

Draft SIA Handbook

The Enfield Guide for School Improvement Advisors

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Version 01

SIA Handbook

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1. The role of the SIA

The role of the SIA is challenging, exciting and busy. It is also complex and wide ranging. This handbook is designed to provide clarity on what the role of the SIA is and how SIAs support schools to ensure that all schools are at least good. We typically:

- Provide advice, challenge and support to Headteachers and governors to enable effective improvements in standards across the school.
- Contribute to the improvement of standards within schools. This includes offering school improvement advice and may include, performance management of Headteachers, and analysis of performance data, action planning and monitoring and being part of a Rapid Recovery Groups if required.
- Broker, and where appropriate provide, in-school support and consultancy and in-service training for Headteachers, staff and governors on a range of subjects, with a focus on raising standards
- Monitor the outcomes of OFSTED and support school leaders in planning for inspection, implementing improvement and, where appropriate, working towards outstanding.
- Broker additional support as required

SIAs will also adhere to the council's policies and procedures for GDPR, Child Protection and Health and Safety. The LA will provide evidence that all staff have had appropriate checks and training.

2. Preparing schools for Ofsted

Preparation for Ofsted inspections start as soon as the previous inspection has taken place and is ongoing. The SIA will work with the Headteacher to ensure that school improvement priorities in both the school SEF and SDP reflect the priorities identified in their Ofsted report and the ASP IDSR. S/he will also work with the Headteacher to review the data and key priorities and support the school to set targets for the year.

The set of questions below can be used to structure all discussions and processes around the following; data analysis, SDP, Headteachers performance management, the priorities for the school aspect review and Ofsted inspections.

Ofsted

School context:

- What is the context of your school? What challenges do you face?
- What progress have you made since previous inspection/visit?
- Is anything happening over the next two days which is outside the normal timetable or which we need to be aware of?

2. The curriculum:

- Can you give me an overview of your curriculum? What are you doing and what do you want it to achieve?
- How is the curriculum organised? Is it topic led or individual subject based? Why?
- How does leadership and management at all levels impact on the curriculum, its intention, impact and delivery?
- What role do SLT play in this organisation? How is management of the curriculum organised?
- How are you using the National Curriculum in terms of content and planning?

- How do you plan and sequence your curriculum? What are you teaching and how do you ensure that lessons/units are sequenced to ensure development of skills and knowledge from one year to the next?
 - How is the curriculum adapted to meet the needs of all learners, including those with SEND?
 - What are the strongest and weakest areas of your curriculum?
 - Is the same quality of sequencing evident across all subjects?
 - What are the strengths and weaknesses of the teaching of the curriculum?
 - How well do pupils know and remember the curriculum? How do you know?
3. Behaviour and attitudes including attendance:
- What can you tell me about behaviour and attitudes across the school?
 - How do you record incidents of misbehaviour?
 - How do you track the nature of these behaviour incidents? How are they followed up?
4. Personal development:
- How is personal development supported at all levels?
 - How is this monitored for impact?
 - How do children engage in the wider curriculum?
 - What does your data tell you about engagement of groups in these activities?

Data

- What is the percentage gap in achievement between disadvantaged children and all others? Look at both attainment and progress.
- What is going on at each educational stage – early years, KS1, KS2? What does attainment and progress look like at each stage? Are there any gaps or areas of weaker performance? Have these been identified by the school? What is the school doing about it? What has been the impact? Are there any staffing support or CPD requirements? Overall you are looking at trends in data.
- Are there any key areas of underperformance in the school where LA training or expertise would be able to help? CPD programmes or specific projects that the LA are running.
- Does the school have an up to date user friendly summary of data on an A4 sheet e.g. SEF on a page?

Attendance

- Attendance and persistent absence? What are the patterns around this? What is the school doing to ensure that they reach or maintain national and London average?
- Does the school have case studies around issues identified related to attendance? E.g. attendance for difficult families.

The SIA should agree with the Headteacher the protocols for communication for the day of the inspection notification call from OFSTED and during the days of the OFSTED inspection

Sources of data

- School's internal data packages.
- Assessing School Performance (ASP) – <https://sa.education.gov.uk>
- Fisher Family Trust (FFT) - <https://signin.fft.org.uk/Account/Login>
- NFER Nexus - <https://www.ncer.org/>

- Enfield Data Dashboard - <https://aimhigh.cc/Enfield/login>

Key documents

Ofsted:

- OFSTED Education Inspection Framework for Schools 2019
<https://www.gov.uk/government/publications/education-inspection-framework>
- OFSTED Education Inspection handbook for Section 5 Inspections of Schools 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828469/School_inspection_handbook_-_section_5.pdf
- OFSTED Education Inspection handbook for Section 8 Inspections of Schools 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828585/School_inspection_handbook_-_section_8.pdf
- Ofsted guidance - Inspecting the Curriculum 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814685/Inspecting_the_curriculum.pdf
- Ofsted – workbook scrutiny – Ensuring the validity and reliability in inspections 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811807/Inspecting_education_quality_workbook_scrutiny_report.pdf
- Ofsted - How valid and reliable is the use of lesson observation in supporting judgements on the quality of education? 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811808/Inspecting_education_quality_Lesson_observation_report.pdf

School:

- School SEF and SDP
- Previous OFSTED inspection report
- Previous school supported self review(s)
- Moderation reports (if appropriate)

3. Supporting schools through the Ofsted inspection process

Day before

The school will receive a call from an administrator at Ofsted informing them that they will be inspected. The Headteacher or someone s/he has nominated will email or call the SIA, as agreed, as soon as they can after the initial phone call from Ofsted. As part of the new Ofsted Education Inspection Framework (September 2019) a time for an up to 90 minute call between the Headteacher and the lead inspector will be arranged to discuss how the inspection will be carried out. This is called an education focused discussion. Members of the senior and middle leadership team may be present at this meeting. and areas for the 'deep dives' will be agreed.

The education focused discussion

The lead inspector will ask the Headteacher a number of questions around the Ofsted areas, but focused on the curriculum (see questions above). From the discussion around these questions the lead inspector and Headteacher will decide on the 'deep dives'. There will be between 4 & 6 'deep dives' depending on the size of the school. These 'deep dives' will focus on reading (and early reading), plus areas of the curriculum. These will include English and maths, plus two foundation subjects and will be decided based on the conversation. During this conversation Headteachers will need to be able to articulate the vision and values of their curriculum and the rationale behind it. The conversations are designed to enable the inspection team to 'hit the ground running' on the first day. The lead inspector will also ask for a number of documents, including the SEF and individual staff

timetables, as the plan for day 1 of the inspection will be discussed with and sent to the Headteacher on the evening before the inspection begins.

Please ensure that, when you are informed of an Ofsted inspection as the school SIA that you inform SEYIS administration (pauline.swain@enfield.gov.uk) and the Head of Curriculum Standards (linda.stone@enfield.gov.uk)

Day 1 of the inspection

Curriculum is key focus for inspections. Day 1 will usually be lesson visits, work scrutiny, discussions with curriculum leaders and teachers and talking to groups of pupils in relation to their experience of the curriculum through a range of subject areas based on responses to questions above. Groups of children interviewed may include those who have had fixed term exclusions and children with additional needs. Inspectors will also listen to children read.

Note: Discussions are no longer focus on the quality of teaching. Although inspectors will discuss what they see, the focus is on the delivery of the curriculum and how teachers understand the content of the range of curriculum subjects and then mediate that knowledge to the children, building on knowledge from previous years and to what children will need to know in the year above.

On day 1 of inspection, the Headteacher or the person s/he has nominated should update the SIA on any timetabling of the day and any on-going issues. It is useful to 'touch base' with the Headteacher at the end of the first day to see how things are going and offer any support that might be required.

Day 2 of the inspection

Whilst day 1 usually focuses on classroom visits and associated conversations, day 2 may well focus on meetings. SIAs are most likely to be asked to meet with the inspector on day 2. The SIA should aim to get to the school at least half an hour before the meeting with inspectors to give time to meet with the Headteacher or one of the SLT to ensure that s/he understands the key messages that the school are giving and is aware of any issues that have arisen. The SIA should take copies of any reviews s/he has done and any key records of visit, so that s/he can share key points with the inspectors (often they have already seen and read these documents). The interview with the SIA will also be based on the questions above and will focus on what the SIA understands about the school's view of and implementation of the curriculum they offer.

Final feedback

Feedback from the inspection is generally given to SLT, governors and SIA after 4pm on the second day. The SIA should attend this meeting whenever possible. Where this is not possible, another SIA/LA representative should attend the meeting to take notes on the outcome and note down key areas for development.

The outcome of the inspection is confidential to school staff and those attending the final feedback meeting. It must remain confidential until the report is published, as judgements made by the inspectors at the final feedback session are provisional and can be subject to change following the QA process. However, the SIA should inform the Head of Curriculum Standards as to the outcome.

After the inspection

Following the inspection, the SIA will work with the school to enact the recommendations from the Ofsted report. If the school is deemed to require improvement or is deemed to be inadequate please see below.

4. School reviews

All schools should have an annual review. This might be an aspect review, looking at an identified aspect of the school or a full school supported self-review. The SIA and Headteacher will identify and agree a priority aspect for review or the focus for the school supported review. This may be related to Ofsted recommendations or school priorities as identified through the SEF/S|DP.

The school review is carried out jointly between the school and the SIA. A team for carrying out the review will be agreed with all parties. At the request of Headteachers we will be ensuring that whenever possible, it will include a serving Headteacher as a supportive peer. This is being piloted in the primary phase in 2019-20. It may also include school governors, LA officers, or faith school advisors. Once the review has been agreed, a programme for the day will be put together by the Headteacher and shared with the members of the review team. It is a supportive process where discussions of findings can inform forward planning for school improvement, or evidence improvement that has already been made.

Following the review the SIA will produce a written report using the recommended Aspect Review Template (Appendix I). All parties will be given an opportunity to contribute to the report and check for accuracy. A draft report should be completed within 5 working days and sent to Head of Curriculum and Standards for a quality assurance check. Once checked and amended the draft report will be sent to the school for final agreement and then be finalised and converted to pdf by the SIA and sent to the school to be circulated.

5. Supporting Headteacher Recruitment

The SIA will support in the recruitment of Headteachers and, on request deputy head appointments. The SIA acts as an independent advisor to the panel of governors selected to be the interviewing panel.

The SIA will:

- work with the chair of governors to put a programme together for the interview day/s
- be present at the shortlisting meeting
- be present on the interview day/s
- be present at the final decision- making meeting

Please see Appendix II for a sample interview pack and a set of generic interview questions.

6. Supporting Headteacher Performance Management

The Headteachers' performance management process is the responsibility of governors. SIAs will assist and support but will not run the process or make decisions about pay or working conditions. Model templates and a protocol are available to support SIAs. (Appendix III)

SIAs will:

- seek to agree a date for formal review. This should be towards the beginning of the academic year but generally occurs within the first term.
- remind governors of the need to establish a HT PM panel and to ensure that the meeting is quorate.
- advise the panel on the best structure to ensure that Headteachers have the proper space to present their evidence and explore their plans and for the governors to scrutinise the evidence and to hold the Headteacher to account. Meetings will typically be two hours in length and must be held in a confidential setting.
- offer a model schools performance review and objective setting template or work with the school's choice of template.
- share best practice in managing the meeting. Governors should be advised that Headteachers should remain present for most if not all of the review element of the session and that SIAs will only share information with governors that has been openly discussed with the Headteacher.
- attend the meeting and assume the role of clerk recording the key points of the review discussion and scribing the objectives for the upcoming year.
- construct a draft document that records the review and objectives and return this to governors and Headteacher in a timely fashion.

7. Working with RI schools and those in a category

SIAs will work with schools to try to ensure that they are not deemed by Ofsted or the LA as requiring improvement. However, if a school, following an Ofsted inspection, is deemed to be requiring improvement, the SIA will work with the Headteacher and the school to ensure that the school is able to make 'rapid and sustained improvement' in order to become good. This may include the following:

- The establishment of a Rapid Recovery Plan (RRP) which sets out how the school intends to address the issues/areas for improvement raised by Ofsted in order to move to good
- The establishment of a Rapid Recovery Group which monitors the progress of the RRP. This group will include the Chair of Governors, along with other governors, the Headteacher and the SIA. Where governance is one of the areas for improvement for the school or where the governing body feel that they may require additional support, a local or national leader of governance may be invited to chair the RRG. The RRG might also include a supportive Headteacher from another school and/or members of the senior leadership team of the school (Appendix IV sample RRG terms of reference)
- The undertaking of regular Rapid Recovery Reviews by the Headteacher, the SIA and members of the School and Early Years Improvement Service to assess progress and review next steps. The SIA and Headteacher will report findings of these reviews to the RRG as evidence of progress towards good
- The brokering of additional support for the school, including the targeted support of the LA Teaching and Learning Advisors for Early Years, support from other schools and other school leaders
- An invitation to the LA 'Getting to Good Club'
- An annual/regular meeting with the Head of School Improvement to discuss progress and any additional support required to move the school forward

The nature of the support offered and its impact will be reviewed regularly by the Headteacher and SIA.

8. Brokering support for schools

Except in occasional circumstances, SIAs will not provide teaching and learning support for schools, as they will be part of the QA process. However, following conversations with the Headteacher, the SIA may need to broker additional teaching and learning support for the school, for example to add capacity to the SLT, provide middle or curriculum leadership support, work with teachers on planning in a particular year group or targeted support for EYFS, as well as governor support. Unless a school is deemed by Ofsted to be inadequate or requiring improvement, although the SIA will broker the support, the school will need to fund this support.

An SIA has a number of sources of support:

- EYFS Teaching and Learning Advisors
- National Leaders of Education (NLE)
- Enfield Leaders of Education (ELE)
- Specialist Leaders of Education (SLE)
- National Leaders of Governance (NLG)
- Local Leaders of Governance (LLG)
- Sister schools within academy trusts
- Teaching school alliances

An SIA can also broker school to school support from schools known to have expertise in the required areas.

9. Working with and reporting to governors

The report on the aspect/school supported self review will be presented to governors during the course of the academic year. The report will contain a summary of the school's current academic achievement, exclusion data and attendance, which, with the review, will be used to summarise the school's progress towards its priorities and identify recommendations for development.

Governors are welcome to be part of the review process and subsequent feedback, as agreed with the Headteacher and governors.

The SIA will also work with the Chair of Governors and other governors in the recruitment of Headteachers and Deputy Headteachers (See Section 5 above and Appendix II)

10. Raising concerns about a school

If an SIA has a concern about a school, s/he should ensure that this concern is shared with the Headteacher. Any concerns should also be shared with the Head of Curriculum and Standards or Head of Schools and Early Years Services.

11. Record keeping

Record of visit

When an SIA or LA representative visits a school, they will complete a short record of their visit on the record of visit form (see Appendix V). This record of visit will be sent the person with whom the SIA or LA representative met. It should also be sent to the Headteacher and saved into the school's file in the school visit area of the shared drive. Records of visit should be completed within 3 working days for the visit taking place.

School/aspect reviews

When a school/aspect review takes place, it should be written up using the school/aspect review template. Please see school review section of this document.

Work with RI and inadequate schools

When working with either RI or inadequate schools, SIAs should record their visits using either a record of visit form or a rapid recovery review form. Please see the relevant section of this document

12. Quality assuring the SIA process

There are a number of ways in which the SIA process is quality assured.

- SIAs will be allocated to schools on a three year cycle*. This means after three years, a new SIA will be allocated to the school. This ensures SIA objectivity.
(*SIAs of RI or inadequate schools will, unless either the SIA or the Headteacher requests otherwise, stay with the school until it is deemed by Ofsted to be good)
- Rapid Recovery Groups and Reviews will also include a peer Headteacher or Leaders of Governance, whenever possible RI and inadequate schools will have an annual review (a 'fresh eyes review') that uses a different review team to confirm the school's current position
- The Head of Curriculum Standards and/or the Head of School & Early Years Improvement may attend both school and rapid recovery reviews to both support the process and to carry out a QA
- The Head of Curriculum Standards will see and QA all aspect and rapid recovery reviews to ensure consistency