

PRIMARY SCHOOL IMPROVEMENT PARTNER (SIP) PROGRAMME BRIEFING PAPER 5: September 2009

Summary of summer term 2009 visits

The termly summary for the summer term visits is available at: <http://www.deseducation.org/sipsummary09>
These report leaflets are produced summatively after each term's themed visits for information and to support schools and governing bodies in benchmarking their own practice.

SIP visits in 2009 – 2010

SIP visits will follow the same pattern as last year. An overview of these visits is available at: <http://www.deseducation.org/sipvisit1>

Following discussions with both the headteacher reference group and SIPs and to best support schools over the year, SIPs will focus particularly on the school's **own analyses** of self-evaluation, provision and outcomes for groups of pupils and the school's judgment of its capacity for sustained improvement. These aspects of the school's work will be a consistent thread throughout visits over the year. Key differences are highlighted in bold text in this Briefing Paper.

Autumn term 2009 visits

In the autumn term, all schools will receive two visits from their SIP. For most schools, dates for these visits have already been agreed between SIPs and schools.

Visit 1:

The focus of this visit will be:

- 1 Evaluation of the **school's own review of performance** in relation to the outcomes of attainment, achievement and making a positive contribution.
- 2 Evaluating progress since the last visit.
- 3 Agreeing statutory targets for the end of Key Stage 2 in 2011.
- 4 Agreeing challenges for leadership and management and identifying any external support required.
- 5 Agreeing the school's continuing level of support.

Within attainment, achievement and making a positive contribution, the dialogue will focus on **outcomes for groups of pupils**. This reflects the revised Ofsted inspection schedule and provides an opportunity within positive contribution to consider aspects of community cohesion.

For your information, a copy of the visit report and prompts SIPs will be using to help structure the professional dialogue during the visit is available at: <http://www.deseducation.org/sipvisit1>

It is not expected that schools will complete any part of this prior to the visit but schools have found it helpful to use the agenda to align their own self-evaluation programme with SIP visits across the year.

This year is a period of transition to a revised Ofsted school - evaluation form (SEF). There is no expectation that schools will have completed the revised SEF by the time of the SIP visit but rather to be considering a planned and measured approach to moving to the revised SEF. SIPs will be happy to discuss this with schools. There is an expectation, however, that schools will have:

**Undertaken their own analyses of attainment and achievement and making a positive contribution
Used the revised Ofsted criteria to consider their own evaluation of attainment, learning and progress (including for pupils with learning difficulties and/or disabilities), achievement and enjoyment, outcomes for children in the EYFS and pupils' contribution to the school and wider community**

Prior to the visit taking place, schools are asked to provide these analyses and evaluations to their SIP. This might be using the revised SEF or in another format provided by the school. Last year, written reports to schools included detailed analyses of attainment and progress, which the SIP had undertaken. This provided a helpful model for many schools, which supported evaluation in the school's own SEF. **This year SIPs will not write detailed analyses of performance data for schools but use their skills and expertise to support a professional dialogue focused on the school's own self-evaluation, analyses, judgments and planning for improvement.**

The visit might include the SIP holding discussions with, for example, the headteacher, senior leaders, subject leaders, assessment co-ordinator, special educational needs co-ordinator, teachers or governors. However, the range of staff involved in the visit is a decision for the school.

Schools will find it helpful at the time of the SIP's visit to have readily available a range of supporting documents. These might include:

- The school improvement plan
- Pupil tracking data and any associated analysis
- Foundation Stage Profile analysis

Target setting
 Records of intervention programmes
 Monitoring information such as lesson observations and the views of pupils, parents/carers and staff
 The outcomes of sampling pupils' work or discussions with pupils
 IEP reviews
 Personal Education Plans
 Headteacher's and/or subject leaders' reports to the governing body

Visit 2:

The purpose of this visit is to support and advise the governing body in undertaking the headteacher performance management process. The process will be the same as last year.

Prior to the visit taking place, the school should provide the SIP with relevant documentation to enable the SIP to write preliminary advice to the appointed governors and headteacher. SIPs will discuss and agree timescales for this with schools. This documentation might include:

- objectives set for 2008 – 2009
- summary of monitoring information collected during the year
- most recent assessment results (if not included in LA Smiley disc, RAISEonline;)
- current school improvement plan
- names of appointed governors
- other documentation the school may feel is relevant

The SIP will also make appropriate use of information such as previous SIP visit reports and the most recent Ofsted inspection report.

In addition to providing preliminary advice, the SIP will support the performance review meeting and draft both the review statement and agreed objectives. These documents are confidential to the school and SIP and will not be shared more widely or logged on the LDP visit data base. The SIP will complete a short note of visit to confirm the headteacher's performance management has been completed and will support appointed governors to identify strengths and possible areas for development in the process.

Additional support:

Schools have requested additional, purchased support as a result of revisions to Ofsted inspection from September 2009. The school's primary adviser is able to provide support in relation to these revisions such as:

- 1 Using the revised evaluation criteria to support the school in writing and making judgements in the SEF
- 2 Supporting school self-evaluation and analyses
- 3 Leading staff and/or governing body meetings on changes to inspection and the implications for schools

Opportunities for feedback during the autumn term:

Schools should share any concerns in the first instance direct with the SIP. In cases where this does not resolve any issues, schools should contact their primary adviser.

Governors will be invited to complete an evaluation of the SIP support for headteacher performance management. This evaluation form will be provided by the SIP at the time of the performance management review meeting and is also available at: <http://www.deseducation.org/sipvisit1>

SIP Feedback Paper (Summer)**ISSUES FOR SCHOOLS AND THEIR GBS TO CONSIDER**

- Ensure the school is confident that it understands the current requirements for safeguarding and meets those requirements.
- Extend the focus of school self-evaluation to include the impact of action taken, particularly in relation to outcomes for groups of pupils.
- Review capacity for sustained improvement using the revised Ofsted criteria. Consider in particular:
 - The school's track record of improvement over time
 - Trends in performance
 - The achievement of groups of pupils
- To review the effectiveness of governance by evaluating practice against the raised expectations in the revised Ofsted criteria. Consider issues such as:
 - How the GB can demonstrate challenge and support to the school;
 - Governors' awareness of safeguarding requirements, equality of opportunity and community cohesion

ISSUES FOR THE LOCAL AUTHORITY (LA)

- Support schools through planned SIP visits in 2009 – 2010 to focus on the school's own analysis of self-evaluation, provision and outcomes for groups of pupils and the school's judgement of its capacity to improve.
- Provide opportunities for schools to purchase adviser support for the revised Ofsted self-evaluation form.
- Provide training opportunities for schools in relation to:
 - The analysis and use of data, including recent changes to RAISEonline
 - Capacity for sustained improvement: moving from satisfactory to good
- Over time, increase the role of SIPs in identifying appropriate support with schools and brokering this.