

KENT IMPROVEMENT PARTNER BULLETIN 20 – 2009

Dear Colleagues,

Welcome to the academic year of 2009 / 2010! We particularly welcome those joining us who are new to the Kent Improvement Partner programme and look forward to working with you. We hope that you have all had a good holiday and have returned refreshed and ready for whatever there may be, that is to face us in the coming year.

We know that there is a new SEF and Ofsted Framework. We also know that there are to be pilot inspections in Children's Centres prior to a full programme of inspection starting in April 2010. There will also, no doubt, be other challenges that as yet we are not aware!

However, Kent's Improvement Partner Programme is now well established and there will be induction for those new to the role and ongoing training to support all SIPs to ensure that everyone is well prepared to monitor, challenge and support schools and settings to improve outcomes for all children and young people in Kent.

Many schools will be having a change of SIP this autumn and from September all settings and Children's Centres in Kent will be part of the Improvement Partner programme. This universal offer within Kent is seen as a key strategy to improve standards and achievement. Change is never easy and needs to be managed well but it is well known that fresh relationships can be invigorating and enabling.

There is much to do this autumn, as always it is a particularly demanding time for school SIPs with Head teacher performance management and target setting, but it is these key aspects that set the aspirations for the coming year for all children and young people and are tools that significantly impact on achievement. For our settings leadership and management is also of vital importance and we will be working with owners and managers to support them in improving the quality of their provision. So welcome back! We look forward to another successful year working with you.

Best wishes

Judy Venner - Senior Adviser Early Years And Childcare,

Colour coding key:

Secondary	Primary
Special & PRU	Early Years Settings

SECONDARY BRIEFINGS SCHOOL IMPROVEMENT PARTNERS and NATIONAL CHALLENGE ADVISERS

Thursday 21 January 2010, Marriot Tudor Park Hotel, Maidstone

Thursday 13 May 2010, Hilton Hotel, Maidstone

Thursday 15 July 2010, Marriot Tudor Park Hotel, Maidstone

PRIMARY BRIEFINGS and CPD

Wednesday 13 January 2010 Canterbury Cricket Ground

or
Tuesday 19 January 2010 East Malling Conference Centre

Thursday 6 May 2010 Abbots Barton Hotel, Canterbury

or
Wednesday 12 May 2010 East Malling Conference Centre

Wednesday 7 July 2010 Howfield Manor, Canterbury

or
Tuesday 13 July 2010 East Malling Conference Centre

Due to the new format of the briefings we will be trialling various Canterbury venues during the course of the year.

SPECIAL and PRU BRIEFINGS and CPD

Wednesday 30 September 2009, 9:00-12:00 Oakwood House, Maidstone

Thursday 28 January 2010 13:00 - 16:00, Oakwood House, Maidstone

Wednesday 14 July 2010, 13:00-16:00, Oakwood House, Maidstone

SIP BRIEFING ATTENDANCE

Please can we remind SIPs that with regards to the briefings, it is the expectation that you attend the whole session. If you are unable to make a briefing, please send your apologies to Kirsten Hardman or the relevant Phase Manager.

ASK Service Days 2009-10 (for Local Authority and consultant SIPs):

11 September 2009 - Ramada Hotel, Maidstone

11 December 2009 - Ashford International Hotel

22 March 2010 - Ramada Hotel, Maidstone

16 July 2010 - Ramada Hotel, Maidstone

GOVERNING BODIES and SCHOOL IMPROVEMENT - STRONGER GOVERNANCE SYSTEMS

Following the publication of 'Promoting Excellence for All' (DCSF 2008) and to support the recommendations in The White Paper, The National Strategies have produced a programme called 'Stronger Governance Systems' (SGS). This programme is designed to increase effectiveness through helping governors to improve the quality and impact of the contribution they make to improvement of the outcomes for children and young people in their school.

The intention of the programme is to supplement training already available to governors through the local authority (LA) in their strategic role in school improvement with activity led materials designed to be delivered by SIPs, LA Advisers, and National Challenge Advisers to bring rapid change and improvement in governance.

The programme is divided into four elements to challenge and support the work of governors based around a quality management framework and set out in a similar way to National strategies 'Stronger Managements Systems' as follows:

Element 1 Roles responsibilities and accountabilities

Clarifies the strategic roles and responsibilities of the governing body

Element 2 School Improvement Planning

The characteristics of a good plan that drives improvement and facilitates close monitoring of impact

Element 3 Key indicators of how the school is doing

Using data to identify levels of performance -questions to ask and action to take

Element 4 school self-evaluation -the role of governors

Guidance on the governors' role in relation to self evaluation process and school improvement planning

There is no expectation that governors will need to work through the entire SGS programme although this may be appropriate in some circumstances.

For detailed information and to view the SGS materials please access <http://www.standards.dcsf.gov.uk/nationalstrategies>

The Governor Development and Training Programme 2009/2010 will include a new category of courses on school improvement including a condensed version of SGS accessible to all governors through bespoke sessions.

For support and guidance on SGS please contact Sue Duckworth, Governor Development Adviser sue.duckworth@kent.gov.uk

Advisory Service Kent

NATIONAL CPD THEME DAY CONFERENCES

PRIMARY

Primary SIP CPD Theme conference - Schools with Poor Progression (North; Central; South)
11 November 2009

OFSTED

Ofsted Notifications: Please ensure you provide details of upcoming inspections asap on 01622 69 6167

Feedback forms are due back to the SIP Manager and Kirsten Hardman within 2 days of the inspection.

Forms and Guidance (click on the phrase to open the document in a separate window)

[Framework for the inspection of maintained schools in England from September 2009](#)

[SEF Form and Guidance](#)

[Evaluation Schedule:](#)

OFSTED NEW INSPECTION FRAMEWORK

A big thank you to everyone who supported the training for schools on the New Inspection Framework. These sessions were extremely well attended and evaluations have been overwhelmingly positive. So far six Kent schools have been inspected under the new arrangements and headteachers have reported that they were pleased to be more involved in the inspection. Additional inspection time is provided to thoroughly check safeguarding arrangements. Ofsted has now produced much supplementary guidance for inspectors on a range of issues. These can be accessed from <http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-inspectors>

MONITORING VISITS

Since the publication of the new framework new guidance has been issued on "Conducting monitoring inspections of schools whose overall effectiveness is satisfactory" with letters sent to schools informing them of the changes. Around 40% of satisfactory schools will receive a monitoring visit 12 to 24 months after the date of the section 5 inspection. The main change is that schools will now be contacted and notified they can expect to receive an "unannounced" monitoring inspection within 20 working days. Schools will be requested to return essential paperwork within 5 days so it would seem unlikely the visit will occur before day 6. For schools with up to 500 pupils this will involve one inspector visiting for one day. The visit could start at 8.30 am or from noon one day until noon the next. The visit will start with inspectors reviewing safeguarding procedures, They are required to make two judgements related to progress in making improvements and the capacity to improve.

OFSTED SURVEYS

Key findings from all survey reports published by Ofsted between April 2008 and April 2009 are now available in three separate booklets. There is a summary of publications for primary schools, one for secondary schools and another for providers of post-16 education and training.

<http://ofstednews.ofsted.gov.uk/article/480>

Developing Expertise:

In the report, *Improving primary teachers' subject knowledge across the curriculum*, Ofsted says teachers need more opportunities to develop their expertise across the full primary curriculum.

<http://ofstednews.ofsted.gov.uk/article/496>

RAISEonline

Target setting - changes to RAISEonline following the ending of national Key Stage 3

The ending of Key Stage 3 has led to a number of changes to RAISEonline which have either deleted functionality, led to the amendment of existing reports or introduced new reports to support the process of school self evaluation

<https://www.raiseonline.org/News.aspx?NewsID=169>

DATA

NEW KEY STAGE 2-4 PROGRESSION TARGETS

In October 2008 the Secretary of State announced his intention to introduce two new progression targets at Key Stage 4, following the removal of the Key Stage 2-3 and Key Stage 3-4 progression targets.

We can now confirm that from September 2009 local authorities and schools will be required to set two new targets measuring the proportion of pupils making expected progress in English from Key Stage 2 -4 and the proportion of pupils making expected progress in mathematics from Key Stage 2-4.

Updated local authority target setting guidance which can be found on the Department's website:

<http://www.standards.dcsf.gov.uk/ts/informationcentre/news/?newsID=971511>

AUTUMN NOTES OF VISITS

We would like to undertake the analysis of the Autumn Notes of Visit as soon as possible, therefore please could you ensure that you have submitted your Autumn NOV's to the relevant SIP mailbox by the 18 December 2009.

The relevant email addresses are listed below:

Early Years - earlyyears.sips@kent.gov.uk

Primary - primary.sips@kent.gov.uk

Special - special.sips@kent.gov.uk

PRU - pru.sips@kent.gov.uk

Secondary & National Challenge Schools - secondary.sips@kent.gov.uk

NEW SOCIAL AND EMOTIONAL ASPECTS OF DEVELOPMENT (SEAD) TOOLS AVAILABLE FOR LOCAL AUTHORITIES AND PRACTITIONERS

The new Social and Emotional Aspects of Development (SEAD) materials are linked to the Early Years Foundation Stage. They aim to improve children's personal, social and emotional development so that they are able to interact effectively with adults and children and have positive attitudes towards learning. There are 4 resources:

[The practitioner booklet](#) focuses mainly on the younger children in the EYFS (ref: 00707-2008BKT-EN) [The LA training handbook](#) features sample training course for inexperienced practitioners, activities for leaders and managers (ref: 00708-2008BKT-EN)

The red primary [SEAL Foundation Stage booklets](#) targeted at reception classes and older nursery children (ref: 00840-2008FLR-EN)

The SEAD CDrom containing all the above resources plus useful additional materials (ref: 008420-2008CDO-EN)

One-to-one tuition

You will be aware that school allocations for one-to-one tuition are currently being processed and schools will shortly receive funding to enable them to commence tuition. A school's arrangements for one to one tuition will form part of their provision for vulnerable groups and so will naturally inform discussion between SIPs and Headteachers.

A sample of schools will be selected for a monitoring visit and the quality of their provision recorded using a standard checklist. For your information, a copy of this checklist is available on the SIP website. Where SIPs identify particularly good or weak practice, I would be grateful to be kept informed so that we can undertake follow up visits to these schools.

For general enquiries please direct schools to the one-to-one tuition website at

http://www.kenttrustweb.org.uk/ask8/ask8_one_to_one_home.cfm or contact Linda Nutley on 01732 876639 or linda.nutley@kent.gov.uk

BUILDING A 21ST CENTURY SCHOOLS SYSTEM - WHITE PAPER

The role of the SIP will be to monitor schools' performance, provide advice to the governing body and to ensure school improvement plans are realistic and ambitious. To perform this role, the SIP will need to know the school well; be able to support the process of self-evaluation and improvement; and be well-positioned to broker appropriate support.

SIPs will take decisions about a schools' specialist status, taking into account their performance, including their work with partner schools, and the local pattern of specialist provision.

To support SIPs, the DCSF will:

- clarify their role and position as the primary intermediary between schools and the local authority;
- increase the time they have in some schools, with a view to giving more days for weaker performers and a level of SIP support similar to National Challenge Advisers (20 days) for the lowest performing schools;
- increase their leverage over weaker performers, by making part of these schools' funding for improvement contingent upon the SIP signing off their school improvement plans, and ensuring there is appropriate investment in improving core subjects like literacy and numeracy. If the SIP and school are unable to agree, this would trigger consideration by the local authority of the need for more directive intervention in the school.

The DCSF will work towards a system where formal partnerships with shared leadership or governance have the same SIP, wherever possible. They also envisage a greater role for SIPs in supporting schools in the dissemination and sharing of good practice in partnership working.

This will be a significant shift in the way in which SIPs and local authorities work with schools. Schools need to be confident in the quality of the support and challenge they receive from their SIP; the local authority will want to be satisfied that SIPs are maintaining independent scrutiny on their schools. All SIPs already must be accredited by the NCSL and to develop this role, the DCSF will ask the NCSL to:

- review and develop the accreditation process for SIPs to take account of their expanded role, and provide or commission more consistent training and support. All existing SIPs will need to be re-accredited to ensure they have the necessary skills;
- undertake quality assurance of SIPs, providing SIPs with an ongoing 'licence to practice';
- hold a national register detailing which SIPs are best suited to working with particular types of school.

The DCSF plan to give school governors a stronger say in who their SIP is and give them the right to reject a SIP proposed by the local authority. They also plan to reduce the amount of time that a SIP can be attached to a school from five to three years.

Local authorities must ensure SIPs are performing well; are making the best use of support available from high performing schools; are brokering an appropriate range of strategies to support others; and are effectively tackling poor performance. SIPs need access to CPD, and it is the job of local authorities to make this available, drawing on NCSL's CPD programme as appropriate.

Local authorities need to agree challenging but achievable targets for schools through their SIPs. Acting as commissioners they should draw up a clear and costed menu of support for school improvement, across all five ECM outcomes, from which schools and SIPs can draw. They should also support the principle of the 'single conversation' by ending the duplicatory practice of maintaining link advisers for schools alongside SIPs, where this still occurs.

NCSL: www.ncsl.org.uk/sips-index

DCSF www.dcsf.gov.uk/21stcenturyschoolssystem/

eSafety

New technologies can provide huge opportunities to transform children's lives and learning for the better. All staff working with young people should consider how to educate both themselves and the young people they work with on how to use technology safely and securely in school and at home. Staff should be aware that e-Safety is NOT a technology issue; it is a child protection and safeguarding responsibility that all staff working within the school must be aware of.

The new Ofsted Inspections Framework (launched September 2009) now places a much stronger focus on schools safeguarding procedures. These new changes will consider the effectiveness of a schools arrangements and procedures for safeguarding, which includes the schools awareness, parental engagement and teaching of e-Safety. Any school which receives an inadequate grade for Safeguarding will be likely to receive an inadequate grade for its overall performance.

Kent County Council has created many e-Safety resources and materials to support schools and other agencies in developing their e-Safety practise. These resources includes a sample Schools e-Safety Policy, staff acceptable use, pupil posters, parent leaflets, videos and an audit tool to determine the schools current practise and highlight areas for improvement. These documents, posters and leaflets are used nationally by other local authorities and Kent has been highlighted by Becta as a best practise case study for its e-Safety work (www.becta.org.uk/safeguarding) To view the Kent material and recommended websites visit www.kentrustweb.org.uk?esafety

Kent County Council has an e-Safety Officer, Rebecca Avery, who works to support schools, young people and their families with e-Safety. She can be contacted at esafetyofficer@kent.gov.uk or 01622 221469

KENT EARLY YEARS IMPROVEMENT PARTNER PROGRAMME

From September 2009 all 712 settings and all Children's Centres will have a Setting Improvement Partner allocated.

The Kent Early Years Improvement Partner programme was implemented in September 2007 operating in just over 100 settings and the Children's Centres established at that time. Due to the success and impact of the work we are now able to build on the strengths and fully implement the programme.

The Kent Early Years Improvement Partner programme mirrors the national SIP programme for schools and reflecting this programme we are also extending the role of SIP to practitioners. This autumn four excellent practitioners from settings reported by Ofsted as being outstanding will join the team. This development is a pilot phase for 2009 - 2010 and we will look to extend this in the future. We warmly welcome our new consultant SIPs and look forward to working with them.

Judy Venner Senior Adviser Early Years & Childcare

NEW SECONDARY CURRICULUM: FOCUS ON NEXT STEPS 2009-10

This is the final year of this three year funded DCSF programme and attention is now focussed on how the progress made so far can be sustained beyond the end date of 31st March 2010. It is really important for each school to make full use of the provision whilst it is still available. For example every foundation subject teacher may need to have accessed the CfBT website which has case studies for every subject and a tool to help them make the changes to the curriculum.

<http://www.cfbt.com/teach/newsecondarycurriculum.aspx>

It is also important for teachers to fully understand the changes to the National Curriculum programmes of study introduced in September 2008 and the opportunities these provide for schools to innovate as the programme move into years 8 and 9. The new GCSE has been developed against the 11-19 criteria so schools can think about a continuum. SSAT and NCSL also have relevant websites, as does QCDA. No further QCDA publications relating to this programme will be printed although they will remain on a website for reference.

Teachers and governors also should understand that the curriculum aims are statutory (and therefore subject to Ofsted monitoring) The curriculum aims to enable all young people to become:

Successful learners who enjoy learning, make progress and achieve

Confident individuals who are able to lead safe, healthy and fulfilling lives

Responsible citizens who make a positive contribution

The priorities for 2009/10 build on those for 2008-9 and are:

The development of yet more successful learners, confident individuals and responsible citizens

Increased engagement and motivation

Improved progress and higher standards in subjects, general and sector related qualifications

Improved functional skills in English, ICT, and mathematics

Improve personal learning and thinking skills

Increased engagement with learning to age 19 and beyond

Narrowing the gap, wellbeing and personal development

The recent Ofsted report on 11-14 "Planning for Change: the impact of the new Key Stage 3 curriculum"

<http://www.ofsted.gov.uk/Publications/080262> and the new Ofsted Standards for the Curriculum and Teaching provide useful reference points for teachers on where they are and their direction of travel. As a result, schools will also need to:

- ensure that all subjects meet the statutory requirements in planning to implement the programmes of study at Key Stage 3

- ensure that the whole-curriculum dimensions underpin the curriculum develop their knowledge of the curriculum in the primary phase and ensure that planning helps promote smooth and effective transitions.

Many schools have embarked upon some innovative and exciting approaches to Curriculum review, planning, design and development, but we do need to know that these approaches are making a difference to young people. A "Curriculum Planning Self-Evaluation Tool" has been developed and can be downloaded from: http://www.kenttrustweb.org.uk/ask8/ask8_whole_school_CurrDesi_gn.cfm

There are real opportunities here for schools to transform learning. I hope that this informs schools' planning. If your schools need support please let me know.

Allan Foster—Lead Curriculum Adviser
allan.foster@kent.gov.uk

Kent's programme for leading teachers supporting literacy, maths, assessment and ICT in schools has been updated!

Did you know you can broker leading teacher support for your school via the leading teacher programme?

If you require leading teacher support there is a new brokerage scheme, similar to the one in place to request Primary Strategy Consultant support, via dot.georgeson@kent.gov.uk Under the new system you can request leading teachers to support aspects of literacy, maths, assessment and ICT in schools.

When requesting a leading teacher it is helpful if you can add as much detail to the brokerage form as possible so there is a clear indication of the support needed. Some leading teachers are prepared to travel across LCSPs/Areas so if there is not one in your area you can consider someone from another LCSP if appropriate. Requesting leading teachers in this way also releases a supply cover payment for their work which may not be available if the support is obtained outside of the new brokerage scheme.

The documents needed to broker support are available on the SIP website at http://www.kenttrustweb.org.uk/ask8/ask8_sip_publications.cfm#L

Places are currently available across Kent for new literacy and maths leading teachers. If you know of anyone who would like to apply please ask them to contact mary.baker@kent.gov.uk for an application pack. Applicants do not need to be subject leaders for maths or literacy - but they do need to have some subject leader experience.

Thank you for your time and continued support in promoting the leading teacher programme. Please contact Julie.welman@kent.gov.uk or mary.baker@kent.gov.uk if you would like any further information.

Advisory Service Kent

EVERY CHILD MATTERS

PRIMARY QUALITY MARK

We now have over 119 primary, infant, junior and special schools with the Primary Quality Mark. 50 of these are due for renewal in 2009/10 and already we have 4 schools applying for their first award in Term 1 2009. Thank you for the work many of you have put in to help schools prepare for the award - carry on the good work.

The annual celebration event is on Oct 9th 2009. All schools who have gained or renewed Quality Mark in the academic year 2008/9 will be automatically invited but please promote this event to any schools who are interested in gaining the award as Sue Nicholson, the National Director of Quality Mark will be the main speaker.

The event will be held at the Ramada Jarvis, Maidstone and interested schools need to apply through Training and Development.

PQM is a very valuable - and still free - award recognising the good practice already in place in schools; updated, slimline, support documents and assessment criteria are available on http://kenttrustweb.org.uk/ask8/ask8_primary_numeracy.cfm QM welcome pack or from the Quality Mark PA, Claire Butterworth at East Malling. Claire.Butterworth@kent.gov.uk.

For any further queries please contact Margaret Groom (QM assessment co-ordinator) or visit the Quality Mark website www.qm-alliance.co.uk

2009-10 Pilot Extended Professional Development Opportunities

Schools are asked to indicate an expression of interest to join a pilot partnership in developing an extended model of professional development.

What is on offer and who is it designed for?

Advisory Service Kent (ASK) and Canterbury Christ Church University (CCCU) are launching a pilot project to enable schools and individual teachers to work together to undertake supported practitioner led action research and curriculum development. These activities will be school based, within a network, facilitated by a linked adviser and tutor.

Project 1: Innovate with Curriculum

Project 2: Participation in Learning – Pupil Voice

Individual schools may wish to join a county-wide project group, or a group of schools in Local Children's Services Partnerships, or Local Learning Networks may wish to set up a local group.

What will you gain from it?

- Worthwhile professional development opportunity that can stand alone.
- Sampler for colleagues who may want to take this work further into Masters Accreditation.
- An optional Action Research module run in parallel will support teachers who wish to improve their professional/academic skills.

For queries/additional information please contact:

Advisory Service Kent: Jonathan Gershon (Principal Adviser, Partnerships and Professional Development)
jonathan.gershon@kent.gov.uk/01622 203800

Canterbury Christ Church University: William Stow (Head of Department, Postgraduate Initial Teacher Education Faculty of Education) william.stow@canterbury.ac.uk/01227 782524

ASK Primary Senior Advisers September 2009:

Dartford & Gravesham Simon Molony
Cranbrook & Paddock Wood, Sevenoaks South, Swanley & District, Tunbridge Wells Caroline Pitt
Maidstone, Malling, Tonbridge Rosemary Ferguson
Canterbury, Swale Veronica Smith
Ashford, Shepway Sheila Wilding
Deal & Sandwich, Dover, Thanet Julia Power

ASK SECONDARY SENIOR ADVISERS SEPTEMBER 2009

Ashford, Shepway Matthew Munro
Canterbury, Swale Dave Smith
Cranbrook & Paddock Wood, Sevenoaks Tonbridge, Tunbridge Wells Rachel Gough
Dartford, Gravesham, Swanley & District Dave Collins
Deal & Sandwich, Dover, Thanet Andy Williamson

Special Educational Needs Co-ordinators (SENCO)

From September 2009- ALL SENCOs "new to post" MUST have QTS and must complete the National Award for SEN Coordination - a one year Stage 1 Masters course. All schools must have one identified lead SENCO with QTS within their school.

'New to post' means any SENCO with less than 12 months experience in the role as SENCO. Thus all SENCOs new to post since September 2008- MUST complete the National Award. CCCU has received approval to be a National Training Provider for the new course.

Cohorts of 20 will be running throughout the year 2009 - 2010 to respond to demand. The course is taught over 9 full days and 2 half days during a year.

Funding is currently provided by the TDA to cover course fees and supply costs to schools. SENCOs have to show evidence that they meet the new required SENCO learning outcomes in order to be awarded the National Award.

For more information about the course and the new requirements, please contact: Diana.Robinson@kent.gov.uk

Consultation documents:

<http://www.dcsf.gov.uk/consultations/downloadableDocs/draft%20senco%20consultation%20Document%20v2.doc>

Qualification details:

<http://www.canterbury.ac.uk/education/departments/professional-development/centres/enabling-learning/index.asp>

USEFUL LINKS and DOCUMENTS

PROGRESSION GUIDANCE 2009-10:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00553-2009&>

YOUR CHILD, YOUR SCHOOLS, OUR FUTURE: BUILDING A 21ST CENTURY SCHOOLS SYSTEM (SUMMARY):

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00676-2009&>

A SCHOOL REPORT CARD: PROSPECTUS

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00664-2009&>

Every Child a Reader newsletter:

<http://nationalstrategies.standards.dcsf.gov.uk/node/165905>

NEXT SIP BULLETIN:

The next SIP Bulletin will be sent out in February 2010. If you have anything you wish to be included please email to kirsten.hardman@kent.gov.uk. Thank you to everyone who has provided items for this bulletin.