



# School Improvement Partners

Handbook 2010-11

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## 1. School Improvement Partners in Milton Keynes: the role

### Introduction

School Improvement Partners (SIPs) and National Challenge Advisers (NCAs)<sup>1</sup> play an important role in enabling Milton Keynes Council to achieve its vision for children and young people to be happy, safe, healthy and successful and achieve their full potential in the aspirational community of Milton Keynes.

The national document, '*A New Relationship with Schools*,' sets out the expectations for professionals to work together to meet the needs of localities. The Local Authority (LA) is responsible for appointing SIPs to all its schools and PRUs. Partners engaged in the programme are:

- The DfE
- The National Strategies
- The National College for School Leadership (NCSL)
- Schools (in particular headteachers, senior staff and governors)
- School Improvement Partners.

### The role of the SIP

It is expected that the role of SIPs will alter significantly in 2011 but the section below and the rest of the handbook are relevant at the time of writing and for 2010-11.

The SIP provides professional challenge and support to the school, helping its leadership to evaluate performance, identify priorities for improvement, and plan effective change. The full job description and person specification, as determined by the DCSF, can be found on the National Strategies website<sup>2</sup>.

The SIP acts for the local authority and is the main (but not the only) channel for local authority communication about school improvement with the school.

The guiding principles of the SIP's work are:

- **focus on pupil progress and attainment across the ability range**, and the many factors which influence it, including pupil well-being, extended services and parental involvement;
- **respect for the school's autonomy** to plan its development, starting from the school's self-evaluation and the needs of the pupils and of other members of the school community;
- **professional challenge and support**, so that the school's practice and performance are improved; and
- **evidence-based assessment** of the school's performance and its strategies for improving teaching and learning.

### Expectations

Milton Keynes SIPs are expected to:

- adhere to the above guiding principles;
- develop a positive professional relationship with the school;
- support the effective management of change;
- help the school build its capacity to improve;
- monitor the school's progress towards meeting its targets;
- base all judgements on clear, accurate and reliable evidence;
- support the school in delivering the five outcomes of the *Every Child Matters* agenda;

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<sup>1</sup> The term SIP is used throughout this document as shorthand for the clumsier SIP/NCA

<sup>2</sup> <http://nationalstrategies.standards.dcsf.gov.uk/node/186547>

- work in partnership with agencies to identify external support needs;
- promote the coherence of additional support; and
- broker additional LA support to the school.

All SIPs are employed by the Local Authority and are expected to work to the principles and policies of Milton Keynes Council. The relationship with schools must be based on trust and respect and offer a transparent partnership that acts with integrity and in the interests of all Milton Keynes learners.

The following documents detail the expectations:

- The Code of Practice for Local Authority – School Relations
- The Freedom of Information Act
- Data Protection Act 1998.

### **Availability and confidentiality of Information**

The Local Authority will enable SIPs to access the information they need to carry out their roles effectively. *Appendix B* outlines the arrangements for this. All communications between SIPs and schools may be made available for public scrutiny under the terms of the Freedom of Information Act. SIPs must abide by the regulations set out in their contract regarding access and use of confidential information.

## **2. Deployment of SIPs**

The Local Authority will deploy School Improvement Partners (SIPs) in line with national expectations and the following criteria:

- SIPs will be allocated from September 2010 with the expectation that changes may be made in April or September 2011
- Deployment will be made with regard to the background and experience of each SIP and the context of the school.
- SIPs will not be deployed to schools where they have close or personal contact or where they have been employed in the recent past.
- SIPs will generally be allocated schools across a range of Local Authority performance categories although schools in difficulty will mainly be allocated to 'internal' MK SIPs.
- Schools will be allowed to decline the first SIP allocated to them, if they can demonstrate a sound reason. If, for example, a school can demonstrate that there may be a conflict of interest, the Local Authority will endeavour to allocate an alternative SIP. However, the Local Authority reserves the right to allocate the SIP they believe is best suited to the school.

There may be exceptional circumstances when deployment does not match these criteria and any such cases will be negotiated at an individual school level.

## **3. Schools causing concern**

SIPs play a key role in supporting the Milton Keynes policy for schools causing concern (the Local Authority's *Aiming to be Outstanding*). The judgements made by the SIP about a school's current position and its capacity to improve are important evidence that must be made available to the Council. It is the SIP's responsibility to notify the LA immediately of any evidence or judgements that could lead the LA to classify a school as a cause for concern. The following process will apply:

- The SIP informs the local authority of the areas of concern.
- The Improvement Adviser (Intervention) will co-ordinate and support the programme of intervention and monitoring for the school after discussion with the SIP and the Head of School Improvement.

- The SIP and the Resident Consultant will structure the support plan and the monitoring arrangements.
- The SIP reviews the impact and outcomes with the headteacher, deputy and lead consultant on a termly basis, challenging the school to develop further.
- The SIP considers the training and support needs within the LA offer.
- The SIP will liaise with the SIP manager about proposed changes to support and advice.
- When it is indicated by Ofsted that a school is likely to go into a category of concern, a senior officer will attend the feedback with the SIP.

#### **SIP involvement with schools in an Ofsted category.**

When Ofsted has identified that a school requires special measures or has been issued with a notice to improve, the SIP (or where the SIP is an associate, an LA officer) will:

- attend the HMI feedback meetings;
- accompany the Headteacher to the Ofsted seminar
- be involved in drawing up the LA's statement of action
- play a key role in supporting the school in the following months.

#### **4. SIP manager role**

Local authorities are required to identify a person to provide the overall leadership and management of the SIP function. In Milton Keynes the SIP Manager will:

- clarify the role of the SIP and, in particular:
  - the function of each of the SIP visits;
  - the distinction between the SIP role and other school improvement roles and activities;
- act on advice from the SIP where the SIP has identified issues and needs in the local authority's area of responsibilities;
- manage the SIP programme to ensure that the support for SIPs is consistent and appropriate and manage operational monitoring and the analysis of impact;
- provide quality assurance and performance review of the work of each SIP through agreed procedures which will include:
  - reviewing and evaluating SIP documentation;
  - shadowing SIP visits;
  - seeking the views of headteachers and governors;
- provide communications concerning the SIP programme and the role of the SIP for:
  - headteachers;
  - governors;
  - SIPs;
  - other partners and stakeholders.

#### **Quality assurance**

Quality assurance of the work of SIPs will be achieved through:

**Accreditation:** Milton Keynes will only use SIPs who have been trained and accredited through the national programme.

**Recruitment:** A panel involving a Headteacher will interview and select accredited SIPs.

**Training:** All SIPs will be required to attend the local and national professional development training programmes. Each SIP appointed to work in Milton Keynes will be expected to set aside four days each year for activities unrelated to any particular school. The local authority will provide induction, continuing support and training covering local circumstances, contacts and processes.

**Performance review:** Each SIP will have an annual performance review with the SIP Manager or, for internal SIPs, their line manager.

**Visit reports:** SIPs will produce written reports or notes of visit for all school visits. The SIP Manager will monitor these reports.

**Self-assessment:** SIPs will carry out a self-assessment prior to their performance review meeting in the summer term.

**Shadowing:** Each newly appointed SIP will be shadowed on a school visit on a minimum of one occasion during the first year, and every two years subsequently, by a senior manager. The SIP will receive feedback on this activity which will feed into the SIP Performance Management process. The pro-forma to be used to record each shadowing visit and to provide feedback appears in *Annex C (Form SIP\_eval1)*.

**School feedback:** Each year in the Summer Term, a sample of schools will be asked formally to complete an evaluation of the SIP's performance and report this to the Local Authority.

### **Performance management of SIPs**

The LA is responsible for the performance management of its SIPs, and for liaising with regional SIP co-ordinators should the performance of an individual SIP cause concern. All SIPs will be provided with induction and CPD opportunities that are relevant to their role.

Each SIP will have an annual performance review with the SIP manager, or the SIP manager will contribute to internal SIPs' performance reviews with their line managers. The process will involve both parties preparing an assessment of performance over the last twelve months. The SIP manager will also ask for, and will take account of, feedback from headteachers and chairs of governors. The proformas to be used appear in *Annex C*. A record of the review will be produced and held by the SIP and SIP Manager

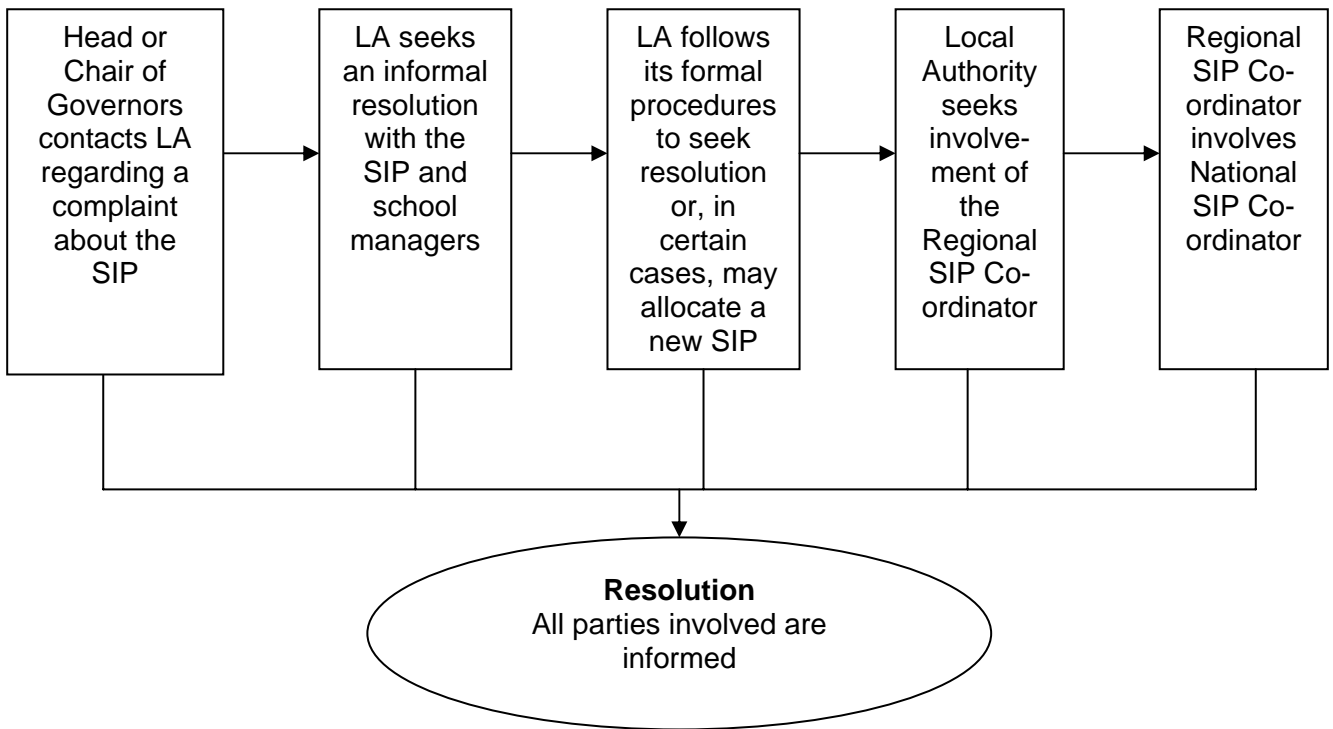
The success criteria for reviewing the performance of SIPs in Milton Keynes are also set out in *Annex C*.

### **Other work in Milton Keynes schools**

A key role of the SIP is to broker support for schools from the LA and other, external, sources. During 2010-11 the LA will develop its website that will enable SIPs to signpost schools to sources of support. SIPs must beware of accepting work in schools that may lead to them being seen as 'touting' for business. It is expected that if a SIP is offered additional work in Milton Keynes, they will discuss this with the SIP manager before accepting or rejecting the offer.

### **Complaints procedure**

In the event of a complaint by a school, the following procedure will be followed:



## 5. Re-designation of specialist schools

SIPs now play a key role in the designation and re-designation of specialist schools (secondary and special). See Annex F for the Milton Keynes protocol which must be followed in each case.

## 6. The SIP programme of work in 2010-11

Specific allocations of time for each school are determined by the LA in the light of the circumstances of the school and the nature of its needs. Each year, a programme of activities is drawn up, to ensure that all core functions are covered (including advice from the SIP to the school's governing body on the performance management of the headteacher and the school's performance management arrangements). In carrying out this programme, all SIPs are expected to bear in mind the prompts set out in *The School Improvement Partner's Brief* (DCSF)<sup>3</sup>.

In summary, SIPs carry out the LA's statutory duties to challenge, support and monitor their schools. In doing this they will:

- interrogate the school's performance and other data
- challenge and support the school on its self-evaluation
- identify a small number of key priorities for improvement from the self-evaluation
- ensure the school adopts high-impact strategies to improve its priorities
- broker support to assist the school in its improvement
- help the school to monitor and evaluate the impact of its actions and the support it has engaged, or that has been engaged on its behalf by the LA.

SIPs provide challenge to the school leadership team. They support further improvement in the school through the quality of the school improvement dialogue, and the knowledge, skills and understanding they bring to the role.

### The programme for 2010-11: annual cycle of visits & focus

| Autumn term: for schools with new SIPs only |                |                  |                    |
|---|----------------|------------------|--------------------|
| Focus                                       | Time in school | Prep & follow-up | Personnel involved |
| Familiarisation visit to school             | ¼ day          |                  | SIP, Head          |

| Autumn term  |                |                  |  |
|--|----------------|------------------|--|
| Focus  | Time in school | Prep & follow-up | Personnel involved   |
| Review of performance in 2010; target setting (including attendance) for 2012. Financial management; self-evaluation judgements and supporting procedures, planned strategies for improvement, including GB involvement in both elements. Quality of learning and impact of teaching. School categorisation. | 1 day          | ½ day            | SIP, Chair of Governors, Head, other senior staff as appropriate |

| Autumn term: performance management of Headteacher <sup>4</sup>  |                |                  |  |
|--|----------------|------------------|--|
| Focus  | Time in school | Prep & follow-up | Personnel involved                           |
| Advise governing body on: <ul style="list-style-type: none"> <li>• Progress against Head's PM targets</li> <li>• Head's PM targets for coming year.</li> </ul> Light touch monitoring of school's PM processes | ½ day          | ½ day            | SIP, Head, Governor performance review group |

<sup>3</sup> <http://www.teachernet.gov.uk/docbank/index.cfm?id=8508>

<sup>4</sup> See Annex E for information about Headteacher Performance Management and associated forms.

| <b>Spring term</b>  |                       |                             |  |
|---|-----------------------|-----------------------------|--|
| <b>Focus</b>  | <b>Time in school</b> | <b>Prep &amp; follow-up</b> | <b>Personnel involved</b>                    |
| Rates of progress for all years. Quality assuring learning and impact of teaching with agreed focus on particular aspect(s) of teaching and/or the learning and progress of identified groups of pupils, taking account of the school's record of lessons observed and school action to improve both. Quality of whole school assessment. Quality of the school's curriculum and impact of any planned developments. Sampling of subject or aspect reviews. Safeguarding and the effectiveness of care, guidance and support arrangements. Views of key stakeholders – procedures for finding out and acting upon them. | 1 day                 | ½ day                       | SIP, Head, other senior staff as appropriate |

| <b>Summer term</b>  |                       |                             |  |
|---|-----------------------|-----------------------------|--|
| <b>Focus</b>  | <b>Time in school</b> | <b>Prep &amp; follow-up</b> | <b>Personnel involved</b>                    |
| Rates of progress for all years. Personal development with specific focus on attendance & punctuality, and attitudes & behaviour. Quality of learning and impact of teaching. School improvement planning and capacity to improve. Progress towards meeting improvement targets (including role played by governors. Promoting community cohesion. Improving ECM key outcomes and promoting pupils' personal development & well being. Impact of commissioning and identifying commissioning requirements for 2011-12. Preparing and presenting the SIP summary record of improvement to Governors. | 1 day                 | ½ day                       | SIP, Head, other senior staff as appropriate |

### **CPD and meeting schedule 2010-11**

SIPs will be paid to attend these all-day meetings, which include CPD and business issues.

The dates set for 201-11 are:

- Tuesday 14 September 2010
- Friday 5 November 2010
- Friday 4 March 2011
- Friday 17 June 2011.

Venues will be announced nearer the date of each meeting; the agenda and other papers will be circulated one week ahead of the days.

In addition, SIPs will be invited to attend other LA training at their own expense; the programme of these events will be sent to SIPs when appropriate.

### **School term dates**

#### Autumn term

First day of term: 2 Sept 2010  
Half-term: 25 - 29 October  
End of term: 17 December

#### Spring term

First day of term: 4 January 2011  
Half-term: 21 - 25 February  
End of term: 8 April

#### Summer term

First day of term: 3 May  
Half-term: 30 May to 3 June  
End of term: 25 July

**Note of visit procedure**

Following an engagement with a school the SIP produces a note of visit using the appropriate form.

The procedure to be followed is:

- SIP raises any contentious issues with SIP manager
- SIP sends draft to Headteacher - school has three days to comment
- SIP amends as appropriate or discusses issues with SIP manager
- SIP provides final version to admin team and to Headteacher
- Admin allocate title to document and upload to VLE
- SIP manager monitors reports.

It is the SIP's responsibility to ensure that the draft note is of high quality in terms of presentation when it is sent to the school, with no grammatical or typographical mistakes.

## **ANNEX A: notes of visit**

The note of visit below is generic – different types of school have their own note of visit based on the one shown here, but with only the relevant sections.

|                    |                           |
|--------------------|---------------------------|
| <b>School</b>      | <b>SIP</b>                |
| <b>Headteacher</b> | <b>Chair of Governors</b> |

### School Improvement Partner note of visit 2010-11

The note of visit is cumulative, building during the year to form a comprehensive view of the school through shared activity with school leaders and other key staff. When complete, in the summer term 2011, it forms the annual School Improvement Partner (SIP) report for the Governing Body.

The note provides a record of the SIP's work in:

- validating the school's self-evaluation procedures and their outcomes;
- supporting the school in planning for improvement;
- evaluating the progress towards meeting agreed school improvement targets.

Through their work with schools, SIPs will provide challenge and help to build capacity amongst school leaders to achieve sustained school improvement.

The note of visit has been structured to serve these critical purposes and consists of:

- Contextual information
- Part A: autumn term note
- Part B: spring term note
- Part C: summer term note
- Part D: progress monitoring
- Part E: target setting form
- Part F: summary record of judgements related to monitoring of school progress to be built up during the year
- Part G: definitions of the RAG-ratings used throughout the note.

The note of each visit is sent electronically to the school shortly after the SIP visit; the school has three days to suggest amendments and the note is then agreed and stored on the Learning Platform where it is accessible to the Headteacher, SIP and relevant LA officers. Following each SIP visit the Headteacher and Chair of Governors should discuss the content of the report and agree how it will be shared with the Governing Body.

#### Visit record

The date shows when the note was sent to the school for agreement

| Visit     | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|---|---|---|---|---|---|
| Date sent |   |   |   |   |   |   |

**School contextual information**

## School contextual information (continued)

### Attainment on entry to the key stage

The table provides a description of the attainment for each year group when they entered the key stage.

| Current year | APS at KS1 or attainment on entry | Difference from national | Description | Source of information |
|--------------|-----------------------------------|--------------------------|-------------|-----------------------|
|              |                                   |                          |             | School                |
|              |                                   |                          |             | School                |
|              |                                   |                          |             | School                |
|              |                                   |                          |             | Raiseonline           |
|              |                                   |                          |             | Raiseonline           |

### Significant changes from last year

*Including major changes in staffing, finance, pupil groups, etc*

### Significant achievements in 2009-10

*Including external awards and accreditation currently held by the school*

LA category 2009-10

## School Improvement Partner note of visit Part A: autumn

|               |                       |                |
|---------------|-----------------------|----------------|
| <b>School</b> |                       | <b>SIP</b>     |
| <b>Date</b>   | <b>Time in school</b> | <b>Present</b> |

### Focus of visit

*Review of performance in 2010; target setting (including attendance) for 2012 – see Part E. Headteacher and school performance management; financial management; self-evaluation judgements and supporting procedures, planned strategies for improvement. Quality of learning and impact of teaching. School categorisation.*

### Activities carried out

### Judgements on main focus

| <b>STANDARDS - PUPIL OUTCOMES</b>   | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|---|----------------------------------|---------------------------------|--|---|
| Attainment of pupils (KIP S1.1)   |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgements on how results by gender, ability and ethnic background compare with national and similar schools; how results compare over time and in relation to the targets set; in which subjects, years (or key stages) pupils do best and least well.</i> |                                  |                                 |  |   |
| Achievement (progress) of all pupils (KIP S1.2)   |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them.</i>  |                                  |                                 |  |   |
| Achievement (progress) of particular groups, especially children in care and any other identified groups (KIP S1.3)   |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgement on significant differences between the achievements of different groups of pupils.</i>  |                                  |                                 |  |   |
| Attendance and punctuality (KIP S2)   |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgement on attendance and punctuality.</i>  |                                  |                                 |  |   |

| <b>QUALITY – PROVISION</b>   | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|--|----------------------------------|---------------------------------|--|---|
| Quality of learning & impact of teaching (KIP Q5)  |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them.</i> |                                  |                                 |  |   |

| <b>EFFECTIVENESS - PARTNERSHIPS, LEADERSHIP, MANAGEMENT</b>  | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|--|----------------------------------|---------------------------------|--|---|
| Links & engagement with parents/carers (KIP E12)   |                                  |                                 |  |   |
| Effectiveness of leadership (KIP E17)  |                                  |                                 |  |   |
| Effectiveness of management (KIP E18)  |                                  |                                 |  |   |
| Effectiveness of financial management (KIP E18.1)  |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them.</i> |                                  |                                 |  |   |

| <b>OVERALL EFFECTIVENESS &amp; IMPROVEMENT</b>   | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|--|----------------------------------|---------------------------------|--|---|
| Overall efficiency, effectiveness & inclusiveness (KIP 19)   |                                  |                                 |  |   |
| School Improvement planning and capacity for sustained improvement (KIP 20)  |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them.</i> |                                  |                                 |  |   |

**The school's key priorities for improvement** *(no more than three or four)*

**Other judgements about school progress if necessary**

**Agreed actions from this visit and who will lead, including brokering of external**

**support**

|                                     |  |
|-------------------------------------|--|
| <b>Agreed LA category currently</b> |  |
|-------------------------------------|--|

|                        |  |
|------------------------|--|
| <b>Target category</b> |  |
|------------------------|--|

**Date of next visit and additional focus (if any)**

## School Improvement Partner note of visit Part B: spring

|               |                       |                |
|---------------|-----------------------|----------------|
| <b>School</b> |                       | <b>SIP</b>     |
| <b>Date</b>   | <b>Time in school</b> | <b>Present</b> |

### Focus of visit

*Rates of progress for all years – see Progress Monitoring grids Part D.*

*Quality assuring learning and impact of teaching with agreed focus on particular aspect(s) of teaching and/or the learning and progress of identified groups of pupils, taking account of the school's record of lessons observed and school action to improve both. Quality of whole school assessment. Quality of the school's curriculum and impact of any planned developments. Sampling of subject or aspect reviews – agreed with the school.*

*Safeguarding and the effectiveness of care, guidance and support arrangements.*

*Views of key stakeholders – procedures for finding out and acting upon them.*

### Activities carried out

### Progress on actions from previous visit

### Judgements on main focus

| <b>QUALITY – PROVISION AND EXPERIENCE</b>   | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|---|----------------------------------|---------------------------------|--|---|
| Quality of learning & impact of teaching (KIP Q5)   |                                  |                                 |  |   |
| Quality of assessment (KIP Q6)  |                                  |                                 |  |   |
| Curriculum breadth and depth (KIP Q7)   |                                  |                                 |  |   |
| Extra-curricular provision (KIP Q8)   |                                  |                                 |  |   |
| Pupils' care, welfare, health and safety (KIP Q10)  |                                  |                                 |  |   |
| Safeguarding arrangements (KIP Q10.1)   |                                  |                                 |  |   |
| Support, advice and guidance (KIP Q11)  |                                  |                                 |  |   |
| Stakeholder views (KCI iv)  |                                  |                                 |  |   |
| <p><i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them.</i></p> <p><i>For KIP Q10.1 – a specific evaluation is needed about the school meeting fully statutory requirements</i></p> |                                  |                                 |  |   |

| <b>EFFECTIVENESS - GOVERNANCE</b>     | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|---------------------------------------|----------------------------------|---------------------------------|--|---|
| Effectiveness of governance (KIP E16) |                                  |                                 |  |   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

*Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them. Give particular attention to GB involvement in monitoring progress.*

**Progress towards the school's key priorities for improvement**

**Other judgements about school progress if necessary** (eg. sampling of subject or aspect reviews)

**Agreed actions from this visit and who will lead, including brokering of external support**

**Date of next visit and additional focus (if any)**

## School Improvement Partner note of visit Part C: summer

|               |                       |                |
|---------------|-----------------------|----------------|
| <b>School</b> |                       | <b>SIP</b>     |
| <b>Date</b>   | <b>Time in school</b> | <b>Present</b> |

### Focus of visit

*Rates of progress for all years – see Progress Monitoring grids Part D.*

*Personal development with specific focus on attendance & punctuality, and attitudes & behaviour.*

*Quality of learning and impact of teaching. School improvement planning and capacity to improve.*

*Progress towards meeting improvement targets (including role played by governors). Promoting community cohesion. Improving ECM key outcomes and promoting pupils' personal development & well being. Preparing and presenting the SIP summary record of improvement for Governors.*

### Activities carried out

### Progress on actions from previous visit

### Judgements on main focus

| <b>QUALITY OF PROVISION</b>  | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|--|----------------------------------|---------------------------------|--|---|
| Attitudes and behaviour (KIP S3)   |                                  |                                 |  |   |
| Pupils' overall PDWB, including the quality of learning; SMSC (KIP S4)   |                                  |                                 |  |   |
| Feeling and staying safe (KIP S4.1)  |                                  |                                 |  |   |
| Adopting healthy lifestyles (KIP S4.2)   |                                  |                                 |  |   |
| Making a positive and active contribution to the school and wider community (KIP S4.3)   |                                  |                                 |  |   |
| Taking steps towards economic well-being now and in later life (KIP S4.4)  |                                  |                                 |  |   |
| Quality of learning & impact of teaching (KIP Q5)  |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them, including an update on progress on planned improvement to T&amp;L</i> |                                  |                                 |  |   |

| <b>EFFECTIVENESS - FINANCIAL MANAGEMENT</b> | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|---|----------------------------------|---------------------------------|--|---|
| Accommodation and resources                 |                                  |                                 |  |   |

|   |  |  |  |  |
|---|--|--|--|--|
| (KIP Q9)  |  |  |  |  |
| Effective use of resources & overall vfm (KIP E18.2)  |  |  |  |  |
| <i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them, including value for money. Complete Part F</i> |  |  |  |  |

| <b>OVERALL EFFECTIVENESS &amp; IMPROVEMENT</b>   | <b>School's current category</b> | <b>School's target category</b> | <b>SIP's agreement with category (RAG)</b> | <b>Progress to date towards meeting improvement targets (RAG)</b> |
|--|----------------------------------|---------------------------------|--|---|
| Promoting community cohesion (KIP 19.1)  |                                  |                                 |  |   |
| Promoting ECM Outcomes (KIP 19.2)  |                                  |                                 |  |   |
| School Improvement planning and capacity for sustained improvement (KIP 20)  |                                  |                                 |  |   |
| <i>Evaluate the school's analysis and judgements and the related improvement strategies and progress to date towards meeting them.</i> |                                  |                                 |  |   |

**Overall progress towards the school's key priorities for improvement**

**Other judgements about school progress if necessary** (eg. impact of commissioning and identifying commissioning requirements for 2011-12)

**Agreed actions from this visit and who will lead, including brokering of external support**

**Date of next visit and additional focus (if any)**

## School Improvement Partner note of visit Part D: progress monitoring

[Primary school page shown here]

### The Early Years Foundation Stage

| % likely to achieve 6+ scale points in all PSED scales | % likely to achieve 6+ scale points in all CLL scales | % likely to achieve 6+ scale points in all PSED and CLL scales | % likely to achieve 6+ scale points in PSED and CLL and make 78+ FSP points |
|--|---|--|---|
|  |   |  |   |

### Vulnerable groups being tracked this year:

1. SEND
2. secondary: G&T

### Subject: Reading

| Year group | APS July 10 | APS Dec 10 | APS March 11 | APS July 11 | Increase over year (Jul to Jul) | Comment on progress overall | Comment on progress of any identified vulnerable groups |
|------------|-------------|------------|--------------|-------------|---------------------------------|-----------------------------|---|
| 1          |             |            |              |             |                                 |                             |   |
| 2          |             |            |              |             |                                 |                             |   |
| 3          |             |            |              |             |                                 |                             |   |
| 4          |             |            |              |             |                                 |                             |   |
| 5          |             |            |              |             |                                 |                             |   |
| 6          |             |            |              |             |                                 |                             |   |

### Subject: Writing

| Year group | APS July 10 | APS Dec 10 | APS March 11 | APS July 11 | Increase over year (Jul to Jul) | Comment on progress overall | Comment on progress of any identified vulnerable groups |
|------------|-------------|------------|--------------|-------------|---------------------------------|-----------------------------|---|
| 1          |             |            |              |             |                                 |                             |   |
| 2          |             |            |              |             |                                 |                             |   |
| 3          |             |            |              |             |                                 |                             |   |
| 4          |             |            |              |             |                                 |                             |   |
| 5          |             |            |              |             |                                 |                             |   |
| 6          |             |            |              |             |                                 |                             |   |

### Subject: Mathematics

| Year group | APS July 10 | APS Dec 10 | APS March 11 | APS July 11 | Increase over year (Jul to Jul) | Comment on progress overall | Comment on progress of any identified vulnerable groups |
|------------|-------------|------------|--------------|-------------|---------------------------------|-----------------------------|---|
| 1          |             |            |              |             |                                 |                             |   |
| 2          |             |            |              |             |                                 |                             |   |
| 3          |             |            |              |             |                                 |                             |   |
| 4          |             |            |              |             |                                 |                             |   |
| 5          |             |            |              |             |                                 |                             |   |
| 6          |             |            |              |             |                                 |                             |   |

## **School Improvement Partner note of visit Part E: 2012 targets**

[Different target setting forms for each type of school]

## School Improvement Partner note of visit Part F: summary judgements 2010-11

| <b>Key Indicators of Performance</b>   |   | <b>Category</b> |               | <b>Date</b> |
|--|---|-----------------|---------------|-------------|
|  |   | <i>Current</i>  | <i>Target</i> |             |
| <b>STANDARDS - PUPIL OUTCOMES</b>  |   |                 |               |             |
| S1.1   | Attainment outcomes for pupils  |                 |               |             |
| S1.2   | Achievement (progress) levels of all pupils   |                 |               |             |
| S1.3   | Achievement (progress) levels of particular groups, especially children in care and any other identified groups |                 |               |             |
| S2   | Attendance and punctuality  |                 |               |             |
| S3   | Attitudes and behaviour   |                 |               |             |
| S4   | Pupils' overall PDWB, including the quality of pupils' learning; SMSC; and improved ECM Key Outcomes            |                 |               |             |
| S4.1   | Feeling and staying safe  |                 |               |             |
| S4.2   | Adopting healthy lifestyles   |                 |               |             |
| S4.3   | Making a positive and active contribution to the school and wider community                                     |                 |               |             |
| S4.4   | Taking steps towards economic well-being now and in later life  |                 |               |             |
| <b>QUALITY - PROVISION &amp; EXPERIENCE</b>                                  |   |                 |               |             |
| Q5   | Quality of learning & impact of teaching  |                 |               |             |
| Q6   | Quality of assessment   |                 |               |             |
| Q7   | Curriculum breadth and depth  |                 |               |             |
| Q8   | Extra-curricular provision  |                 |               |             |
| Q9   | Accommodation and resources   |                 |               |             |
| Q10  | Pupils' care, welfare, health and safety  |                 |               |             |
| Q10.1  | Safeguarding arrangements   |                 |               |             |
| Q11  | Support, advice and guidance  |                 |               |             |
| <b>EFFECTIVENESS - PARTNERSHIPS, LEADERSHIP, MANAGEMENT &amp; GOVERNANCE</b> |   |                 |               |             |
| E12  | School links & engagement with parents/carers   |                 |               |             |
| E13  | School links and engagement with the communities we serve   |                 |               |             |
| E14  | Extended Services programme   |                 |               |             |
| E14.1  | Outreach programme (where applicable)   |                 |               |             |
| E15  | Schools links & engagement with other schools/colleges & stakeholders   |                 |               |             |
| E16  | Effectiveness of governance   |                 |               |             |
| E17  | Effectiveness of leadership   |                 |               |             |
| E18  | Effectiveness of management   |                 |               |             |
| E18.1  | Effectiveness of financial management   |                 |               |             |
| E18.2  | Effective use of resources & overall vfm  |                 |               |             |
| <b>OVERALL EFFECTIVENESS &amp; IMPROVEMENT</b>                               |   |                 |               |             |
| 19   | Overall efficiency, effectiveness & inclusiveness of the school   |                 |               |             |
| 19.1   | Promoting community cohesion  |                 |               |             |
| 19.2   | Improving ECM Key Outcomes and promoting pupils' PDWB   |                 |               |             |
| 20   | School Improvement and capacity for sustained improvement   |                 |               |             |

**School Improvement Partner note of visit Part G: definitions for RAG-rating**

The RAG-rating definitions focus on the two overarching aspects of the work of SIPs, namely to validate the school’s self-evaluation and provide periodically a professional assessment of the school’s strategies and progress towards meeting agreed improvement targets.

|   |
|---|
| <p><b>SIP’s agreement with category</b></p> <p><b>GREEN</b><br/>                 The school’s view of “<i>Where we are now</i>” (Current Category) is accurate and strongly evaluative; wholly consistent with the evidence; and is linked to robust overall judgements. The priorities for improvement for each KIP and what needs to change have been clearly identified. The steps to “<i>Where we want to be</i>” (Target Category) focus sharply on what’s important and are both challenging and manageable. The actions and strategies including the necessary resources and staff capacity to implement the agreed changes are set out comprehensively in the school’s <i>Improvement Plan</i>, which includes precise details about time scales and how the impact of the action(s) taken will be monitored and evaluated.</p> <p><b>AMBER</b><br/>                 The school’s view of “<i>Where we are now</i>” (Current Category) is accurate and strongly evaluative; wholly consistent with the evidence; and is linked to robust overall judgements. The priorities for improvement for each KIP and what needs to change have been clearly identified. The planned steps to “<i>Where we want to be</i>” (Target Category) are appropriate. The actions and strategies to implement the agreed changes are set out in the school’s <i>Improvement Plan</i>, although some of the required detail is not fully convincing - for example, about how the impact of the action(s) taken will be systematically monitored and evaluated.</p> <p><b>RED</b><br/>                 SIP is unable confidently to validate the report’s judgements and issues identified on particular KIPs because of doubts about whether the evaluation as presented is accurate, or sufficiently linked to convincing evidence. There remains little agreement about “<i>Where we are now</i>” (Current Category) and therefore the school’s present judgements are not secure enough to stand up to external scrutiny. There seems to be a confused set of priorities for improvement or the need for action may not have been fully grasped. The school’s <i>Improvement Plan</i> is not deemed adequate because it does not address needs, has a limited set of strategies and/or provides inadequate information about how the impact will be monitored and evaluated.</p> |
|---|

|   |
|---|
| <p><b>Progress to date towards meeting improvement targets</b></p> <p><b>GREEN</b><br/>                 Progress towards the Target Category is good or better in all respects – targets are agreed; the school’s <i>Improvement Plan</i> has a clear series of actions and strategies (<i>Quality Management Programmes</i>); and the evidence produced indicates that what has been planned is progressing well and the intended impact is as expected.</p> <p><b>AMBER</b><br/>                 Progress towards the Target Category is uneven in some respects – targets are agreed but the evidence suggests that the linked actions and strategies (both in the school’s <i>Improvement Plan</i> and <i>Quality Management Programmes</i> may need some revising and/or that the agreed timetable may be slipping so that the intended impact may be less than expected. The need for a recovery plan of action is acknowledged and may well exist or is in process of being drawn up.</p> <p><b>RED</b><br/>                 Progress would automatically be unsatisfactory if the targets for improvement have not been agreed or the actions and strategies planned lack credibility. Progress would also be unsatisfactory if the need for some revisions has not been grasped or, if known about, nothing has yet been done. Likewise progress would be unacceptable if the timetable is slipping without there being an effective recovery plan and/or if there is limited evidence of any monitoring and evaluation by the person responsible for the impact of the action(s) taken.</p> |
|---|

**ANNEX B: additional note of visit form**



**School Improvement Partner additional note of visit**

|                    |                       |                           |
|--------------------|-----------------------|---------------------------|
| <b>School</b>      |                       | <b>SIP</b>                |
| <b>Headteacher</b> |                       | <b>Chair of Governors</b> |
| <b>Date</b>        | <b>Time in school</b> | <b>Present</b>            |

|  |
|--|
| <b>Focus of visit</b><br><br><b>Activities carried out</b> |
|--|

|                                   |
|-----------------------------------|
| <b>Significant points to note</b> |
|-----------------------------------|

|  |
|--|
| <b>Agreed actions from this visit and who will lead, including brokering of external support</b> |
|--|

|                                     |
|-------------------------------------|
| <b>Date of next visit and focus</b> |
|-------------------------------------|

The Headteacher and Chair of Governors should discuss the content of this report and agree how it will be shared with the Governing Body.

*Hard copy to: Headteacher, Chair of Governors  
Electronic access via Learning Platform: Headteacher, SIP, relevant LA officers*

## ANNEX C: performance management of SIPs

### SUCCESS CRITERIA FOR SCHOOL IMPROVEMENT PARTNERS

#### 1. Ability to analyse a school's strengths and area of improvement including competency in analysing relevant data

| Highly effective   | Effective   | Ineffective   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Cuts through complex data and information to identify quickly key strengths and areas for improvement.</li> <li>Provides high quality analysis of evidence that helps schools become more effective and efficient.</li> </ul> | <ul style="list-style-type: none"> <li>Able to highlight key strengths and relevant areas for improvement.</li> <li>Provides accurate analysis of evidence identifying relevant ambiguities and inconsistencies in data.</li> </ul> | <ul style="list-style-type: none"> <li>Gets over-involved with detail and fails to focus on the key priorities for improvement.</li> <li>Provides insufficient accurate analyses and insight of evidence and data.</li> </ul> |

#### 2. Able to make relevant judgements about effective strategies for school improvement

| Highly effective   | Effective   | Ineffective  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Demonstrates sharp clarity of judgement and provides very pertinent strategies for schools to develop and improve.</li> <li>Consistently passes on expertise to support schools.</li> </ul> | <ul style="list-style-type: none"> <li>Provides helpful ways forward to improve, based on sound judgement about strengths and weaknesses and what needs to be done.</li> <li>Suggests relevant range of strategies that provide support for schools.</li> </ul> | <ul style="list-style-type: none"> <li>Judgements are not sufficiently based on relevant evidence and fail to address areas for improvement.</li> <li>Strategies are inconsistent with requirements to improve.</li> </ul> |

#### 3. Interacts well with leaders in a variety of schools, tailoring their challenge and support to particular circumstances

| Highly effective   | Effective   | Ineffective  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Is highly regarded and respected by school leaders as being very professional.</li> <li>Is highly perceptive and sensitive to schools' needs and priorities; challenges, supports and guides them despite some opposition.</li> </ul> | <ul style="list-style-type: none"> <li>Forms constructive relationships with school leaders and is regarded as credible and well-informed.</li> <li>Is able to influence actions of school leaders effectively and provide relevant challenge, support and guidance.</li> </ul> | <ul style="list-style-type: none"> <li>Is not well respected by schools and is unable to provide sufficient insights to promote improvement.</li> <li>Judgements are regarded with scepticism, and is unable to challenge schools or influence action for change.</li> </ul> |

**SIP/NCA SHADOWING FEEDBACK FORM**

Name of SIP .....

Date of paired visit .....

School .....

SIP Manager .....

|  | Please ✓ one box only |           |             |
|--|-----------------------|-----------|-------------|
|  | Highly effective      | Effective | Ineffective |
| a) Ability to analyse the schools' strengths and areas of improvement, including competency in analysing relevant data.              |                       |           |             |
|  |                       |           |             |
|  | Please ✓ one box only |           |             |
|  | Highly effective      | Effective | Ineffective |
| b) Ability to make judgements about effective strategies for school improvement.   |                       |           |             |
|  |                       |           |             |
|  | Please ✓ one box only |           |             |
|  | Highly effective      | Effective | Ineffective |
| c) Ability to interact well with leaders in a variety of schools, tailoring their challenge and support to particular circumstances. |                       |           |             |
|  |                       |           |             |

Signed ..... (Manager)

Date .....

## SIP/NCA SELF-EVALUATION 2010-11

|         |  |
|---------|--|
| SIP/NCA |  |
|---------|--|

Please assess your performance as a SIP/NCA over the last 12 months. Please pass a copy to the SIP Manager one week before your performance review meeting.

On this page please shade relevant statements from the 'Success Criteria for School Improvement Partners'

### 1. Ability to analyse a school's strengths and areas for improvement including competence in analysing relevant data

| Highly effective   | Effective   | Ineffective   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Cuts through complex data and information to identify quickly key strengths and areas for improvement.</li> <li>Provides high quality analysis of evidence that helps schools become more effective and efficient.</li> </ul> | <ul style="list-style-type: none"> <li>Able to highlight key strengths and relevant areas for improvement.</li> <li>Provides accurate analysis of evidence identifying relevant ambiguities and inconsistencies in data.</li> </ul> | <ul style="list-style-type: none"> <li>Gets over-involved with detail and fails to focus on the key priorities for improvement.</li> <li>Provides insufficient accurate analyses and insight of evidence and data.</li> </ul> |

### 2. Able to make relevant judgements about effective strategies for school improvement

| Highly effective   | Effective   | Ineffective  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Demonstrates sharp clarity of judgement and provides very pertinent strategies for schools to develop and improve.</li> <li>Consistently passes on expertise to support schools.</li> </ul> | <ul style="list-style-type: none"> <li>Provides helpful ways forward to improve, based on sound judgement about strengths and weaknesses and what needs to be done.</li> <li>Suggests relevant range of strategies that provide support for schools.</li> </ul> | <ul style="list-style-type: none"> <li>Judgements are not sufficiently based on relevant evidence and fail to address areas for improvement.</li> <li>Strategies are inconsistent with requirements to improve.</li> </ul> |

### 3. Interacts well with leaders in a variety of schools, tailoring challenge and support to particular circumstances

| Highly effective   | Effective   | Ineffective  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Is highly regarded and respected by school leaders as being very professional.</li> <li>Is highly perceptive and sensitive to schools' needs and priorities; challenges, supports and guides them despite some opposition.</li> </ul> | <ul style="list-style-type: none"> <li>Forms constructive relationships with school leaders and is regarded as credible and well-informed.</li> <li>Is able to influence actions of school leaders effectively and provide relevant challenge, support and guidance.</li> </ul> | <ul style="list-style-type: none"> <li>Is not well respected by schools and is unable to provide sufficient insights to promote improvement.</li> <li>Judgements are regarded with scepticism, and is unable to challenge schools or influence action for change.</li> </ul> |

4. How do you feel you have progressed towards the agreed targets from your previous Performance Review? What evidence do you have to support your judgements?

5. What aspects of your SIP work have been effective and successful and why? Please quote specific examples, if possible.

6. What aspects of your SIP work have been less successful and why? Please quote specific examples, if possible.

7. Please identify any further professional development needs that you might have.

8. Please identify specific targets for the coming year that you would like to work towards.

Signed .....

Date .....

## SCHOOL'S ANNUAL EVALUATION OF THE WORK OF THE SIP/NCA

|               |  |                |  |
|---------------|--|----------------|--|
| <b>School</b> |  | <b>SIP/NCA</b> |  |
|---------------|--|----------------|--|

### 1. Ability to analyse a school's strengths and areas for improvement including competency in analysing relevant data

| Highly effective   | Effective   | Ineffective   |                  |           |             |
|--|---|---|------------------|-----------|-------------|
| <ul style="list-style-type: none"> <li>Cuts through complex data and information to identify quickly key strengths and areas for improvement.</li> <li>Provides high quality analysis of evidence that helps schools become more effective and efficient.</li> </ul> | <ul style="list-style-type: none"> <li>Able to highlight key strengths and relevant areas for improvement.</li> <li>Provides accurate analysis of evidence identifying relevant ambiguities and inconsistencies in data.</li> </ul> | <ul style="list-style-type: none"> <li>Gets over-involved with detail and fails to focus on the key priorities for improvement.</li> <li>Provides insufficient accurate analyses and insight of evidence and data.</li> </ul> |                  |           |             |
| Please give an overall judgement (circle one): <table border="1" style="margin-left: 100px;"> <tr> <td style="padding: 2px;">Highly effective</td> <td style="padding: 2px;">Effective</td> <td style="padding: 2px;">Ineffective</td> </tr> </table>                |   |   | Highly effective | Effective | Ineffective |
| Highly effective   | Effective   | Ineffective   |                  |           |             |
| <b>Comments:</b><br><br><br><br>   |   |   |                  |           |             |

### 2. Able to make relevant judgements about effective strategies for school improvement

| Highly effective  | Effective   | Ineffective  |                  |           |             |
|---|---|--|------------------|-----------|-------------|
| <ul style="list-style-type: none"> <li>Demonstrates sharp clarity of judgement and provides very pertinent strategies for schools to develop and improve.</li> <li>Consistently passes on expertise to support schools.</li> </ul>                    | <ul style="list-style-type: none"> <li>Provides helpful ways forward to improve, based on sound judgement about strengths and weaknesses and what needs to be done.</li> <li>Suggests relevant range of strategies that provide support for schools.</li> </ul> | <ul style="list-style-type: none"> <li>Judgements are not sufficiently based on relevant evidence and fail to address areas for improvement.</li> <li>Strategies are inconsistent with requirements to improve.</li> </ul> |                  |           |             |
| Please give an overall judgement (circle one): <table border="1" style="margin-left: 100px;"> <tr> <td style="padding: 2px;">Highly effective</td> <td style="padding: 2px;">Effective</td> <td style="padding: 2px;">Ineffective</td> </tr> </table> |   |  | Highly effective | Effective | Ineffective |
| Highly effective  | Effective   | Ineffective  |                  |           |             |
| <b>Comments:</b><br><br><br><br>  |   |  |                  |           |             |

**3. Interacts well with leaders in a variety of schools, tailoring their challenge and support to particular circumstances**

| Highly effective   | Effective   | Ineffective  |                  |           |             |
|--|---|--|------------------|-----------|-------------|
| <ul style="list-style-type: none"> <li>Is highly regarded and respected by school leaders as being very professional.</li> <li>Is highly perceptive and sensitive to schools' needs and priorities; challenges, supports and guides them despite some opposition.</li> </ul> | <ul style="list-style-type: none"> <li>Forms constructive relationships with school leaders and is regarded as credible and well-informed.</li> <li>Is able to influence actions of school leaders effectively and provide relevant challenge, support and guidance.</li> </ul> | <ul style="list-style-type: none"> <li>Is not well respected by schools and is unable to provide sufficient insights to promote improvement.</li> <li>Judgements are regarded with scepticism, and is unable to challenge schools or influence action for change.</li> </ul> |                  |           |             |
| Please give an overall judgement (circle one):   |   |  |                  |           |             |
| <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">Highly effective</td> <td style="padding: 2px 10px;">Effective</td> <td style="padding: 2px 10px;">Ineffective</td> </tr> </table>                          |   |  | Highly effective | Effective | Ineffective |
| Highly effective   | Effective   | Ineffective  |                  |           |             |
| <b>Comments:</b><br><br><br><br>   |   |  |                  |           |             |

**4. Please also assess the performance of your SIP/NCA over the last 12 months**

|   | Excellent | Good | Satisfactory | Poor |
|---|-----------|------|--------------|------|
| Punctuality overall                                       |           |      |              |      |
| Preparation for visits                                    |           |      |              |      |
| Quality of advice and guidance                            |           |      |              |      |
| Quality of written reports                                |           |      |              |      |
| Ability to gain the respect of governors and senior staff |           |      |              |      |

**5. Please identify any other strengths your SIP/NCA has shown over the year**

**6. Further comments about your SIP/NCA or the Milton Keynes SIP programme**

Signed ..... Date .....

**GOVERNORS' EVALUATION OF THE SUPPORT PROVIDED BY THE SIP/NCA FOR THE HEADTEACHER'S PERFORMANCE MANAGEMENT**

School:

SIP/NCA:

Date support provided:

|  | Yes | No |
|--|-----|----|
| 1. Do you feel that the SIP/NCA had a good understanding of the contextual data for your school? |     |    |

| 2. How effective was the SIP/NCA in the following areas of work?<br>(Please ✓ appropriate box on each line) | Highly effective | Effective | Ineffective | Don't know | Not carried out |
|---|------------------|-----------|-------------|------------|-----------------|
| • Helped us evaluate the Headteacher's progress against targets   |                  |           |             |            |                 |
| • Provided clear advice to the Governing Body   |                  |           |             |            |                 |
| • Showed understanding of the school's circumstances  |                  |           |             |            |                 |

3. Please give below any further comments you wish to make about the support you received from your school's SIP/NCA regarding the Performance Management of the Headteacher.

Signed:

Name:

Date:

Thank you for taking time to let us know your views. Please return this form as soon as possible to:  
**Greg Morris, Saxon Court, 502 Avebury Boulevard, Milton Keynes MK9 3HS**

## ANNEX D: SIP list for 2010-11

| Primary           |    | Primary             |    | Secondary              |    |
|-------------------|----|---------------------|----|------------------------|----|
| Abbeys            | TW | Meadfurlong         | PH | Denbigh                | HS |
| Ashbrook          | GC | Merebrook           | GM | Hazeley                | HS |
| Barleyhurst Park  | JB | Middleton           | CL | Leon                   | CM |
| Bishop Parker     | GM | Monkston            | TW | Lord Grey              | DS |
| Bow Brickhill     | EN | Moorland Infant     | BI | Oakgrove               | HS |
| Bradwell Village  | TW | Moorlands Nursery   | BI | Ousedale               | JC |
| Brooklands Farm   | AB | New Bradwell        | PH | Radcliffe              | DS |
| Brookward         | BI | New Chapter         | PH | Shenley Brook End      | JC |
| Broughton Fields  | EN | Newton Blossomville | GC | St Paul's              | JC |
| Bushfield         | TW | North Crawley       | GC | Stantonbury            | CM |
| Caroline Haslett  | AC | Oldbrook            | BI | Walton High            | HS |
| Castlethorpe      | GC | Olney Infant        | AC |                        |    |
| Cedars            | PH | Olney Middle        | AC | <b>Special/PRU</b>     |    |
| Chestnuts         | PH | Orchard             | GM | Gatehouse              | ML |
| Christ the Sower  | GM | Oxley Park          | EN | Romans Field           | JM |
| Cold Harbour      | JB | Penwith             | BI | Slated Row             | RH |
| Downs Barn        | AB | Pepper Hill         | EN | The Redway             | JM |
| Drayton Park      | GE | Portfields          | AB | The Walnuts            | JM |
| Emberton          | GC | Priory Common       | CL | White Spire            | RH |
| Emerson Valley    | GE | Priory Rise         | JB |                        |    |
| Falconhurst       | JB | Queen Eleanor       | AC | Central PEC            | JM |
| Germander Park    | AB | Rickley Park        | BI | Primary PRU            | JM |
| Giffard Park      | AC | Russell Street      | GC | South PEC              | JM |
| Giles Brook       | CW | Shepherdswell       | GM |                        |    |
| Glastonbury Thorn | TW | Sherington          | GC |                        |    |
| Great Linford     | JB | Simpson             | JB |                        |    |
| Green Park        | AB | Southwood           | AB | <b>Key to initials</b> |    |
| Greenleys First   | AB | St Andrews          | EN | Andy Cox               | AC |
| Greenleys Junior  | AB | St Bernadette's     | PH | Anne Bark              | AB |
| Hanslope          | PH | St Mary & St Giles  | JB | Brenda Iles            | BI |
| Haversham         | GE | St Mary Magdalene   | EN | Caroline Lewis         | CL |
| Heelands          | AC | St Mary's Wavendon  | PH | Christine Mayle        | CM |
| Heronsgate        | JB | St Monica's         | GE | Claire Worrall         | CW |
| Heronshaw         | JB | St Thomas Aquinas   | EN | Diane Savin            | DS |
| Holmwood          | GC | Stanton             | AC | Eileen Northey         | EN |
| Holne Chase       | AB | Stoke Goldington    | GC | Gill Clarke            | GC |
| Howe Park         | GE | Summerfield         | BI | Gill Ellyard           | GE |
| Kents Hill        | JB | The Willows         | BI | Greg Morris            | GM |
| Knowles Infant    | TW | Tickford Park       | GC | Hilary Spurrier        | HS |
| Knowles Junior    | TW | Two Mile Ash        | GM | Jamie Clarke           | JC |
| Knowles Nursery   | AB | Water Hall          | AC | Jan Martin             | JM |
| Langland          | AC | Wavendon Gate       | AC | Jane Banting           | JB |
| Lavendon          | PH | Willen              | BI | Maria Landy            | ML |
| Long Meadow       | EN | Wood End            | EN | Paul Hussey            | PH |
| Loughton          | TW | Wyvern              | TW | Richard Hill           | RH |
| Loughton Manor    | TW |                     |    | Trisha Wright          | TW |

## ANNEX E: Headteacher performance management in Milton Keynes

### Context: statutory expectations

The Governing Body should have a written Performance Management policy that is reviewed each year. Two or three governors should be appointed to undertake the role of reviewer for the Headteacher. Advice must be provided by the SIP: this is an integral part of the ongoing relationship with the school.

### Policy

The SIP will be working on behalf of the Governing Body and will follow the school performance management policy. Discussions are confidential and are not shared with the LA. The SIP is not involved in any discussion regarding salary levels.

### Roles

*The SIP will:*

- focus on pupils' standards and progress;
- respect the school's autonomy;
- offer professional challenge and support;
- use evidence-based assessment.

*Reviewers are responsible for:*

- ensuring rigour when objectives are set;
- keeping a focus on priorities;
- ensuring objectives are challenging, achievable and time bound;
- reflecting a satisfactory work-life balance;
- having clearly defined success criteria.

### Process

It is anticipated that stages 2 and 3 below will take place on the same day.

#### Stage 1

As part of the data-review meeting in the Autumn Term, the SIP will, in the context of school self-evaluation, discuss with the Headteacher the extent to which the objectives have been met and views about future priorities and objectives. The LA encourages the use of a personal self-evaluation schedule (*Form HTPM2*) to guide the discussion. A date for the meeting with the governor review panel for stages 2 and 3 will be agreed. The SIP will provide preliminary advice for governors from the evidence provided at least three days before the review meeting (*Form HTPM3*). If the SIP and the Headteacher cannot agree, they will both submit their views to the governors. The visit report will not record the detail of the discussion, only that it has taken place.

#### Stage 2

Meeting with the Governor Review Panel chaired by the Lead Governor to:

- review the governors' monitoring of the Headteacher's progress over the year;
- provide SIP advice on the progress made by the Headteacher towards current performance objectives and overall performance using the National Standards;
- discuss issues that have affected the Headteacher's performance;
- provide SIP advice on suitable future objectives for governor reviewers and possible professional development opportunities that might benefit the Headteacher;
- provide SIP advice on broader performance management issues;

- agree arrangements for managing the review meeting.

The SIP's sources of evidence should include the SIP's ongoing discussions with the Headteacher, school generated data, data generated by other agencies, governor monitoring and Headteacher self-evaluation.

### **Stage 3**

The Performance Review Meeting with the Review Panel, Headteacher and SIP, chaired by the lead governor. The SIP will assist governors to:

- reach a judgement about overall performance and performance against previously agreed objectives;
- agree new objectives that will contribute to improving the progress of pupils at the school;
- plan for a satisfactory Headteacher work-life balance;
- determine performance criteria and evidence to be considered;
- agree professional development objectives and activities.

### **Stage 4**

The governors then write the key outcomes in a Performance Review Statement (*a sample template is attached which may be used – Form HTPM4*), write a statement recording agreed objectives, with a professional development annex and give the review statement to the Chair of Governors in the defined timescale.

As a result of this meeting governors will decide, independently of the SIP, whether or not to recommend any increase to the Headteacher's pay. If the Head is unhappy with the outcomes of the process s/he has the right to appeal to the governing body's nominated Review Officer.

Where there is a change of SIP, the new SIP should have access to the previous year's Performance Management records and minutes of the governors' termly monitoring meetings.

The summary and any other paperwork are confidential to the school, and the note of visit will record that the meeting has taken place and include a statement that the processes were followed fairly and consistently.

### **References**

- The Education (School Teacher Performance Management) Regulations 2006
- Model Performance Management Policy for Schools March 2007, ASCL, ATL, NASUWT, NEOST, PAT, DCSF
- Performance management for teachers and headteachers Guidance RIG
- National Standards for Headteachers



## **HEADTEACHER'S PERFORMANCE MANAGEMENT**

**Preliminary information to be completed by the Headteacher and returned to the SIP**

How has performance management worked in the past?

Names and roles of Governors carrying out the review:

### **Documents needed two weeks prior to the meeting:**

- Copy of last year's performance objectives
- Any in year monitoring information
- Further information or evidence that the HT and GB wish to provide
- School Improvement Plan
- SEF
- School Performance Management Policy
- Headteacher's Self-Review (Performance Management) Form (*Form HTPM2*)

**SIP contact details:**

## HEADTEACHER'S SELF-REVIEW

For the Headteacher to complete and discuss with the SIP and Governor Review panel

|                               |  |
|-------------------------------|--|
| <b>School</b>                 |  |
| <b>Headteacher</b>            |  |
| <b>SIP</b>                    |  |
| <b>Date of review meeting</b> |  |

### PROGRESS MADE TOWARDS PREVIOUS YEAR'S OBJECTIVES

Objective 1.

Objective 2.

Objective 3.

### OVERALL PROGRESS MADE

### SUGGESTED AREAS FOR OBJECTIVES FOR THIS YEAR

Objective 1.

Objective 2.

Objective 3.

\_\_\_\_\_  
**Signed:** \_\_\_\_\_ (Headteacher)

## PRELIMINARY ADVICE FROM THE SIP TO THE APPOINTED GOVERNORS

SIP to complete and send to the Headteacher and the appointed governors three days before the review meeting.

### REVIEW OF HEADTEACHER PROGRESS TOWARDS PREVIOUS YEAR'S OBJECTIVES

|                               |                      |
|-------------------------------|----------------------|
| <b>School</b>                 |                      |
| <b>SIP</b>                    |                      |
| <b>Date of review meeting</b> | <b>Time of visit</b> |

#### Evidence:

- Headteacher self-evaluation
- School improvement plan
- Latest Ofsted report
- School self-evaluation document
- School review of pupil performance
- Value added performance data such as the Panda/RAISE on-line, FFT information
- Monitoring reports by governors, LA or other agencies
- Reports to governors
- Other evidence presented by the school

**All objectives set must impact on pupil progress (DCSF expectation).**

**Objective 1.**

**Evaluation of progress:**

**Objective 2.**

**Evaluation of progress:**

**Objective 3.**

**Evaluation of progress:**

**Overall Performance (linked to Headteacher National Standards)**

**Evaluation of overall performance:**

**SUGGESTED AREAS FOR OBJECTIVES FOR THIS YEAR**

**Objective 1.**

**Context and rationale:**

**Objective 2.**

**Context and rationale:**

**Objective 3.**

**Context and rationale:**

**POSSIBLE AREAS FOR CONTINUING PROFESSIONAL DEVELOPMENT**

## DRAFT REVIEW STATEMENT

Appointed governors to write and give to Headteacher within five working days of the meeting. Final agreed version to be signed by the Headteacher within ten working days.

|                               |                |
|-------------------------------|----------------|
| <b>School</b>                 |                |
| <b>Headteacher</b>            |                |
| <b>Appointed governors</b>    | 1.<br>2.<br>3. |
| <b>SIP</b>                    |                |
| <b>Date of review meeting</b> |                |

### THE REVIEW OF PROGRESS TOWARDS PRVIOUS YEAR'S OBJECTIVES

Summary of the outcomes of the review of Headteacher progress towards objectives in the last year, noting main achievements.

Objective 1.

Objective 2.

Objective 3.

Other factors in consideration of overall performance

**SUGGESTED OBJECTIVES FOR THIS YEAR**

All objectives set must impact on pupil progress

**Objective 1.**

Success criteria and milestones

**Objective 2.**

Success criteria and milestones

**Objective 3.**

Success criteria and milestones

**ANNEX to PERFORMANCE MANAGEMENT STATEMENT**

**Training and Developmental needs**

**Ways of meeting training and developmental needs**

**Signed:** \_\_\_\_\_ (Appointed governor)

**Signed:** \_\_\_\_\_ (Headteacher)

## Annex F: Re-designation of specialist secondary and special schools

SIPs must complete the one-day national course or the web-based SIP CPD before beginning the process of re-designation with any school.

SIPs should remind schools about the timeline for their re-designation and should plan to begin the process as early in the cycle as possible. The process for the actual re-designation should be agreed with the school (see below for possible timeline).

The national re-designation grid must be used in all cases to note evidence and the SIP's findings and decision.

One additional day will be provided in the term of re-designation. This must be carried out in good time for the steps below:

- Following the re-designation day the SIP will meet with the SIP manager to review the process.
- The SIP manager will meet with two other LAs (Oxon, Bucks) to moderate the processes across MKOB.
- The SIP manager will email the final decision to the DfE by 31 July.

### Sample Specialism Re-designation timetable

#### A long time in advance(!)

SIP/NCA agrees overall timescale with school

#### One term beforehand

SIP agrees timetable for following term's re-designation visit

SIP receives SEF and reviews guidance, specialism information, etc

#### One day re-designation visit

Possible timetable

| Time            | Focus  |
|-----------------|--|
| 8.45am-9.15am   | Initial meeting with HT– introduction to the day   |
| 9.15am-10.15am  | Scrutiny of folders provided by the school   |
| 10.15am-11.15am | Observe a sample lesson showing impact of specialism   |
| 11.15am-12.00pm | Meeting with the Director of Specialism and Subject Leaders                                    |
| 12.00pm-12.20pm | Meeting with students to discuss impact of the specialism                                      |
| 12.20pm-12.40pm | Break  |
| 12.40pm-1.00pm  | Presentation by the Overseas Link group  |
| 1.00pm-1.20pm   | Meeting with Subject Leaders and Deputy Head to discuss whole school impact of the specialism  |
| 1.20pm-2.00pm   | Informal meeting with governors and local partnership links over a buffet lunch                |
| 2.00pm -3.30pm  | Further scrutiny of folders; reflection and writing time                                       |
| 3.40pm          | Meeting with the Director of Specialism and the Headteacher to discuss re-designation decision |

### **School Improvement Service: alert form 2010-11**

Please complete this form if there is a particular concern about a school and give it to the Head of School Improvement as soon as possible, with a copy to the SIP Manager.

|  |
|--|
| School:  |
| Concern:   |
| Raised with Headteacher? Y/N      Date (if yes): |
| Improvement identified:                          |

Alert raised by:

Date: