2 and A3

12 FINANCIAL RESOURCE MANAGEMENT AND ANNUAL BUDGETS

SIPs have a key role to play in influencing and providing general advice and guidance to headteachers on all aspects of resource management, including three year financial planning and the impact on the delivery of the curriculum and standards achieved. They will ensure that school improvement plans are costed and that recovery plans are sustainable. They will provide general advice on changes to staffing structures and the financial impact of these changes.

LA officers are ultimately responsible for ensuring compliance and will be pro-active in 'safeguarding' the interest of the authority. Officers will continue to support schools in financial difficulty and will take a lead on any issues related to financial impropriety.

SIP Managers will ensure that SIPs are briefed three times a year on general issues and changes related to resource management in all schools. SIPs will also be made aware of any concerns that the LA has with individual schools and the LA's view of the school will be clearly communicated to the SIP prior to the visit in the Autumn term. LA intervention will be determined by the level of financial difficulty and the following triggers may result in the need for greater officer involvement:

1. Schools in financial difficulties including those who are unable to set a balanced budget, schools with large overspends resulting in a deficit budget, schools with large uncommitted surpluses.
2. Investigations of financial impropriety.
3. Schools that are experiencing a high level of personnel difficulties that impact on the budget e.g. significant staff reductions, long term absence
4. Schools with significant maintenance/building issues
5. Schools that are significantly affected by fluctuating pupil rolls
6. Schools that are subject to Special Measures or an Improvement Notice
7. Issues raised by Internal Auditors
8. Budget monitoring indicating potential difficulties

You may also want to broker support for a school that you are the SIP for if you think they require more specialist on site support for financial issues.

If you require further advice on any aspect of financial resource management please contact your SIP Manager.

Further information can also be found on the school finance pages of Kent Trust Web: http://www.kenttrustweb.org.uk/Finance-Assessment/cfe_finance_home.cfm

13 SUMMER NOTE OF VISIT AND GUIDANCE

The purpose of this visit is to explore and consider the quality of leadership and management of the school and the overall summative judgements (which are heavily weighted on the effectiveness of the school in meeting the outcomes for individuals and groups of pupils). Your role is to help the school answer the questions how effective is it overall and what is its capacity to improve. It will be an opportunity for you to review actions from the last visit and evaluate the impact of the school improvement plan (and where appropriate objectives in the brokering plan) and identify any barriers to school improvement. In preparation for the visit request the school to send either the full SEF or the sections pertinent to this visit. (Refer to the Ofsted descriptors for quality of leadership and management and overall effectiveness **before you visit the school** so that you can consider the schools and your own judgements within this context. Headteachers will expect you to be familiar with the descriptors so that you can support them but do avoid coming across as inspectorial.) It would also be useful if you could see copies of recent headteacher reports to governors.

These prompts should help you to prepare for your visit and to help focus the discussion (be realistic about what you can achieve in a half-day visit in school). **They are not prescriptive so please ensure that you take into account the school's own agenda** as all schools will be at different stages in their self-evaluation and strategic planning.

Progress since Spring visit

- review any actions recorded on Spring NOV and identify progress made
- where a brokering (or support plan) plan is in place, review and evaluate progress against the objectives and record the impact of any external support
- review progress towards 2011 targets, including two levels of progress measures

The quality of leadership, management and governance

- **focus on the impact** of the actions taken over the year to raise standards, including the effectiveness of L&M in embedding ambition and driving improvement taking into account the L&M of T&L
- consider any predictions from recent pupil progress tracking in terms of the school's targets for 2010
- discuss the quality of middle leadership/subject leadership in the school? Are all leaders involved in self evaluation? Include discussion re-quality of leadership for improvement of the outcomes of different vulnerable groups and leadership of the Foundation Stage/Sixth form as appropriate
- discuss succession planning and the career position of the headteacher and senior leadership team; are there distributive leadership strategies in place so that any change in leadership will be minimalised?
- what leadership CPD has the senior leadership had access to during the academic year and has the deputy headteacher completed the NPQH?

- has the governing body undertaken their statutory role in carrying out mid-year Performance Management Review meetings?
- has the governing body reviewed its effectiveness? Do governors know the strengths and weakness and are they able to shape the direction of the school and challenge the leadership to improve further? What is the quality of their monitoring and evaluation processes? Do they ensure that all statutory responsibilities are met? When did they last review section C of the SEF? Do they consider the views of all the stakeholders including pupil voice?
- discuss the strategies the school are using to engage with parents and carers and the impact of their actions
- discuss the effectiveness of schools engagement with partnerships to promote learning and well being
- consider how well the school promotes equal opportunities and tackles discrimination
- consider the effectiveness of safeguarding procedures
- consider how the school promotes community cohesion

OUTCOMES FOR INDIVIDUALS AND GROUPS OF PUPILS, CAPACITY OF THE SCHOOL TO IMPROVE AND OVERALL EFFECTIVENESS

Outcomes for Individuals and Groups of Pupils

This judgement is formed from previous judgements throughout the SEF in seven areas. Please see the Ofsted Evaluation Schedule descriptors for this judgement

Capacity of the School to Improve

This judgement is linked to the school's capacity to make further improvement. There are two questions to address: Can the leadership team bring about the necessary improvements and does it have the resources and drive to do so? Judgements are based on the track record of the leadership team.

- to what extent have they exploited initiatives/resources to raise standards and improve the quality of teaching and learning?
- is school improvement and inclusion central or peripheral?
- is under-performance at all levels tackled?

You may find this definition of '**good capacity for sustained improvement**' helpful:

'Action to overcome weaknesses in teaching, other provision and outcomes is likely to have been concerted and effective. Performance in key areas has crossed a grade boundary or has consolidated and improved on previously good or outstanding performance. Senior leaders, managers and the governing body have an accurate picture and understanding of the school's strengths and weaknesses. Leaders and managers embed ambition and drive and secure improvement well. They articulate confidently and plan effectively what the school needs to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly.'

Overall effectiveness (section A8 of the SEF) is based on the evaluations and grades given to outcomes for individuals and pupils, schools capacity for sustained improvement, and the effectiveness with which the school promotes equal opportunities and tackles discrimination.

14 THE SIP ROLE IN MONITORING AND EVALUATION

Introduction

The progress of individual schools is closely monitored and the experience and expertise of SIPs is closely matched to the particular needs of the school. For those identified as Outreach and general support schools they receive the basic SIP entitlement with differentiated SIP support available for schools identified requiring substantial and intensive support. In general and outreach schools the need to access and broker external support is rare, making the SIP role in monitoring, challenge and support key in ensuring that high performance is sustained.

Schools identified as "causing concern" are entitled to intensive support with a range of additional mechanisms available for monitoring and evaluation. The processes used to support monitoring and evaluation being determined on an individual basis in consultation with the appropriate Principal Adviser.

SIP visits and reports

These provide crucial evidence and SIPs are responsible for notifying the appropriate Senior Phase Adviser immediately of any evidence or judgements that could lead the LA to identify the school as a cause for concern.

Area School Causing Concern Meetings

These are held on a scheduled basis in each area when the progress of individual schools causing concern is reviewed. SIPs can always request for a school to be placed on the agenda for these meetings. The core attendees at these meetings are the Area Children Services Officer (ACSO), Senior Phase Adviser, Local Children's Services Partnership Manager (LCSPM), School Improvement Adviser (SIA) and Inclusion and Achievement Adviser (I & A Adviser). Other LA officers may be invited as agreed between the ACSO and Senior Phase Adviser. The purpose of these meetings is to identify actions that need to be taken to support school recovery, thereby enabling the school to be removed from the Area Causing Concern list.

Round Table Meetings (RTM)

These are held in schools in receipt of intensive/substantial support and aid the efficient management and evaluation of ASK resources to effect accelerated progress for the children and young people of Kent.

Joint Evaluation Meetings (JEMs)

JEMs are in place for all category schools and schools where there are significant concerns about leadership and management and their capacity to accelerate progress. Decisions regarding which schools are placed/removed from JEMs are made in consultation between the ACSO, Senior Phase Adviser and Principal Adviser.

Area Children Services Officer Evaluation Meetings

Seasonal meetings convened and chaired by the ACSO are held for category schools to review progress against the LA Statement of Action. The core attendees are the headteacher, chair of governors, SIP and LCSPM. In exceptional circumstances these meetings take place for non-category schools.

15 GUIDANCE FOR ROUND TABLE MEETINGS (RTM)

Why hold RTMs?

Where significant ASK resources are being deployed to schools, the strategy of holding a seasonal RTM with the leadership of the school ensures that support going into the school:

- is focused on priorities identified in the raising attainment plan
- helps to keep support on track by monitoring and evaluating progress
- celebrates changes in behaviour and practice
- supports effective communication, avoids duplication of effort and clarifies roles
- ensures there is evaluation of support that focuses on pupil progress
- supports leadership

Which schools need RTMs?

Seasonal RTMs are required for all schools involved in the following:

- category schools, to support the tracking of progress against the Ofsted key issues for action
- schools causing particular concern and those on the Improving Schools' Programmes; RAYS, ISP and Ensuring Success

Who calls and chairs RTMs?

The SIP is responsible for convening and chairing the meeting.

Who records RTM minutes?

It is the responsibility of the SIP to keep accurate minutes of the meeting. The agreed RTM template is to be used to ensure that RTMs follow a consistent format and is available on the SIP website together with guidance to support RTM completion.

How often are RTMs held?

Every season (three times per year). The timing of the meeting is negotiable as the latest pupil progress data must be readily available.

Pupil Progress

The key impact of ASK support is acceleration of pupil progress. RTMs are required to:

- establish if groups are on track to meet targets identified in the Raising Attainment Plan
- ensure that efficient pupil tracking methods are being used systematically and at classroom level
- ensure regular pupil progress meetings are in place
- inform planning
- review support for pupils at risk of underachievement.

Who should the SIP invite to the RTM?

The core group should consist of:

- headteacher
- strategy consultants identified in the Raising Attainment Plan
- other LA personnel deployed in the school
- senior members of leadership team
- governor
- SIP
- any others agreed between SIP and headteacher

Preparation for the RTM

It is good practice for the SIP to send, at least a week in advance, the agenda and minutes of the last meeting to all personnel invited to attend and to remind them of the following key questions:

1. What school practice or behaviour has changed since the last RTM?
2. What was the impact of that change?
3. In the light of the latest data, do we need to do anything differently?

It is expected that the school will have undertaken a review of the Raising Attainment Plan and updated the cover sheet.

Where officers are unable to attend, a brief report about the impact of their work is helpful.

RTM agenda

The meeting will take the following format:

1. Minutes of last RTM and matters arising
2. School report on progress against the raising attainment plan
3. Evaluation of all ASK support
4. LCSP and other support
5. Agreed actions and future brokering
6. AOB
7. Date of next meeting

16 OFSTED INSPECTIONS: ISSUES FOR SCHOOL IMPROVEMENT PARTNERSS TO CONSIDER

The focus is on demonstrating that effective **learning** is taking place and that:

- all pupils/students are making **progress**, including different groups: Gifted and Talented, EAL, SEN, children in care, those with attendance issues etc
- the school leadership and management at all levels have the capacity to improve i.e. they can identify and solve their own problems

Monitoring Arrangements

There is a great deal of attention focused on **assessment and cycles of evaluation**.

Cycles of evaluation:

1. How does the school review the quality of teaching and learning?
2. What systems are implemented by subject Leaders, key stage managers and senior leaders? The same questions will be asked of governors.

Use of data and strategic planning

1. Senior and middle leaders should be able to talk confidently about standards and achievement in their subject, across the school, compared with similar schools and national data. They should have readily available tracking evidence to support their judgements.
2. The inspectors will form a hypothesis using RAISEonline, with FFT to back this up. They will be assessing whether targets are challenging and in line with national expectations.
3. Check that they know the main messages in the SEF, including key issues for the school and departments from the last inspection report.
4. They will be asked how good practice is being shared.
5. Subject teachers should be able to discuss strengths and areas for development within their subject, linked to analysis of data and the whole school SEF.
6. Core subject leaders are likely to interviewed by an inspector, and other Senior Leaders if the area has been mentioned in the SEF/PIB.

Assessment and progress

1. Ensure that all pupils/students know their current achievement level, target for the year and next steps to improve. This is a key issue in the majority of inspections.

2. Targets should be shared and understood by all pupils/students. Many students write this in their planner or subject exercise book/folder so they can refer to it if spoken to by inspectors.
3. As well as this written evidence, remember pupils and students will be spoken to in lessons and during interviews. This is with the intention to triangulate all assessment evidence, including any mentor provision.

Work scrutiny

1. Pupils and students' folders or exercise books will be scrutinised, especially during lessons.
2. Ensure marking is up to date and follows school and department policies with developmental comments as well as summative marking.

Lesson planning

1. Use the school pro-forma for lesson plans and follow school guidelines on expectations of learning and teaching, including lesson structure (types of activity, independent learning).
2. Provide assessment information on teaching groups to be observed to demonstrate that they are making progress over time.
3. AEN information should also be provided to the inspector observing. It may be helpful to provide a seating plan with vulnerable students identified.

17 THE PRE-INSPECTION BRIEFING (PIB)

If one of your schools is due to be inspected please encourage the headteacher to share the PIB with you (or another member of Advisory Service Kent) as soon as it arrives in school. It has to be with the school by 4pm on the day prior to inspection, but in most instances is available from lunchtime

It is good practice for the SIP to meet with the Senior Leaderships Team, (including a representative from the governing body) to discuss the PIB.

Our experience indicates that some headteachers require support to prepare the evidence base that will confirm or challenge the hypotheses indicated in the PIB.

Please advise the leadership team not to make negative comments without offering a solution they are working on to overcome it. (e.g. if there are recruitment difficulties how the school is working to overcome them, or where there is high pupil mobility the inductions arrangements that have been put in place).

During the pre-inspection telephone discussion remind the headteacher that they need to check that the inspector has the latest electronic version of the SEF including updated information from RAISEonline etc

If there is anything in the PIB that causes you to be concerned for the school please alert the SIP manager.

KEY AREAS OF FOCUS FOR ALL OFSTED INSPECTIONS

Senior leadership needs to be able to answer the following:

- how is the school performing?
- how do you know?
- what systems and meetings do you use to monitor standards in the school?

Senior leadership teams need to focus on the strengths and weaknesses of standards in their schools and also when they have described the cycles of monitoring, assessment and evaluation they undertake during the year to analyse standards and monitor progress against the school improvement plan.

Within this area, systems of performance management have been looked at and discussed.

There is an enhanced emphasis on statutory requirements including:

- the effectiveness of safeguarding procedures
- the effectiveness with which the school promotes equal opportunity and tackles discrimination
- community cohesion
- progress of looked after children and other vulnerable groups

It would be advisable to brief the chair of governors, Senior Leadership Team and middle leaders on the above.

The OfSTED feedback form

- the feedback form will be emailed upon notification of an inspection
- find out when the feedback is and arrange with the headteacher to attend. If you are unable to attend please let the SIP manager know so that we can arrange for another representative to cover for you; it would be helpful for the adviser who attends on your behalf if you could complete the school SEF grades on the feedback form for them in advance
- please complete the commentary box where SEF and OfSTED judgements differ and where there are concerns about the inspection process
- for some SIPs it has been good practice to confirm the grades with the inspector at the end of the feedback session, and to obtain clarification
- the form remains confidential until the final report is published
- please telephone or send an email as soon as you know the outcome to the appropriate SIP manager and return the feedback form by email to the SIP manager and Kirsten Hardman within 2 days of the inspection

OFSTED INSPECTION (SECTION 5) - FEEDBACK

Name of school: LCSP: Location: Full name of Headteacher: (Please indicate if the headteacher is absent or if there is an acting headteacher) Name of inspector: Name of SIP: Senior Primary/Secondary Adviser: LCSPM: Form completed by:	Inspection date: Date feedback form submitted:
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OUTCOMES

**OfSTED
Grade at
feedback**

SEF Grade

Overall effectiveness: How good is the school? (SEF A8)

Outcomes for individuals and groups of pupils:

The school's capacity for sustained improvement:

Main findings:

What does the school need to do to improve further?

Does this school require special measures or a notice to improve?

No Nti SM

Outcomes: How well are pupils doing taking account of any variation? (SEF A2)

Main findings:

Grades for pupils' outcomes

- | | | |
|--|--|--|
| • Pupils' attainment | | |
| • The quality of pupils' learning and their progress | | |
| • The quality of learning for pupils with special educational needs and/or disabilities and their progress | | |
| • Pupils' achievement and the extent to which they enjoy their learning | | |
| • The extent to which pupils feel safe | | |
| • Pupils' behaviour | | |
| • The extent to which pupils adopt healthy lifestyles | | |
| • The extent to which pupils contribute to the school and wider community | | |
| • Pupils' attendance | | |
| • The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | | |
| • The extent of pupils' spiritual, moral social and cultural development | | |

How effective is provision? (SEF A3)		
<u>Main findings:</u>		
Grades for the quality of provision:		
• The quality of teaching:		
• The use of assessment to support learning		
• The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships		
• The effectiveness of care, guidance and support	•	
How effective are leadership and management? (SEF section 4)		
<u>Main findings:</u>		
Grades for leadership and management:		
• The effectiveness of leadership and management in embedding ambition and driving improvement		
• The leadership and management of teaching and learning		
• The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met		
• The effectiveness of the school's engagement with parents and carers		
• The effectiveness of partnerships in promoting learning and well-being		
• The effectiveness with which the school promotes equal opportunity and tackles discrimination		
• The effectiveness of safeguarding procedures		
• The effectiveness with which the school promotes community cohesion		
• The effectiveness with which the school deploys resources to achieve value for money		
Early Years Foundation Stage (SEF A5)		
Overall effectiveness of the Early Years Foundation Stage		
• Outcomes for children in the Early Years Foundation Stage		
• The quality of provision in the Early Years Foundation Stage		
• The effectiveness of leadership and management of the Early Years Foundation Stage		
Sixth Form (SEF A6)		
Overall effectiveness of the sixth form		
• Outcomes for students in the sixth form		
• The quality of provision in the sixth form		
• The effectiveness of leadership and management of the sixth form		

Overall Effectiveness (Boarding) (SEF A7)		
How effective is boarding provision?		
The effectiveness of the boarding provision		
Views of parents and carers		
SIP comments on the inspection including any difference between self evaluation and OfSTED judgements		

**HMI MONITORING VISIT FOR SCHOOLS PREVIOUSLY JUDGED AS SATISFACTORY
FEEDBACK FORM**

<p>Name of school: LCSP: Location: Full name of headteacher: (Please indicate if the headteacher is absent or if there is an acting headteacher) Name of lead inspector: Name of SIP: Senior Primary Manager/Senior Secondary Adviser: LCSPM: Form completed by:</p>	<p>Inspection date: Date feedback form submitted:</p>
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OUTCOMES

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KEY ISSUE

**HMI Judgement
(1 - 4)**

HMI MONITORING VISIT (SECTION 8) - FEEDBACK

Name of school: LCSP: Location: Full name of headteacher: (Please indicate if the headteacher is absent or if there is an acting headteacher) Name of lead inspector: Name of SIP: Senior Primary Manager/Senior Secondary Adviser: LCSPM: Form completed by:	Inspection date: Date feedback form submitted:
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OUTCOMES

_____, the lead HMI and his/her team of inspector(s) spent ____ days at the school to inspect the progress that has been made since the school was placed in Special Measures/Notice to Improve in (date). (Good) feedback was given on the LA Statement of Action. ____ lessons or parts of lessons, ____ registration sessions and ____ assemblies were inspected.

The overall judgement was that good/satisfactory/inadequate progress has been made since the school was subject to Special Measures/Notice to Improve. The following comments were made in relation to the specific key issues for action.

KEY ISSUE	HMI Judgement (1 - 4)

OFSTED SUBJECT/THEME/SURVEY INSPECTION - FEEDBACK

<p>Name of school: LCSP: Location: Full name of headteacher: (Please indicate if the headteacher is absent or if there is an acting headteacher) Name of lead inspector: Name of SIP: Senior Primary Manager/Senior Secondary Adviser: LCSPM: Form completed by: Focus of inspection:</p>	<p>Inspection date:</p> <p>Date feedback form submitted:</p>
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OUTCOMES	HMI Judgement (if given)

18 THE SCHOOL IMPROVEMENT PARTNER AND RELATIONSHIP WITH THE GOVERNING BODY

To understand how the SIP can support governors in knowing the school's strengths and areas for development, shaping the direction of the school and holding senior leaders to account.

Each school is allocated a nationally accredited SIP with senior leadership experience who acts as:

- 'A critical, professional friend to the school, helping its leadership to evaluate its performance, identify priorities for improvement and plan effective change.'

The SIP will:

- discuss and assess the school's self-evaluation and school improvement plan against available evidence (including the OfSTED report) and comment on the effectiveness of these
- challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement
- report the outcomes of the dialogue to the headteacher, governing body and LA

Each term the SIP meets with the headteacher (and members of the leadership team) to:

- discuss the progress of the school in relation to standards, achievement and quality of provision (including the Every Child Matters outcomes)
- consider the impact of any actions taken to address the school priorities
- consider the evidence base and report in writing to headteacher, governors and the LA

In addition the SIP will meet with the appointed governors in the Autumn to advise on the review of the headteacher's performance and to agree new objectives focussing on school improvement. The Governors Panel (made up of at least three governors) may wish to undertake this review during Term 1 (September - October) in line with teacher performance management. The SIP will provide advice to the governors on the achievement of previous targets and will make suggestions for new objectives related to the Single Plan and support the governors in considering professional development for the headteacher.

SIPs may need to consider aspects such as the quality of governor participation and engagement in community leadership and the impact of financial decision making on raising standards when suggesting focus areas. SIPs may also need to challenge the strategic contribution of the governing body in setting a clear vision and school improvement planning as partners in the leadership of their school.

Reporting to Governors

- the SIP and other staff supporting the school provide a written note of their visit to the headteacher. These are copied to the chair of governors in order to communicate to the governing body a very clear understanding of the LA's view of the school to enable them to challenge and support their school effectively
- the SIP helps the governing body in their role of monitoring and evaluating the effectiveness of the school by providing an external view of the school
- NOV's are received regularly from LA staff and all governors should be made aware of the key headlines from these NOV's
- SIPs working in schools that require intensive support will attend full governing body meetings to report on progress. In some circumstances SIPs may support some training and development of the governing body to bring rapid change and improvement to the quality and impact of the contribution the governors make to the outcomes for children and young people in their schools

19 QUALITY ASSURANCE ARRANGEMENTS FOR SCHOOL IMPROVEMENT PARTNERS

Introduction

The LA is required to provide quality assurance of the work of SIPs.

Kent devised these protocols based upon DCSF guidance as detailed in the Quality Management Framework and other publications. An essential part of the quality assurance process is the identification, and dissemination of good practice for use in SIP induction and training resulting in improved consistency and effectiveness of SIP support and challenge.

SIP Induction

All new SIPs are allocated an experienced SIP mentor whose role is to provide ongoing support and guidance during their first year. This will include:

- initial meeting to establish professional relationships and identify development needs
- new SIP to undertake a joint visit with their mentor prior to their first SIP visit
- mentor to review the first SIP NOV and provide developmental feedback
- SIP and mentor to maintain ongoing contact throughout the year to ensure that appropriate support and guidance is available

SIP Performance Management

Every SIP will have an annual performance management review. For SIPs who are employed by the LA this will form part of the normal performance management process and is likely to be undertaken by their line manager. It has been agreed that LA employees who are also SIPs will have a fourth performance management objective relating directly to their SIP role.

Arrangements for the performance management of serving headteacher SIPs are separate to those undertaken by the governing body and as such need to be kept manageable and proportionate to the amount of time devoted to SIP work. Serving headteacher and consultant SIPs will be allocated a LA adviser as their reviewer.

The following protocols have been agreed with SIPs to support the performance management cycle:

- review meetings will normally take place during the Spring (this aligns with LA performance management procedures)
- a full range of evidence will be used to inform the performance management review
- prior to the review meeting SIPs are required to undertake a personal self evaluation linked to the SIP accreditation standards and update their CPD record
- in preparation for the meeting reviewers are required to sample SIP reports and consider evidence from shadow visits and feedback from headteachers and governors

- half a day (including preparation time) has been set aside for preparation and the review meeting which is part of the SIP CPD allocation
- SIPs will receive a written report within five days of the meeting. The SIP manager will receive a copy of the report once it has been agreed between the reviewer and reviewee
- the SIP Manager will collate key issues from SIP Review Meetings and incorporate common issues in future CPD

There are three key criteria against which the performance of a SIP is judged. These are the ability to:

- identify a school's strengths and areas for improvement, including competency in analysing relevant data
- make relevant judgements about effective strategies for school improvement
- interact effectively with leaders in a variety of schools and with LA officers, and tailor their challenge and support of schools to the particular circumstances

SIP reports

- LA SIP reports will be sampled by the LA SIP Manager
- each SIP will receive feedback on the quality of their reports at least once a year and the LA has devised a pro forma to support the evaluation of NOV
- SIP reports will be a regular agenda item at SIP briefings

SIP shadowing visits

- every SIP should expect to be shadowed on at least one school visit every two years
- the purpose of these visits is to observe the SIP at work and provide feedback and support on their preparation for the visit, challenge and support, advice to the school and overall management of the visit
- dates of shadowing visits will be negotiated between the SIP and the reviewer with all visits agreed with the school by the SIP
- oral feedback will be provided at the end of the visit and the SIP will receive written feedback within five days of the shadow visit

Feedback from headteachers and governors

There are many informal mechanisms in place which include feedback from both the headteacher and governor forums. These are supplemented by the following:

- when SIP changes are required the SIP manager always agrees the change with the headteacher and at the same time requests brief feedback on their current SIP which is recorded on a pro forma. All changes are confirmed in a letter and headteachers are given the opportunity to respond more fully on SIP support. All comments received are evaluated by the SIP manager
- an annual headteacher online survey is undertaken supplemented by governor feedback following SIP involvement in headteacher performance management and the Autumn SIP visit

SCHOOL IMPROVEMENT PARTNER - Continuing Professional Development (CPD)

A minimum of four days is allocated for SIP CPD and all SIPs are required to attend the mandatory LA four half day briefings and attend optional workshop as appropriate. It is the responsibility of SIPs to regularly update their CPD record. All CPD will be monitored by the SIP Manager.