

**Devon Association of Governors
DAG Conference 2008 “Tomorrows’ Schools”
Exeter – 29 March 2008**

**SCHOOL IMPROVEMENT PARTNER WORKSHOP
Led by Roger Featherstone**

Relationship between the Governing Body and the School Improvement Partner

Background

SIP came about because DCSF was concerned that raising standards initiative was stalling because of relationship between LA and schools wasnot delivering the desired outcomes.

In the first year a prescribed agenda of discussions while the SIP becomes familiar with the school and its issues.

Explained the training undertaken by SIPs

SIP required to answer questions about FFT, Ofsted report, extraction from SEF, two days of seminars:

Advisors much higher success rate than headtechers, therefore the DCSF view that advisory services were not delivering raising standards was not substantiated by evidence from training.

Providing SIPs for Devon’s primary schools is going to be a big challenge.

SIPs 4days a year CPD paid for by themselves. Provide 5 days for schools – fee £2,000. The visit notes from the SIP are often not being shared by the HT with governors. Issue do the governors know that they can have access to the SIP notes.

Question about Conversations with the SIP

What process does the school engage in to ensure that the agreed targets are achieved. Governors should be involved in the target-setting as well as Performance Management. Suggested protocol that the SIP visit notes are sent to the Chair of Governors separately from the Head.

Tried to match the SIPs to primary schools. All primary schools provided with SIPs with primary HT experience. High level of scrutiny of SIP process and then rated Red, Amber, Green. Devon SIP services currently rated Green.

In secondary SIPs have prevented some schools from failing Ofsted because SEF was inadequate. Areas for improvement should match to School Improvement Plan.

End of year report should be agreed between the SIP and HT and presented to the FGB in the summer term. The report is written to a set format. Broadly follows the headings of the SEF.

Comments on the impact of CPD on practice in the classroom. Very difficult to change teacher classroom practice, therefore, it is important to check that expensive CPD does impact in the classroom and achieve the desired outcomes. To change way the teacher teaches requires systemic change – a change in school ethos and culture.

Question: What are we dropping off the teacher workload to ensure that additional SIP tasks can be taken.

SIP is a partner and is there to help. Dialogue needs to take place between SIP, HT and governors as to how the SIP can help.

Devon schools still have a contact adviser, although some LAs have abandoned the practise of contact advisers. Contact adviser remains the SIP for some schools in Devon.

Documents given to participants in workshop

- The Role of the School Improvement Partner
- Roles of school improvement partners, contact primary advisers and school improvement officers.
- Overview of school improvement partner visit to primary schools 2008-9
- Summer Term 2008 Actions/Next Steps
- Procedures following a school visit
- Governor Evaluation of the Support Provided by the School Improvement Partner for the Headteacher's Performance Management.

Carol Woodhouse
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