



# School Improvement Partner programme

Quality management framework

Edition 1

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## Local authorities

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# Section 1: Managing quality

## 1. Purposes

The purpose of quality assuring the programme is to ensure that the School Improvement Partners (SIP) programme has the maximum impact on schools, contributing to their effectiveness and raising the achievement of all learners. A vital component of the programme is to secure the changes envisaged in the New Relationship with Schools (NRwS).

Quality management will seek to ensure that all aspects of the programme are fit for purpose and meet the needs of stakeholders:

- the government;
- DCSF;
- National Strategies (NS);
- local authorities;
- schools (staff and governors);
- pupils;
- wider school communities.

In particular it will seek to establish:

- the impact of the programme on pupil attainment and achievement, schools and LAs;
- confidence in all stakeholders that the programme is robust and delivering its agreed outcomes;
- confidence in the personnel involved in the programme: individual SIPs, local authority, regional and national staff;
- consistency of quality and standards across LAs and regions in responding to local circumstances and need, without uniformity;
- early intervention where standards do not meet the required levels;
- a programme of continuous improvement.

There is also an opportunity for local authorities to build on their own practice by comparing their own QM frameworks to this one. This will support their self-evaluation processes towards Joint Area Reviews (JAR). In particular the framework supports overall judgements on the contribution of services to delivering the *Every Child Matters* five outcomes and the following issues in particular:

- action is taken to ensure that educational provision is of good quality (JAR Section 3);
- action is taken to ensure that good quality education and training is provided (JAR Section 4);

- looked-after children are supported in achieving educationally (JAR Section 6);
- steps are taken to meet the educational, health, care and recreational needs of children and young people and to help them lead as normal a life as possible (JAR Section 7);
- there is a robust strategy to deliver the priorities (JAR Section 8 and below);
- robust action is taken to deliver the strategy;
- there is clear accountability and decision-making to support service delivery and improvement.

## 2. The aspects of quality

The aspects of quality to be addressed within the programme are:

- **quality standards** – clarity about the quality criteria or standards for each aspect of the programme – *How will we know high quality when we see it? What will it look like?*
- **quality assurance** – setting up the processes that will secure quality – *How do we secure high quality?*
- **quality control** – checking that key aspects of the programme meet the agreed standards – *Implementing processes that secure the evidence that will inform improvements in the programme.*

## 3. Principles

In order for the quality management process to achieve the purposes outlined above it must have underpinning principles which inform how the process is carried out and the conduct of those engaged in it. The key principles are:

- **proportionality** – the focus of the quality management processes will be upon those aspects that will have maximum impact upon the success of the programme;
- **openness and honesty** – the processes of quality management, and the evidence and data collected during the process will be shared and open to scrutiny except where it concerns the performance of individuals;
- **clarity** – when evidence is collected it will be clear for what purpose the information will be used;
- **partnership** – outcomes of the quality management processes will be shared with stakeholders;
- **informed professionalism** – in line with the NS principle this acknowledges that feedback from schools and the NS field force through self-evaluation is an essential component in measuring quality;
- **performance management (PM)** – the success of any undertaking is dependent on the performance of each person who works for it, so PM will be the key to assuring the quality delivery of the programme;

- **integration** – quality management will be an integral part of the planned SIP programme and not an ‘add-on’;
- **usefulness** – the outcomes of quality management processes will clearly be seen to inform change and identify areas for improvement.

## 4. The Quality Management Framework

Overall responsibility for quality of all the aspects of the SIP programme rests with the National Director for SIPs and with Regional SIP Co-ordinators (SIPCos) taking specific responsibility for quality control of LA implementation.

All aspects of LA delivery of the SIP function should be governed by the overarching principles set out in the NRwS document, the SIP brief and the central importance of ensuring a single conversation for schools and their headteachers in relation to school improvement.

### Outcomes of the SIP process

The purpose of the SIP process is school improvement and improvement in pupil outcomes. In particular the SIP programme intends to improve schools and raise standards of attainment by interacting with and producing improvements in the leadership of the school. The key outcome indicators that will show success of the programme over time are therefore leadership and management grades and those for the quality of the school’s self-evaluation in Ofsted inspections, pupil attainment outcomes across all the different groups within the school and outcomes related to *Every Child Matters*, in particular attendance and exclusion data. In the final analysis this will be the quality standard against which the quality of the programme must be measured.

## 1. Local authority processes

| Quality standards  | Quality assurance  | Quality control   |
|--|--|---|
| <p><b>1.1 Management of SIPs</b></p> <ul style="list-style-type: none"> <li>■ Conditions of the grant are fully met</li> <li>■ SIPs are tasked in line with the SIP brief</li> <li>■ Schools and SIPs are appropriately matched</li> <li>■ SIPs are deployed to act as the principal axis of school improvement for schools and there is, within the LA, as far as possible a 'single conversation'</li> <li>■ All SIPs are fully briefed on each school to which they are attached, including all schools' data in the possession of the LA</li> <li>■ All SIPs are fully briefed on school improvement processes, procedures and services in relation to their attached schools</li> <li>■ Effective communication exists at all levels</li> <li>■ All SIPs experience effective performance management leading to appropriate, timely and decisive action by the LA</li> <li>■ The PM system provides evidence that SIP accreditation standards are being maintained</li> <li>■ The PM process identifies needs for development that inform the provision of Continuing Professional Development (CPD)</li> </ul> | <ul style="list-style-type: none"> <li>■ DCSF condition of grant letter on SIP deployment</li> <li>■ Policies relating to the NRwS, including the SIP brief</li> <li>■ The NS advice and guidance to LAs</li> <li>■ LA documentation on the SIP protocols</li> <li>■ SIP briefing and network meetings held by LA</li> <li>■ LA completion of the deployment record on Management Information System (MIS)</li> <li>■ Regional SIPCos' routine interactions with LA officers including SIP manager meetings</li> <li>■ PM policy and processes that support precise identification of CPD needs and other areas for development</li> </ul> | <ul style="list-style-type: none"> <li>■ SPCo and SIP manager evaluate the effectiveness of the SIP manager networks and meetings</li> <li>■ LA evaluates its performance management policy and practice through stakeholders' feedback</li> <li>■ SPCo monitors deployment through termly review and MIS</li> <li>■ SPCo evaluates and reports on LA management, contributing to the national director's report</li> </ul> |

| Quality standards  | Quality assurance   | Quality control   |
|--|---|---|
| <p><b>1.2 Ongoing support and training for accredited SIPs</b></p> <ul style="list-style-type: none"> <li>■ There is effective induction of SIPs</li> <li>■ SIP PM identifies a CPD plan for each SIP for the year, which is recorded and monitored by the LA</li> <li>■ SIPs access a suitable range of CPD activities in order to meet their identified needs</li> <li>■ SIPs access NS electronic resources as part of their CPD plan</li> <li>■ The skill level of SIPs increases</li> <li>■ There is an increasingly consistent message delivered by SIPs to schools about effective leadership and management (L&amp;M), school improvement planning and self-evaluation resulting in an increasingly expert and highly skilled workforce</li> <li>■ CPD for SIPs ensures they have the right knowledge, understanding and skill level to provide support and challenge to schools on national and local priorities, where appropriate to the schools' own priorities</li> </ul> | <ul style="list-style-type: none"> <li>■ Annual national CPD priorities clearly identified for LAs by NS</li> <li>■ NS provides LAs with materials and guidance to support SIP CPD on national priorities</li> <li>■ Annual local priorities clearly identified for NS by LAs, materials for local CPD discussed and agreed with NS SIPCos where additional support resource is deployed</li> <li>■ Performance management policy that requires the production of a CPD plan</li> <li>■ SIP PM objectives used to drive the process</li> <li>■ NS SIPCos provide universal support to LAs in the strategic planning of CPD for SIPs</li> <li>■ NS SIPCos provide targeted and intensive support for some LAs in operational planning and delivery of SIP CPD</li> <li>■ A range of national CPD conferences provided by NS</li> <li>■ NS provides high-quality online resources</li> <li>■ NS communication strategy to ensure high-quality use of NS online materials including SIP Web Portal and online professional development modules (ePDs)</li> </ul> | <ul style="list-style-type: none"> <li>■ Evaluation by SIPs of CPD</li> <li>■ Evaluation by LAs of national CPD provision</li> <li>■ Evaluation by SIPCos of local provision</li> <li>■ Evaluation of skill level of SIPs</li> <li>■ Evaluation of consistency of SIP practice regionally and nationally</li> <li>■ LA self-evaluation visits by SIPCos</li> <li>■ School evaluation visits by SIPCos</li> <li>■ Impact monitoring by SIPs, local authority SIP managers and NS SIPCos</li> </ul> |

## 2. Interactions with schools

| Quality standards  | Quality assurance  | Quality control   |
|--|--|---|
| <p><b>2.1 SIP challenge and support</b></p> <ul style="list-style-type: none"> <li>■ Challenge and support from the SIP results in gains in learning, achievement and attainment for all children in the school, but in particular for any groups of children who are underachieving, and with a focus upon groups vulnerable to underachievement</li> <li>■ SIPs provide a robust but sensitive challenge to schools that helps them to identify the priorities for school improvement and high-impact strategies for tackling these priorities</li> <li>■ SIPs support improvement in the quality of schools' self-evaluation processes and in the record of the outcomes</li> <li>■ SIP dialogue results in improved planning and better outcomes for schools</li> <li>■ SIPs contribute to improvements in financial planning and the extent to which spending meets schools' priorities</li> <li>■ SIPs' meetings with schools are part of a continuous process of improvement. Each meeting evaluates progress since the last and identifies further priorities, actions to be taken and the support required</li> </ul> | <ul style="list-style-type: none"> <li>■ SIP brief to specify the role</li> <li>■ Accreditation process to ensure that all SIPs meet the threshold standard of the SIP brief</li> <li>■ Quality assurance and performance management of SIPs (ref section 1.1)</li> <li>■ CPD opportunities (ref section 1.2)</li> </ul> | <ul style="list-style-type: none"> <li>■ LAs and SIPCos monitor the progress of schools</li> <li>■ SIPCos to observe a sample of SIP school visits, in particular target setting meetings</li> <li>■ SIPCos and LAs to monitor SIP reports and triangulate with school performance data, with a brief to identify insufficient challenge for schools</li> <li>■ Evaluation feedback from schools</li> <li>■ Follow-up telephone calls and meetings with schools</li> <li>■ Feedback from groups of headteachers at regional and national consultative group meetings, and SIP managers at national LA consultative group meetings and SIP manager network meetings</li> </ul> |



| Quality standards   | Quality assurance  | Quality control  |
|---|--|--|
| <p><b>2.2 Target setting</b></p> <ul style="list-style-type: none"> <li>■ Through professional dialogue with SIPs, the schools set ambitious targets that:                             <ul style="list-style-type: none"> <li>○ accord with DCSF guidance;</li> <li>○ build on prior attainment and previous best performance;</li> <li>○ focus on progression, ensuring that no children are predicted to make less than two levels' progress;</li> <li>○ represent improvement over current attainment for the school;</li> <li>○ are at or above the top quartile performance for contextual value added (CVA) compared to similar schools other than in the most exceptional circumstances;</li> <li>○ identify and tackle underperformance of individual pupils and groups of pupils;</li> <li>○ factor in the impact of support and resources available from the school, LA and DCSF.</li> </ul> </li> <li>■ The SIP has the skills and experience, moderated and quality-assured by the LA, to distinguish between genuine additional context factors and low expectations</li> <li>■ Aggregated schools targets across each LA indicate challenge at least in line with national targets</li> <li>■ The targets set by a school show a trajectory of improvement over time</li> </ul> | <ul style="list-style-type: none"> <li>■ Sophisticated data provided for schools and SIPs by the LA/DCSF/Ofsted/Learning and Skills Council (LSC)/NS</li> <li>■ Guidance provided by NS and DCSF on analysis and interpretation of the data is shared effectively with SIPs and schools</li> <li>■ Guidance and templates provided by LA are fit for purpose and used consistently</li> <li>■ Personalised CPD on the setting of targets, arising from performance management</li> <li>■ SIPs suitably briefed about school context and LA expectations by LA prior to first contact</li> <li>■ SIPs interpret information systems at their disposal to challenge targets</li> <li>■ LA has a published system for managing and controlling the quality of target setting</li> </ul> | <ul style="list-style-type: none"> <li>■ LAs monitor targets set against expectations from data</li> <li>■ LAs moderate and quality-assure SIPs' judgements about the ambition of schools' targets</li> <li>■ SIPCos contribute to monitoring targets set by LAs against criteria in national advice and guidance</li> <li>■ Performance management identifies SIPs who provide insufficient challenge to schools</li> <li>■ The SIP monitors the extent to which schools are on track to achieve their targets within the LA</li> </ul> |

| Quality standards                   | Quality assurance   | Quality control |
|-------------------------------------|---|-----------------|
| <p><b>2.3 Brokering support</b></p> | <p><i>Brokering is a key function of the SIP. Broadly the role ensures that support for the school is determined by the dialogue between the school and the SIP; that the impact of such support is evaluated and that support for the school produces the desired improvements. The quality assurance mechanisms to ensure alignment between the SIP dialogue and LA resourced support for brokering are:</i></p> <ul style="list-style-type: none"> <li>■ NS guidance provided to LA on brokering function by NS;</li> <li>■ guidance provided by LA to SIPs and all staff in LA responsible for school improvement;</li> <li>■ brokering support policy;</li> <li>■ schools causing concern (SCC) policy;</li> <li>■ NS resource deployment policy;</li> <li>■ SIP reports guidance and templates;</li> <li>■ LA records of SCC resource and NS resource deployment.</li> </ul> <p><i>This section is broken into three separate components for the different dimensions of brokering.</i></p> |                 |

| Quality standards   | Quality assurance   | Quality control  |
|---|---|--|
| <p><b>2.3a The SIP's role in categorising schools and working with schools causing concern</b></p> <ul style="list-style-type: none"> <li>■ Where a school is causing concern the LA acts decisively, rapidly and effectively to support the school in bringing about the necessary improvements; the SIP is central to any action the LA takes</li> <li>■ The SIP supports the school in arriving at an accurate self-evaluation within the LA categorisation policy</li> <li>■ The SIP advises the LA on categorisation according to the LA's categorisation policy</li> <li>■ The LA has clear structures for acting upon this advice and provides clear feedback about their decision and the reasons for this decision to the SIP</li> <li>■ The SIP supports the school in monitoring and evaluating the impact of the school and LA plans</li> <li>■ The SIP provides clear advice to the monitoring and review group for the school, and the minutes from those meetings demonstrate the response to the SIP's recommendations</li> <li>■ The monitoring and review group acts upon the SIP's advice</li> <li>■ This results in rapid improvement for the school</li> </ul> | <ul style="list-style-type: none"> <li>■ SCC policy</li> <li>■ SIP deployment policy (right SIP for the right school)</li> <li>■ SIP reports guidance and templates</li> <li>■ Minutes of monitoring and review group and circulation of these to all relevant parties</li> <li>■ PM of SIPs</li> </ul> | <ul style="list-style-type: none"> <li>■ LA self-evaluation visits by SIPCos</li> <li>■ School evaluation visits by SIPCos</li> <li>■ School evaluation visits by RAs</li> <li>■ Impact monitoring by SIPs, LA SIP and strategy managers and NS SIPCos and RAs, including monitoring of progress of SCC using SIP reports and Ofsted monitoring reports</li> </ul> |

| Quality standards  | Quality assurance  | Quality control   |
|--|--|---|
| <p><b>2.3b The SIP's role in brokering National Strategies resources and in evaluating their impact</b></p> <ul style="list-style-type: none"> <li>■ All the LA's SIPs are knowledgeable about the range of available NS resources</li> <li>■ The SIP makes recommendations both to the school and the LA about the appropriate NS resources</li> <li>■ The LA responds to the recommendation</li> <li>■ The LA uses SIP intelligence to differentiate their offer</li> <li>■ The SIP supports the school in monitoring and evaluating the fidelity of implementation and the impact of the NS resources and programmes</li> <li>■ The resources and strategies brokered produce the desired improvements</li> </ul> | <ul style="list-style-type: none"> <li>■ Differentiated deployment policy for NS resource</li> <li>■ Management and communications structures to support good information flow</li> <li>■ SIP reports guidance and templates</li> <li>■ NS guidance to LA on resource deployment and expectations of the use of SIP intelligence</li> <li>■ Guidance by provided LA to SIPs and all LA strategy managers and consultants, including the expectation that SIPs monitor and evaluate the impact of NS resources</li> </ul> | <ul style="list-style-type: none"> <li>■ LA self-evaluation visits by SIPCos</li> <li>■ School evaluation visits by SIPCos</li> <li>■ School evaluation visits by RAs</li> <li>■ Impact monitoring of NS resource deployment by SIPs, LA SIP and strategy managers and NS SIPCos and RAs</li> </ul> |

| Quality standards   | Quality assurance  | Quality control   |
|---|--|---|
| <p><b>2.3c The SIP's role in brokering additional support for the school from other sources such as other schools, the LA, MIS and other providers</b></p> <ul style="list-style-type: none"> <li>■ All SIPs are knowledgeable about the range of additional support available locally, regionally and nationally</li> <li>■ The SIP brokers support which is fit for purpose and avoids conflict of interest, whether this may result from the SIP brokering his/her own support, that of his/her associates or from LA traded services</li> <li>■ The SIP brokers support from other schools within and beyond the LA</li> <li>■ The SIP advises the LA on the deployment of the wider children's services (CS) to the school</li> <li>■ The SIP brokers support from other providers including national organisations (for example Training and Development Agency (TDA), National College for School Leadership (NCSL)), independent consultants and such initiatives as National Leaders of Education (NLE) and Consultant Leaders</li> <li>■ The SIP supports the school in monitoring and evaluating the impact of the support</li> <li>■ Support brokered results in rapid improvement</li> </ul> | <ul style="list-style-type: none"> <li>■ Guidance on brokering from NS</li> <li>■ Support from NS for SIPs to broker a range of sources of support including the SIPs Web Portal, and in London a database of London Challenge consultants and advisers</li> <li>■ Support from LA for SIPs to broker a range of support services including from:                         <ul style="list-style-type: none"> <li>○ national agencies;</li> <li>○ independent consultants;</li> <li>○ other schools within and beyond the LA;</li> <li>○ a network of advanced skills teachers (ASTs).</li> </ul> </li> <li>■ SIP reports guidance and templates</li> <li>■ PM of SIPs</li> </ul> | <ul style="list-style-type: none"> <li>■ LA self-evaluation visits by SIPCos</li> <li>■ School evaluation visits by SIPCos</li> <li>■ Impact monitoring of use of support services by SIPs, LA SIP and strategy managers and NS SIPCos</li> </ul> |

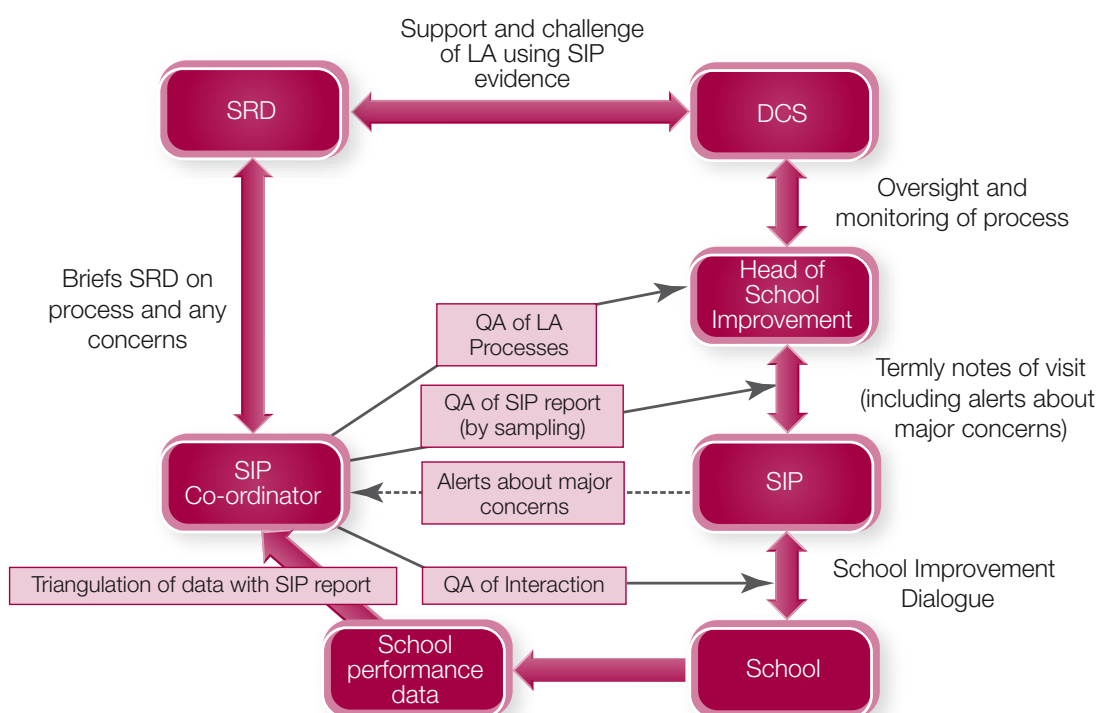
| Quality standards  | Quality assurance  | Quality control   |
|--|--|---|
| <p><b>2.4 SIP reports</b></p> <ul style="list-style-type: none"> <li>■ SIP reports avoid duplicating the school's self-evaluation form (SEF) or an inspection report</li> <li>■ They are: <ul style="list-style-type: none"> <li>- timely;</li> <li>- accurate and precise, identifying the school's response to all issues emerging from the data;</li> <li>- informative;</li> <li>- evaluative;</li> <li>- concise.</li> </ul> </li> <li>■ Identify key strengths, priorities and strategies for improvement</li> <li>■ Provide a judgement on the robustness of the school self-evaluation (SSE) including the strength of the school's evidence base and only provide judgements beyond this where the SIP has direct evidence</li> <li>■ Form an agenda for action for the school, noting progress since the last meeting and agreed action before the next</li> <li>■ Record the school's targets and the progress towards achieving them</li> <li>■ Are direct yet sensitive, add value to the school's improvement processes and impact upon outcomes for children</li> </ul> | <ul style="list-style-type: none"> <li>■ National guidance on report writing from NS</li> <li>■ LA report templates provide suitable guidance to produce the required outcomes outlined in the SIP brief</li> <li>■ LA quality procedures identify areas of weakness in each SIPs' report writing</li> <li>■ LA induction provides first-level training on report requirements</li> <li>■ CPD provided by National Strategies and or LA on report writing</li> <li>■ PM of SIPs</li> </ul> | <ul style="list-style-type: none"> <li>■ LA monitoring feeds into PM process</li> <li>■ NS monitoring of reports by SIPCos: <ul style="list-style-type: none"> <li>○ random sample;</li> <li>○ any where there are complaints from school or LA;</li> <li>○ schools causing concern (Ofsted or LA);</li> <li>○ any that the SIP believes should be brought to the SIPCo's attention.</li> </ul> </li> </ul> |

| Quality standards  | Quality assurance  | Quality control  |
|--|--|--|
| <p><b>2.5 Advice to governors on the headteacher's performance management</b></p> <ul style="list-style-type: none"> <li>■ SIPs advise all LA governing bodies and management committees of pupil referral units (PRUs) in line with regulations and guidance</li> <li>■ The SIP ensures the confidentiality of the advice to governors</li> <li>■ Headteacher objectives are congruent with the school priorities and appropriate for the headteacher</li> <li>■ Governors are satisfied that they receive insightful advice of good quality</li> <li>■ The headteacher's performance management process leads to school improvement</li> </ul> | <ul style="list-style-type: none"> <li>■ The SIP brief</li> <li>■ Accreditation standards</li> <li>■ Induction</li> <li>■ CPD (specifically the online module for headteacher's performance management)</li> </ul> | <ul style="list-style-type: none"> <li>■ Evaluation feedback from governors and headteachers after the process</li> <li>■ User groups of headteachers</li> <li>■ Feedback to LAs from governors</li> </ul> |

## 5. SIP quality assurance within the National Strategies regional structure

The National Strategies regional structure is at the heart of the National Strategies approach to providing tailored and coherent support to LAs. There is a range of personnel within each region who liaise with specific personnel within each LA.

At the head of each region is a Senior Regional Director (SRD) who leads and manages the National Strategies regional team and has responsibility for liaison with the Director of Children's Services (DCS) in each LA. The Regional SIP Co-ordinators are part of the regional management team reporting directly to the SRD and will keep the SRD apprised of developments in the SIP function in each LA within the region, and the outcomes of these briefings will form part of the agenda for the SRD with the DCS. The relationships within the QM process for the LA SIP function are illustrated in the diagram below.





## Section 2: Evaluation schedules

This section comprises a series of tools for use in the evaluation of the SIP function in LAs and schools.

- Schedule 1 The core agenda that NS Regional SIP Co-ordinators will use in their meetings with LA SIP managers during the course of the year.
- Schedule 2 The core agenda that NS Regional SIP Co-ordinators will use in their discussions with headteachers. Each discussion is intended to cover the whole range of SIP activity described by this schedule.
- Schedule 3 An evaluation tool for use when shadowing a SIP visit to a school. Only those elements of the schedule relevant to the specific visit will be addressed.
- Schedule 4 Criteria for self-evaluation of LA practice; this schedule provides descriptors of practice against the quality standards, indicating whether practice is outstanding, good or whether it requires some/substantial improvement. These criteria form the basis of the judgements recorded on the regional SIP coordinators note of visit.

## Evaluation schedule 1: Local authority processes

| LA self-evaluation/regional SIPCo termly report  |
|--|
| 1.1 Local authority management of the SIP function   |
| <ul style="list-style-type: none"> <li>■ Conditions of grant (CoG) are fully met</li> <li>■ SIPs are tasked in line with the SIP brief</li> <li>■ Schools and SIPs are appropriately matched</li> <li>■ SIPs are deployed to act as the principal axis of school improvement for schools and there is, within the LA, as far as possible a 'single conversation'</li> <li>■ All SIPs are fully briefed on each school to which they are attached, including all schools' data in the possession of the LA</li> <li>■ All SIPs are fully briefed on school improvement processes, procedures and services in relation to their attached schools</li> <li>■ Effective communication exists at all levels</li> <li>■ All SIPs experience effective performance management leading to appropriate, timely and decisive action by the LA</li> <li>■ The PM system provides evidence that SIP accreditation standards are being maintained</li> <li>■ The PM process identifies needs for development that inform the provision of CPD</li> </ul>  |
| 1.2 CPD for SIPs   |
| <ul style="list-style-type: none"> <li>■ There is effective induction of SIPs</li> <li>■ SIP performance management identifies a CPD plan for each SIP for the year; this is recorded and monitored by the LA</li> <li>■ SIPs access a suitable range of CPD activities in order to meet their identified needs</li> <li>■ SIPs access NS electronic resources as part of their CPD plan</li> <li>■ The skill level of SIPs increases</li> <li>■ There is an increasingly consistent message delivered by SIPs to schools about effective L&amp;M, school improvement planning and self-evaluation, resulting in an increasingly expert and highly skilled workforce</li> <li>■ CPD for SIPs ensures they have the right knowledge, understanding and skill level to provide support and challenge to schools on national and local priorities where appropriate to the schools' own priorities</li> </ul>   |
| 2.1 The quality and effectiveness of SIP challenge and support   |
| <ul style="list-style-type: none"> <li>■ Challenge and support from the SIP results in gains in learning, achievement and attainment for all children in the school, but in particular for any groups of children who are underachieving, and with a focus upon groups vulnerable to underachievement</li> <li>■ SIPs provide a robust but sensitive challenge to schools that helps them to identify the priorities for school improvement and high-impact strategies for tackling these priorities</li> <li>■ SIPs support improvement in the quality of schools' self-evaluation processes and in the record of the outcomes</li> <li>■ SIP dialogue results in improved planning and better outcomes for schools</li> <li>■ SIPs contribute to improvements in financial planning and the extent to which spending meets schools' priorities</li> <li>■ SIPs' meetings with schools are part of a continuous process of improvement. Each meeting evaluates the progress since the last one and identifies further priorities, actions to be taken and the support required</li> </ul> |

## 2.2 The quality and effectiveness of target setting

- Through professional dialogue with SIPs, schools set ambitious targets that:
  - accord with DCSF guidance;
  - build on prior attainment;
  - build on previous best performance;
  - focus on progression, ensuring that no children are predicted to make less than two levels' progress;
  - represent improvement over current attainment for the school;
  - are at or above the top quartile performance for CVA compared to similar schools, other than in the most exceptional circumstances;
  - identify and tackle underperformance of individual pupils and groups of pupils;
  - factor in the impact of support and resources available from the school, LA and DCSF.
- The SIP has the skills and experience, moderated and quality-assured by the LA, to distinguish between genuine additional context factors and low expectations
- Aggregated schools targets across each LA indicate challenge at least in line with national targets
- The targets set by a school show a trajectory of improvement over time

## 2.3 Effectiveness in brokering support

### 2.3a The SIP's role in categorising schools and working with schools causing concern

- Where a school is causing concern the LA acts decisively, rapidly and effectively to support the school in bringing about the necessary improvements; the SIP is central to any action the LA takes
- The SIP supports the school in arriving at an accurate self-evaluation within the LA categorisation policy
- The SIP advises the LA on categorisation according to the LA's categorisation policy
- The LA has clear structures for acting upon this advice and provides clear feedback about its decision and the reasons for this decision to the SIP
- The SIP supports the school in monitoring and evaluating the impact of the school and LA plans
- The SIP provides clear advice to the monitoring and review group for the school, and the minutes from those meetings demonstrate the response to the SIPs recommendations
- The monitoring and review group acts upon the SIP's advice
- This results in rapid improvement for the school

### 2.3b The SIP's role in brokering National Strategies resources and in evaluating their impact

- All the LA's SIPs are knowledgeable about the range of available NS resources
- The SIP makes recommendations both to the school and the LA about the appropriate NS resources
- The LA responds to the recommendation
- The LA uses SIP intelligence to differentiate their offer
- The SIP supports the school in monitoring and evaluating the fidelity of implementation and the impact of the NS resources and programmes
- The resources and strategies brokered produce the desired improvements

### 2.3c The SIP's role in brokering additional support for the school from other sources such as other schools, the LA, MIS and other providers

- All SIPs are knowledgeable about the range of additional support available locally, regionally and nationally
- The SIP brokers support which is fit for purpose and avoids conflict of interest, whether this may result from the SIP brokering his/her own support or that of his/her associates or from LA traded services
- The SIP brokers support from other schools within and beyond the LA
- The SIP advises the LA on the deployment of the wider CS to the school
- The SIP brokers support from other providers including national organisations (for example TDA, NCSL), independent consultants and such initiatives as NLE and Consultant Leaders
- The SIP supports the school in monitoring and evaluating the impact of the support
- Support brokered results in rapid improvement

### 2.4 The quality of SIP reports

- SIP reports avoid duplicating the school's SEF or an inspection report
- They are:
  - timely;
  - accurate and precise, identifying the school's response to all issues emerging from the data;
  - informative;
  - evaluative;
  - concise.
- Identify key strengths, priorities and strategies for improvement
- Provide a judgement on the robustness of the SSE including the strength of the school's evidence base and only provide judgements beyond this where the SIP has direct evidence
- Form an agenda for action for the school, noting progress since the last meeting and agreed action before the next
- Record the school's targets and the progress towards achieving them
- Are direct yet sensitive, add value to the school's improvement processes and impact upon outcomes for children

### 2.5 Effectiveness in providing advice to governors on headteacher performance management

- SIPs advise all LA governing bodies and management committees of PRUs in line with regulations and guidance
- The SIP ensures the confidentiality of the advice to governors
- Headteacher objectives are congruent with the school priorities and appropriate for the headteacher
- Governors are satisfied that they receive insightful advice of good quality
- The headteacher's performance management process leads to school improvement

### 3 The overall effectiveness of the LA in implementing the SIP programme

*Particular strengths for dissemination. Areas for improvement.*

## Evaluation schedule 2: Interactions with schools

### School visits and telephone calls to the headteacher

#### Protocols:

LA will be consulted on SIPCo school visits, SIP shadowing and telephone calls in order to ensure coherence and continuity with LA activity and to ensure that it is timely and manageable for the school.

The SIP is informed of the shadow visits and oral feedback is given to the SIP.

For school visits and phone calls there is feedback to the LA on LA processes and to the SIP and LA where there is evidence related to their specific performance.

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| <b>1.1 and 1.2 LA management of SIPs</b>   |
| <ul style="list-style-type: none"> <li>■ <i>How content are you with the procedures for deploying the SIP to your school?</i></li> <li>■ <i>Has the SIP made the agreed visits?</i></li> <li>■ <i>Do you have an opportunity to feedback your view of the SIP's performance to the LA?</i></li> <li>■ <i>How well prepared was the SIP in their knowledge of the LA and your school?</i></li> <li>■ <i>What is your assessment of the overall skill level of your SIP?</i></li> </ul>  |
| <b>2.1 The quality and effectiveness of SIP challenge and support</b>  |
| <ul style="list-style-type: none"> <li>■ <i>Is your SIP thoroughly prepared for each meeting and clear about the issues the school is facing and the priorities that emerge from the data?</i></li> <li>■ <i>Has your SIP discussed under-performing groups of children with you and have they highlighted groups such as black and minority ethnic (BME), special educational needs (SEN) and looked after children (LAC)</i></li> <li>■ <i>Has your SIP been able to assist you with your SSE and SEF?</i></li> <li>■ <i>Does your SIP extend the challenge beyond the data and into your plans to tackle your priorities and your school improvement plan?</i></li> <li>■ <i>Have you discussed financial planning with your SIP? If so can you give an example of the impact of the discussion?</i></li> <li>■ <i>Are your meetings with your SIP part of an ongoing conversation? Does each meeting start with a review of action since the last meeting and end with agreed actions for the next?</i></li> <li>■ <i>Can you give an example of how your SIP has provided a challenge to you?</i></li> <li>■ <i>In this example can you identify anything you have done differently as a result?</i></li> <li>■ <i>What has been the impact of your action in this area?</i></li> </ul> |
| <b>2.2 The quality of target setting</b>   |
| <ul style="list-style-type: none"> <li>■ <i>Do your targets:</i> <ul style="list-style-type: none"> <li>○ <i>build on prior attainment and previous best performance?</i></li> <li>○ <i>focus on progression, ensuring that no children fail to make progress?</i></li> <li>○ <i>represent improvement over current attainment for the school?</i></li> </ul> </li> <li>■ <i>Are they at or above the top quartile performance for CVA compared to similar schools?</i></li> <li>■ <i>Do the targets identify and tackle underperformance of individual pupils and groups of pupils?</i></li> <li>■ <i>Do your targets show a trajectory of improvement over time?</i></li> </ul>  |

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| <b>2.3 Effectiveness in brokering support</b>  |
| <ul style="list-style-type: none"> <li>■ <i>Does your conversation with your SIP identify the support resources you will need to achieve your priorities?</i></li> <li>■ <i>Does your SIP assist you in evaluating the impact of the actions you have taken and any external support?</i></li> <li>■ <i>Can you give an example of improvements resulting from external support?</i></li> </ul>  |
| <b>2.3a</b>  |
| <ul style="list-style-type: none"> <li>■ <i>Are you clear about the LA's policy for schools causing concern and the SIP's role within this?</i></li> </ul>   |
| <b>2.3b</b>  |
| <ul style="list-style-type: none"> <li>■ <i>Is your SIP knowledgeable about the range of available NS resources?</i></li> <li>■ <i>How does the LA decide upon the level of NS consultant resource your school will receive? What is your SIP's part in this?</i></li> <li>■ <i>Can you give an example of the impact of NS resources in your school?</i></li> </ul>   |
| <b>2.3c</b>  |
| <ul style="list-style-type: none"> <li>■ <i>Is your SIP knowledgeable about the range of additional support available locally, regionally and nationally? Have you purchased or otherwise made use of any support of this nature recommended by your SIP?</i></li> <li>■ <i>Is your SIP able to broker support from other schools within and beyond the LA?</i></li> <li>■ <i>Is your SIP able to advise the LA on the deployment of wider Children's Services to the school?</i></li> <li>■ <i>Is your SIP able to broker support from other providers including national organisations, independent consultants and such initiatives as NLE and Consultant Leaders?</i></li> <li>■ <i>Can you give an example of the impact of support brokered by your SIP from one of these wider sources?</i></li> </ul>  |
| <b>2.4 Quality of SIP reports</b>  |
| <ul style="list-style-type: none"> <li>■ <i>Do your SIP's reports provide a useful record and agenda for future action for you and your governors, noting progress since the last meeting and agreed action before the next?</i></li> <li>■ <i>Are they:</i> <ul style="list-style-type: none"> <li>- <i>timely? So that actions are not delayed;</i></li> <li>- <i>accurate and precise, identifying your response to all issues emerging from the data?</i></li> <li>- <i>informative?</i></li> <li>- <i>evaluative?</i></li> <li>- <i>concise?</i></li> </ul> </li> <li>■ <i>Do they:</i> <ul style="list-style-type: none"> <li>- <i>identify key strengths, priorities and strategies for improvement?</i></li> <li>- <i>record the school's targets and the progress towards achieving them?</i></li> <li>- <i>provide a useful agenda for action including timescales?</i></li> </ul> </li> </ul> |

### **2.5 Effectiveness in providing advice to governors on headteacher performance management**

- *Does your SIP carry out the role of advising the governing body on your performance management?*
- *Are you content that the SIP is fully conversant with regulations and guidance on the PM function?*
- *Does your SIP recognise the appropriate confidentiality of the advice to governors?*
- *Are your objectives congruent with the school priorities and appropriate for you?*
- *Are governors satisfied that they receive insightful advice of good quality?*

### **3. The overall effectiveness of the SIP in their work with the school**

*Particular strengths for dissemination. Areas for improvement.*

*Overall do you think that you, your school and the learners in your school have benefited from your work with your SIP this year? What specific benefits have you experienced?*

## Evaluation schedule 3: Shadowing sip visits

### Purposes of joint visits

The primary purpose of joint visits is to contribute to the overall QA of the programme, thus securing maximum impact on the outcomes for children and young people in the LA.

In conjunction with other QM activities joint visits will contribute to:

- the development of LA systems and procedures;
- ensuring high-quality challenge and support by SIPs;
- an overall evaluation of the effectiveness of the LA's SIP programme;
- the LA's SIP performance management process;
- the national understanding of how the SIP programme works.

### LAs receiving intensive support (three days per LA per term per phase)

Joint visits to schools are identified using regional and local intelligence.

The QM framework requires that each SIPCo will conduct a joint visit with a SIP to one school in each intensive LA each term. The visits will be part of an intensive programme for developing the systems and procedures within the LA.

### LAs receiving targeted support (two days per LA per term per phase)

Each SIPCo will conduct joint visits with SIPs in each targeted LA. The visits will be part of a targeted programme for developing the systems and procedures within the LA.

### Universal support (one day per LA per term per phase)

Joint visits are not essential; however they might be undertaken where discussions about the development of the systems and procedures identify this as a priority.

### Protocols for joint visits

The regional SIPCo will:

- identify schools in consultation with the LA who will notify the SIP;
- seek the permission of the headteacher;
- clarify the purpose and the timings of the visit with all parties, giving reasonable notice;
- provide brief oral feedback to the SIP, and a written summary of the visit to the headteacher and the LA focused on the purpose of the visit as part of the national QA procedures.

Not all of the areas identified in the following sections will be evaluated in any one visit, where headings are not appropriate for the visit in question this will be indicated.



| SIP  | Local authority  |
|--|--|
| <p><b>1. The quality and effectiveness of SIP challenge and support (2.1)</b></p> <ul style="list-style-type: none"> <li>■ The SIP is thoroughly prepared for the meeting and is clear about the issues the school is facing and the priorities that emerge from the data</li> <li>■ The SIP discusses under-performing groups of children and has highlighted BME, SEN and LAC</li> <li>■ The SIP is knowledgeable about SSE and is able to give guidance on the quality of the school's processes and SEF likely to result in improvement in SSE over time</li> <li>■ The SIP extends the challenge beyond the data and into the school's priorities and plans to tackle them</li> <li>■ The meeting starts with a review of action since the last meeting and ends with agreed actions for the next</li> <li>■ The SIP is able to engage in a fruitful dialogue with the school about its financial planning and the extent to which spending meets the priorities the school has set itself</li> </ul> | <p><b>1. The quality and effectiveness of SIP challenge and support (2.1)</b></p> <ul style="list-style-type: none"> <li>■ The LA provides the SIP with all necessary information, data and advice including local and national priorities</li> <li>■ LA data includes information about the performance of groups including BME, SEN and LAC</li> <li>■ The LA has communicated clear expectations of the SIP's impact and level of challenge in supporting schools to meet their particular priorities</li> <li>■ The LA's induction and CPD provide the SIP with the skills and knowledge to challenge and support the school</li> <li>■ The LA has determined an appropriate framework for meetings with the school</li> </ul> |
| <p><b>2. The quality of target setting (2.2)</b></p> <ul style="list-style-type: none"> <li>■ Through professional dialogue with SIPs, the schools set ambitious targets that: <ul style="list-style-type: none"> <li>○ accord with DCSF guidance;</li> <li>○ build on prior attainment;</li> <li>○ build on previous best performance;</li> <li>○ focus on progression, ensuring that no children are predicted to make less than two levels' progress;</li> <li>○ represent improvement over current attainment for the school; and</li> <li>○ are at or above the top quartile performance for CVA compared to similar schools other than in the most exceptional circumstances;</li> </ul> </li> </ul>   | <p><b>2. The quality of target setting (2.2)</b></p> <ul style="list-style-type: none"> <li>■ The LA has provided clear guidance and CPD on target setting in line with annual DCSF guidance</li> </ul>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>○ identify and tackle underperformance of individual pupils and groups of pupils;</li> <li>○ factor in the impact of support and resources available from the school, LA and DCSF.</li> <li>■ The SIP has the skills and experience, moderated and quality-assured by the LA, to distinguish between genuine additional context factors and low expectations</li> </ul>   |  |
| <p><b>3. Effectiveness in brokering support (2.3)</b></p> <p>The SIP:</p> <ul style="list-style-type: none"> <li>■ identifies the support resources required to achieve the school's priorities;</li> <li>■ evaluates the impact of the actions taken and any external support;</li> <li>■ is clear about the LA's policy for schools causing concern, his/her role within this and how this applies to the school;</li> <li>■ is knowledgeable about the range of available NS resources;</li> <li>■ is knowledgeable about the range of additional support available both locally, regionally and nationally;</li> <li>■ is able to broker support from other schools within and beyond the LA;</li> <li>■ is able to advise the LA on the deployment of wider children's services to the school;</li> <li>■ is able to broker support from other providers including national organisations, independent consultants and such initiatives as NLE and Consultant Leaders.</li> </ul> | <p><b>3. Effectiveness in brokering support (2.3)</b></p> <p>The LA:</p> <ul style="list-style-type: none"> <li>■ has fully briefed the SIP about:             <ul style="list-style-type: none"> <li>○ the LA's NS resources;</li> <li>○ other children's services support;</li> <li>○ good practice in other schools;</li> <li>○ external providers.</li> </ul> </li> <li>■ has considered the SIP's previous reports in allocating its NS resource allocation;</li> <li>■ has ensured that the SIP is clear about their policy for schools causing concern and the SIP's role within this;</li> <li>■ has fully briefed the SIP about the range of available NS resources and provided appropriate CPD;</li> <li>■ has fully briefed the SIP about sources of external support including other schools within and beyond the LA;</li> <li>■ ensures that there is separation of roles between the SIP and providers of additional support.</li> </ul> |
| <p><b>4. The overall effectiveness of the SIP in their work with the school</b></p> <p>Particular strengths for dissemination. Areas for improvement.</p>  | <p><b>4. The overall effectiveness of the LA in supporting the SIP in their work with the school</b></p> <p>Particular strengths for dissemination. Areas for improvement.</p>   |

## Evaluation schedule 4: Criteria for self-evaluation of LA practice

All of the criteria within the quality framework should be judged against the overarching policy aims of the New Relationship with Schools and should be driven by the desire to achieve a single conversation and by the guiding principles from the SIP brief. These 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;
- **evidence-based assessment** of the school's performance and its strategies for improving teaching and learning.

**Critical criteria are highlighted in bold; these criteria are the key definitions for practice at that level.**

When SIPCos report upon the framework then the following vocabulary will be used to describe the standard of practice.

- Column 1: **Outstanding, highly effective (evaluations of practice in this column must be accompanied by substantial evidence of impact).**
- Column 2: **Good, effective (evaluations of practice in this column must be accompanied by at least emerging evidence of impact to be judged according to roll-out status).**
- Column 3: **Requires some improvement, sound, satisfactory.**
- Column 4: **Requires substantial improvement, requires significant improvement, unsatisfactory, inadequate.**

| ASPECT                           | Practice would be outstanding where  | Practice would be good where   | Practice would require some improvement where   | Practice would require substantial improvement where  |
|----------------------------------|--|--|---|---|
| Overall effectiveness and impact | <ul style="list-style-type: none"> <li>■ The LA SIP programme delivers upon the overarching policy of the NRwS, the single conversation and the guiding principles from the SIP brief</li> <li>■ The programme is demonstrably having an impact upon the progress of pupils, teaching, leadership and management and results in substantial identifiable gains in achievement and attainment</li> <li>■ All criteria for good practice are met with some elements representing exemplary practice</li> </ul> | <ul style="list-style-type: none"> <li>■ The LA SIP programme delivers upon the overarching policy of the NRwS, the single conversation and the guiding principles from the SIP brief</li> <li>■ There is impact upon the progress of pupils, teaching, leadership and management and there are gains in achievement and attainment</li> <li>■ There is a clear vision for the SIP's role, effective leadership and management with clear accountability and decision-making to support service delivery and improvement</li> <li>■ The programme is demonstrably building capacity to improve in many schools in the LA</li> <li>■ SIPs are integrated with the LA school improvement strategy</li> </ul> | <ul style="list-style-type: none"> <li>■ The LA SIP programme aims to deliver upon the overarching policy of the NRwS, the single conversation and the guiding principles from the SIP brief but is deficient in some respects</li> <li>■ The impact of the programme on the progress of pupils, teaching, leadership and management and gains in achievement and attainment is difficult to discern</li> <li>■ There is a vision for the SIP's role but accountability and decision-making to support service delivery and improvement may be weak or confused</li> <li>■ Headteachers are satisfied with the system but there is little evidence that the programme is building capacity in schools</li> <li>■ Integration of SIPs within the LA school improvement strategy is weak</li> </ul> | <ul style="list-style-type: none"> <li>■ The LA SIP programme does not deliver upon the overarching policy of the NRwS, the single conversation and the guiding principles from the SIP brief</li> <li>■ There is no discernable impact on the progress of pupils, teaching, leadership and management or achievement and attainment and the structure of the programme means that it is unlikely that there will be</li> <li>■ There is no clear vision for SIP's role and leadership and management is not effective, with a lack of clear accountability and decision-making to support service delivery and improvement</li> <li>■ Headteachers are dissatisfied with the programme and there is no evidence of it building capacity to improve in schools</li> </ul> |

| ASPECT                           | Practice would be outstanding where   | Practice would be good where  | Practice would require some improvement where  | Practice would require substantial improvement where  |
|----------------------------------|---|---|--|---|
| Impact of the management of SIPs | <ul style="list-style-type: none"> <li>■ All elements of good practice in managing SIPs are present</li> <li>■ The recruitment, deployment and management of SIPs are highly effective, resulting in significant and rapid gains in school improvement, and in outcomes for children and young people in the LA</li> <li>■ Performance management procedures are particularly rigorous resulting in sharply focused feedback and rapid gains in the effectiveness of the SIP workforce</li> </ul> | <ul style="list-style-type: none"> <li>■ SIPs are central in challenging and supporting school improvement. Action identified is acted upon and is effective</li> </ul> <p><b>The criteria in this box are those published as the RAG criteria for NS reporting purposes</b></p> <ul style="list-style-type: none"> <li>■ The LA fully complies with the conditions of grant</li> <li>■ The LA successfully implements the single conversation concept and schools are clear about their core entitlement and additional support that must be purchased</li> <li>■ The LA's recruitment, deployment and management of SIPs has an impact on school improvement in the LA and on outcomes for children and young people</li> </ul> | <ul style="list-style-type: none"> <li>■ Challenge and support provided by SIPs is inconsistent across the LA and may be confusing for schools as a result of deployment of other LA staff linked to schools</li> </ul> <ul style="list-style-type: none"> <li>■ <b>The LA complies in most aspects and is making best endeavours to fully comply with conditions of grant</b></li> <li>■ <b>The LA is striving to implement the single conversation concept</b></li> <li>■ Headteachers are satisfied with their SIPs and are supportive of the LA's recruitment, deployment and management of them but impact is difficult to discern</li> <li>■ The LA's QM system provides some evidence about the performance of SIPs but is likely to be informal</li> </ul> | <ul style="list-style-type: none"> <li>■ SIPs are not integrated with the LA school improvement strategy</li> <li>■ SIPs are not challenging and supporting schools effectively with few if any useful actions identified</li> </ul> <ul style="list-style-type: none"> <li>■ There are significant discrepancies with the conditions of grant and little inclination to correct them</li> <li>■ The LA uses SIPs as one of a number of means of communicating with schools about school improvement issues</li> <li>■ Headteachers are not satisfied with their SIPs or the LA's recruitment and deployment of them. There is no apparent impact on outcomes for children and young people</li> <li>■ If the LA has a QM system it fails to evaluate the individual performance of SIPs</li> </ul> |

| ASPECT   | Practice would be outstanding where   | Practice would be good where  | Practice would require some improvement where  | Practice would require substantial improvement where   |
|--|---|---|--|--|
| <p><b>Impact of the ongoing training and development of SIPs</b></p> | <ul style="list-style-type: none"> <li>■ <b>All elements of good practice in ongoing training and development of SIPs are present</b></li> <li>■ CPD for SIPs provides the correct balance between national-, local- and school-level priorities and is demonstrably matched to the needs of each individual SIP</li> </ul> | <ul style="list-style-type: none"> <li>■ The LA's QM system provides clear feedback for SIPs on their performance</li> <li>■ Performance management is effective and improves the effectiveness of the SIP function in the LA</li> <li>■ All SIPs perform well and are judged to be meeting the SIP standards, or where they are not brisk action is taken to correct any deficit</li> <li>■ Headteachers and school leadership teams are fully engaged in the SIP process</li> </ul> | <ul style="list-style-type: none"> <li>■ Performance management processes are in evidence and meet minimum standards, but there is a lack of clarity within the LA about the quality of performance of SIPs and about their CPD needs</li> <li>■ There is a lack of clear evidence about whether SIPs meet the SIP standards and as a result management of poor performance is weak</li> <li>■ Headteachers and school leadership teams lack clarity about the role of SIPs in the LA</li> </ul> | <ul style="list-style-type: none"> <li>■ Performance management processes are cursory; there is little evidence of individual feedback on performance, or where this does take place it avoids the real issues. There is no consideration of CPD needs</li> <li>■ The LA has not considered whether or not SIPs are meeting the SIP standards or if it has done so with an inadequate evidence base</li> <li>■ Headteachers and school leadership teams would prefer not to have SIPs</li> </ul> |
| <p><b>Impact of the ongoing training and development of SIPs</b></p> | <ul style="list-style-type: none"> <li>■ There are good systems for employment and induction</li> <li>■ There is a rigorous CPD programme for each SIP emerging from his/her identified needs through the PM process</li> <li>■ The CPD programme for SIPs takes full account of national and local priorities</li> </ul>   | <ul style="list-style-type: none"> <li>■ There is a satisfactory process for induction in place</li> <li>■ There is a CPD plan for SIPs but it lacks precision and provides a general approach to CPD not tailored to individual needs</li> <li>■ SIPs' CPD broadly meets the needs of the programme</li> </ul>   | <ul style="list-style-type: none"> <li>■ SIPs have no induction or where they do it is inadequate</li> <li>■ There is little or no evidence of CPD planning for SIPs</li> <li>■ SIPs' CPD is inadequate to meet national, local or school priorities and fails to meet the needs of SIPs</li> </ul>  |  |

| ASPECT                                 | Practice would be outstanding where   | Practice would be good where  | Practice would require some improvement where   | Practice would require substantial improvement where  |
|--|---|---|---|---|
| <p>Impact of challenge and support</p> | <ul style="list-style-type: none"> <li>■ All the features of good challenge and support are present</li> <li>■ Challenge and support and the associated LA systems are of such high quality that there are rapid gains in school performance</li> </ul> | <p>Schools and LAs are satisfied with the challenge and support provided by SIPs and there is discernible positive impact upon:</p> <ul style="list-style-type: none"> <li>■ <b>performance in schools;</b></li> <li>■ the quality of self-evaluation in schools where improvement is required;</li> <li>■ the quality of school improvement planning where improvement is required;</li> <li>■ the effective use of resources by the school where improvements are required;</li> <li>■ those areas of school activity targeted as national priorities.</li> </ul> | <p>Schools and LAs are satisfied with the challenge and support provided by SIPs but there is little evidence of impact upon:</p> <ul style="list-style-type: none"> <li>■ performance in schools;</li> <li>■ the quality of self-evaluation in schools where such improvements are required;</li> <li>■ the quality of school improvement planning where such improvement is required;</li> <li>■ the effective use of resources by the school where such improvements are required;</li> <li>■ those areas of school activity targeted as national priorities.</li> </ul> | <p>Schools and/or LAs are dissatisfied with the challenge and support provided by SIPs and there is little or no evidence of impact upon:</p> <ul style="list-style-type: none"> <li>■ performance in schools;</li> <li>■ the quality of self-evaluation in schools where such improvements are required;</li> <li>■ the quality of school improvement planning where such improvement is required;</li> <li>■ the effective use of resources by the school where such improvements are required;</li> <li>■ those areas of school activity targeted as national priorities.</li> </ul> |

| ASPECT                   | Practice would be outstanding where  | Practice would be good where   | Practice would require some improvement where  | Practice would require substantial improvement where  |
|--------------------------|--|--|--|---|
| Impact on target setting | <p>Through professional dialogue with the SIP, over 95% of schools set ambitious targets that:</p> <ul style="list-style-type: none"> <li>■ meet the DCSF guidance;</li> <li>■ build on prior attainment;</li> <li>■ build on previous best performance;</li> <li>■ focus on progression, ensuring that no children are predicted to make less than two levels' progress;</li> <li>■ represent improvement over current attainment for the school;</li> <li>■ are at or above the top quartile performance for CVA</li> </ul> <p>other than in the most exceptional circumstances.</p> | <p>Through professional dialogue with the SIP, over 80% of schools set ambitious targets that:</p> <ul style="list-style-type: none"> <li>■ meet the DCSF guidance;</li> <li>■ build on prior attainment;</li> <li>■ build on previous best performance;</li> <li>■ focus on progression, ensuring that no children are predicted to make less than two levels' progress;</li> <li>■ represent improvement over current attainment for the school;</li> <li>■ are at or above the top quartile performance for CVA</li> </ul> <p>other than in the most exceptional circumstances.</p> | <p>Through professional dialogue with the SIP, 50–80% of schools set ambitious targets that:</p> <ul style="list-style-type: none"> <li>■ meet the DCSF guidance;</li> <li>■ build on prior attainment;</li> <li>■ build on previous best performance;</li> <li>■ focus on progression, ensuring that no children are predicted to make less than two levels' progress;</li> <li>■ represent improvement over current attainment for the school;</li> <li>■ are at or above the top quartile performance for CVA</li> </ul> <p>other than in the most exceptional circumstances.</p> | <p>Through professional dialogue with the SIP, less than 50% of schools set ambitious targets that:</p> <ul style="list-style-type: none"> <li>■ meet the DCSF guidance;</li> <li>■ build on prior attainment;</li> <li>■ build on previous best performance;</li> <li>■ focus on progression, ensuring that no children are predicted to make less than two levels' progress;</li> <li>■ represent improvement over current attainment for the school;</li> <li>■ are at or above the top quartile performance for CVA</li> </ul> <p>other than in the most exceptional circumstances.</p> |



| ASPECT   | Practice would be outstanding where  | Practice would be good where  | Practice would require some improvement where  | Practice would require substantial improvement where  |
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| <p><b>Impact of brokered support</b></p> <p><b>Impact of the SIP's role with schools causing concern</b></p> | <ul style="list-style-type: none"> <li>■ All the elements of good brokering support for schools causing concern are present</li> <li>■ Support and the LA systems for schools causing concern are such that they result in rapid improvement of the school and removal from a category of concern in a short time</li> </ul> | <ul style="list-style-type: none"> <li>■ The LA has an agreed policy for SCC that complies with the Education and Inspections (E&amp;I) Act 2006</li> <li>■ This policy is transparent, ensures the school takes responsibility for its own improvement, is based upon the SSE and places the SIP in a central role</li> <li>■ SIPs provide accurate advice to the LA on categorisation of schools according to the LA's categorisation policy</li> <li>■ The SIP evaluates the effectiveness of the school support plan and there is separation of roles between support and evaluation</li> <li>■ There is evidence of effective action taken by the monitoring and review group based upon the SIP's advice</li> <li>■ The school makes good progress against the identified key issues</li> </ul> | <ul style="list-style-type: none"> <li>■ The LA policy on SCC is not fully aligned with the E&amp;I Act 2006 or has some weaknesses</li> <li>■ The policy is not understood by schools or SIPs and may not place enough reliance upon the school's SSE, but the SIP has an important role within the policy</li> <li>■ SIPs provide accurate advice to the LA on categorisation of schools according to the LA's categorisation policy</li> <li>■ The SIP evaluates the effectiveness of the school support plan and there is separation of roles between support and evaluation</li> <li>■ There is some evidence of action taken by the monitoring and review group, though not all is effective or well judged</li> <li>■ The school makes satisfactory progress against the identified key issues</li> </ul> | <ul style="list-style-type: none"> <li>■ There is no policy for SCC or it has significant weaknesses</li> <li>■ The policy lacks transparency and coherence or appears to take control of the school's improvement agenda or places the SIP in a peripheral role</li> <li>■ Records show that SIPs' advice to the LA on the category of schools has been inaccurate on too many occasions</li> <li>■ The SIP fails to evaluate the school support plan and may be in both SIP and additional support role thus creating a conflict of interest</li> <li>■ The monitoring and review group fails to take into account the SIP's advice or where it does action is ineffective</li> <li>■ The school does not make sufficient progress or continues to decline</li> </ul> |

| ASPECT  | Practice would be outstanding where  | Practice would be good where  | Practice would require some improvement where   | Practice would require substantial improvement where   |
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| <p><b>Impact brokering NS programme and consultants</b></p> | <ul style="list-style-type: none"> <li>■ All the elements of good brokering of NS programmes and consultants are present</li> <li>■ The school's use of NS programmes is highly effective resulting in rapid improvements in the school's priorities</li> <li>■ The LA's deployment of NS consultants is well targeted and results in rapid improvement and significant and demonstrable gains in outcomes for children</li> </ul> | <ul style="list-style-type: none"> <li>■ SIPs have a thorough understanding of the range of NS resources and support available to schools</li> <li>■ SIPs understand the LA's NS resource deployment policy and their part within it</li> <li>■ SIP intelligence and recommendations are used by the LA strategy manager (SM) to ensure maximum impact from NS resource deployment</li> <li>■ SIP and school evaluate the impact of NS consultants or programmes employed in the school and the SM uses this for the overall evaluation of NS impact in the LA</li> <li>■ NS programmes and consultants produce the desired impact in the school</li> </ul> | <ul style="list-style-type: none"> <li>■ SIPs have a some understanding of the range of NS resources and support available to schools</li> <li>■ SIPs have some understanding of the LA's NS resource deployment policy and that they have a role within it</li> <li>■ LA systems suggest SIP intelligence and recommendations are used to inform deployment but there is little evidence that this happens</li> <li>■ SIPs evaluate the impact of NS programme and consultants, but there is little evidence of effective use being made of this evaluation</li> <li>■ Schools indicate satisfaction with brokering of NS programmes and consultants but impact is difficult to discern</li> </ul> | <ul style="list-style-type: none"> <li>■ SIPs have a partial knowledge of the range of NS resources and support</li> <li>■ SIPs have little understanding of their role in NS resource deployment</li> <li>■ Little or no use is made by the LA of SIP intelligence and recommendations in NS resource deployment or deployment results in poor impact</li> <li>■ SIPs do not see evaluation of the impact of NS programmes and consultants as part of their role or where they do it is minimal, non-existent or inaccurate</li> <li>■ There is little impact from NS programmes and consultants</li> </ul> |

| ASPECT  | Practice would be outstanding where   | Practice would be good where  | Practice would require some improvement where   | Practice would require substantial improvement where  |
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| <p><b>Impact of brokering from wider sources of support</b></p> | <ul style="list-style-type: none"> <li>■ All the elements of good brokering of wider sources of support are present</li> <li>■ The LA supports SIPs and schools in accessing a wide range of fit-for-purpose quality-assured sources of support including independent consultants, other schools within and beyond the LA and a range of national providers</li> <li>■ Support chosen results in rapid improvement</li> </ul> | <ul style="list-style-type: none"> <li>■ LA systems encourage SIPs to broker a wide range of additional support from local, regional and national providers</li> <li>■ Brokering of wider support accelerates the school's improvement of its identified priorities</li> <li>■ The SIP and school evaluate the impact of this support</li> <li>■ Support results in improvement of the school</li> </ul>          | <ul style="list-style-type: none"> <li>■ SIP brokering of wider support is ad hoc and dependent upon the SIP, not LA support for this role</li> </ul>   | <ul style="list-style-type: none"> <li>■ The LA discourages SIPs from brokering additional support from providers other than the LA</li> </ul>  |
| <p><b>Impact of SIP reports</b></p>                             | <ul style="list-style-type: none"> <li>■ All the elements of good SIP reports are present</li> <li>■ Individual SIP reports contribute to rapid improvement in schools</li> <li>■ SIP reports across the LA are of a consistently high quality</li> </ul>   | <ul style="list-style-type: none"> <li>■ SIP reports are:                             <ul style="list-style-type: none"> <li>○ timely so that report clearance does not delay actions;</li> <li>○ accurate;</li> <li>○ supported by evidence;</li> <li>○ able to identify the issues for action and a timescale;</li> <li>○ able to provide evidence of the challenge provided by the SIP.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ One or two of the five critical criteria for good reports are missing</li> <li>■ Reports provide the LA with some information about its schools priorities and progress</li> <li>■ SIP reports have a clear agenda and format, although they may tend to be over-prescriptive or may be so flexible as to allow for wide inconsistencies in reporting</li> </ul> | <ul style="list-style-type: none"> <li>■ Three or more of the critical criteria for good reports are missing</li> <li>■ Reports provide the LA with little useful information about its schools priorities and progress</li> <li>■ SIP reports have no clear agenda and format, or have an agenda and format that focuses upon monitoring and inspectorial judgements contrary to the principles of NRwS</li> </ul> |

| ASPECT  | Practice would be outstanding where  | Practice would be good where   | Practice would require some improvement where  | Practice would require substantial improvement where   |
|---|--|--|--|--|
| <p><b>Impact of SIP advice to governors on headteacher PM</b></p> | <ul style="list-style-type: none"> <li>■ All elements of good advice to governors are present</li> <li>■ There is evidence that the SIP advice to governors has resulted in improved outcomes for children and young people</li> </ul> | <ul style="list-style-type: none"> <li>■ Reports provide a clear agenda for action for the school and result in improved outcomes for children and young people</li> <li>■ Reports ensure the LA is well informed about its schools' priorities and progress</li> <li>■ The LA ensures that:                             <ul style="list-style-type: none"> <li>○ SIP reports have a clear agenda and format;</li> <li>○ there is a good level of consistency across and within reports;</li> <li>○ there are effective QA arrangements in place.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ There is some inconsistency across and within reports</li> <li>■ LA QA arrangements lack rigour and fail to ensure SIP reports are of good quality</li> </ul>   | <ul style="list-style-type: none"> <li>■ There is a lack of consistency across and/or within reports</li> <li>■ There may be no LA QA arrangements or if there are they are weak and inconsistently applied</li> </ul>   |
|   |  | <ul style="list-style-type: none"> <li>■ SIPs are providing advice to the governors of all schools within the LA</li> <li>■ Headteachers and governors report that:                             <ul style="list-style-type: none"> <li>○ objectives that result from the process are fully aligned with the needs of the school and result in improved outcomes for children and young people;</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>■ SIPs are providing advice to the governors of all schools within the LA</li> <li>■ Headteacher and governors report that:                             <ul style="list-style-type: none"> <li>○ objectives that result from the process are not unaligned with the needs of the school but may benefit from being more focused;</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ SIPs are not providing advice to the governors of all schools within the LA</li> <li>■ The headteacher or governors report that:                             <ul style="list-style-type: none"> <li>○ they are dissatisfied with the process;</li> <li>○ there is no discernible impact on outcomes for children and young people;</li> </ul> </li> </ul> |

| ASPECT | Practice would be outstanding where | Practice would be good where  | Practice would require some improvement where  | Practice would require substantial improvement where  |
|--------|-------------------------------------|---|--|---|
|        |                                     | <ul style="list-style-type: none"> <li>○ the SIP provides good advice for the governing body which supports and challenges the headteacher;</li> <li>○ SIP advice identifies strengths and areas for development and proposes appropriate objectives for improvement within the context of the school.</li> </ul> | <ul style="list-style-type: none"> <li>○ SIP advice identifies strengths and areas for development and proposes sound objectives for improvement within the context of the school, although impact on outcomes for children and young people is not clear;</li> <li>○ the SIP provides sound advice for the governing body which supports and challenges the headteacher.</li> </ul> | <ul style="list-style-type: none"> <li>○ the advice provided for the governing body does not support and challenge the headteacher sufficiently rigorously;</li> <li>○ the result is that strengths and areas for development are not identified and objectives for improvement are not appropriate.</li> </ul> |

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