

## PRIMARY SCHOOL IMPROVEMENT PARTNER (SIP) PROGRAMME

### BRIEFING PAPER 6: January 2010

#### Summary of autumn term 2009 visits

The termly summary for the autumn term visits is available at:

[http://www.deseducation.org/do\\_download.asp?did=9387](http://www.deseducation.org/do_download.asp?did=9387)

These report leaflets are produced summatively after each term's themed visits for information and to support schools and governing bodies in benchmarking their own practice.

#### Spring term 2010 visits

In the spring term, schools at SIP support levels 2 and 3 will receive a visit from their school improvement partner (SIP). Please note that schools at SIP support level 1 are not due to receive a visit from their SIP this term.

The visit this term will focus on:

- Progress since SIP visit 1.
- Aspects of the quality of provision.
- Progress towards 2010 and 2011 statutory targets.
- Agreeing challenges for leadership and management and identifying any external support required.

Within the quality of provision, the focus will be: '**The use of assessment to support learning** (revised SEF section A3.2)' and '**The quality of provision in the Early Years Foundation Stage (EYFS)** (revised SEF section A5.2)'. In inspections reported during the autumn term, these aspects of provision have frequently been identified as areas for improvement. They have therefore been selected as a focus for dialogue with SIPs to best support schools in their own evaluation.

Within the EYFS, schools are invited to select one aspect of provision for discussion with the SIP:

*The quality of the learning environment*

*The quality of planning for individuals to ensure each child is offered an enjoyable and challenging experience across all areas of learning*

or

*How well information from observation and assessment is used to plan activities that are tailored to the needs and abilities of individuals.*

For your information, a copy of the visit report and prompts SIPs will be using to help structure the professional dialogue during the visit is available at:

[http://www.deseducation.org/do\\_download.asp?did=9388](http://www.deseducation.org/do_download.asp?did=9388)

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

Schools should discuss and agree the process of the visit with their SIP and use this to best support their own evaluation. The visit could include discussion between the SIP and, for example, the headteacher, senior leaders, subject leaders, assessment co-ordinator, special educational needs co-ordinator, EYFS leader, teachers, governors or groups of pupils. It may include a visit to the EYFS classroom/provision. The dialogue will focus on **outcomes for groups of pupils**, reflecting the revised Ofsted evaluation schedule.

Although this is a period of transition to a revised SEF, Ofsted use the SEF as part of the evidence base in determining risk assessments and the scheduling of inspections. It will be helpful to schools to share sections A3.2 and A5.2 with their SIP prior to the visit. Where schools have not yet completed these sections, there is an expectation that schools will have:

- **Undertaken their own analyses of the use of assessment to support learning and the quality of provision in the EYFS**
- **Used the revised Ofsted criteria to consider their own evaluation of these aspects of provision**

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

The school improvement plan  
Pupil tracking data and any associated analysis  
Foundation Stage Profile analysis  
Target setting  
Records of intervention programmes  
Monitoring information such as lesson observations, the outcomes of sampling pupils' work or discussions with pupils  
Evaluations by subject leaders  
Headteacher's and/or subject leaders' reports to the governing body

#### **Next steps:**

SIPs will contact schools to discuss the focus the school has identified for the visit in relation to the EYFS and the process of the visit.

#### **Additional support:**

During the visit the SIP will discuss additional support schools might wish to access.

#### **Opportunities for feedback during the spring term:**

Schools should share any feedback in the first instance direct with the SIP.

In addition, during the spring term, Devon LDP will be quality assuring the SIP programme by conducting a telephone discussion with a small sample of headteachers to gain feedback on the quality of the visit.

**Any questions?**

If you have any questions or queries, please do not hesitate to contact your SIP in the first instance.

David Chaplin  
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