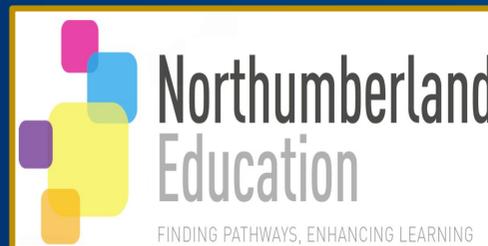




Northumberland
County Council

Autumn term SIP Meeting and Report

Date: 10th September 2020



School Improvement Team

www.northumberland.gov.uk

Autumn SIP Report format

Background

- Review of SIP report format as a result of pandemic and the impact on schools
- Consideration for the style of visit as required - virtual or in school
- Reflection of the impact of the pandemic on schools
- Opportunity for schools to share their experiences, their successes and their difficulties
- Importance of the SIPs' role in providing school leaders with an opportunity to 'talk'
- Understanding that schools will be in a variety of positions, e.g:
 - Size of school
 - Monitoring
 - Data
 - Interaction with pupils and families
 - Staffing

Creation and consultation

- Developed by the School Improvement Team
- Reviewed and amended in partnership with the Primary and Secondary Commissioners
- Distributed to 16 Headteachers:
 - Experienced Headteachers with a recent experience of Ofsted (since September 2019) and experience of moving schools from RI to Good
 - Headteachers of current RI schools waiting for inspection to move to Good
 - Experienced Headteachers waiting for inspection and self-evaluating schools at Outstanding
 - Schools judged Outstanding in last inspection
 - Headteachers in first year of headship
 - First, Primary, Middle, Secondary and Special School Headteachers
 - Detailed reviews and responses from all 16
- Shared with all SIPs for review and feedback - 7th August 2020

SIP visit and use of form

- The form is designed to be completed virtually or in school.
- It can be used virtually using Google Meet or Teams.
- The virtual format should be tested prior to the meeting to ensure the meeting operates smoothly.
- The report is aimed at gathering and cross-referencing evidence from a range of school staff and governors (if possible)
- **The aim of the meeting, and the format of the report, is to provide an opportunity for the school to demonstrate the progress made during 2019-2020 before and during the Covid crisis.**
- **It is also a crucial opportunity for schools to explain and demonstrate their plans for the future.**
- **It is a tool to record the journey of the school during this time, to support school self-evaluation, inform governors and prepare for any type of Ofsted visit during 2020/2021 and beyond.**
- ***The judgements made are a best fit 'snapshot' in time and will be finalised following quality assurance from the central School Improvement Team.***

Part 1 – Context, strengths and priorities

Summary of the school's strengths that impacted on the quality of education 2019-2020

- This summary is designed to allow schools to reflect on their strengths before and during Covid.
- This was a response from a number of Headteachers who reviewed the format in order to provide them with an opportunity to demonstrate their successes and progress prior to March.
- From March schools should also use the report to highlight strengths in their practice, their curriculum design, their partnership between the home and school and any impact they are able to demonstrate.

Immediate priorities for the whole school 20/21 including comment on the Ofsted enquiry areas

- It is crucial that schools are able to articulate their plans and responses to the 5 key areas highlighted by Ofsted and to be included in their autumn term visits to schools:
<https://www.gov.uk/guidance/education-plans-from-september-2020#information-for-maintained-schools-and-academies>
- Schools also be aware of the guidance for autumn term interim visit published 2 September:
<https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies>
- Priorities are for the whole school - key stage specific priorities can be added in the report for the relevant key stage.

Part 1 – Context, strengths and priorities

School Commentary

- The three boxes for school commentary are an opportunity for schools to share, discuss and have their curriculum offer recorded for the periods between March and June and from June onwards.
- Crucially it is also an opportunity to record how the school's home learning programme can be re-introduced immediately should the need arise:
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

Headteacher / Governing Body assurances

- In response to requests from Headteachers, the confirmation that governors and staff have read the required elements of 'Keeping Children Safe in Education' has been included and differentiated.

Part 2 – analysis and evaluation of the impact of the curriculum on the Quality of Education

Summary of the school's strengths that impacted on the quality of education 2019-2020

- The sections covering the analysis and evaluation of the impact of the Quality of Education remain the same for each key stage.
- The analysis and evaluation allows schools to provide evidence to March 2020 and from March onwards.
- Sections in pink will need to be agreed with the Headteacher. There is no external expectation for schools to provide data for the 2019/2020 academic year. SIPs should enquire if, and how, the school wishes to proceed with the data elements.
- ***Direct reference is made to pupils with EHCPs in Part 3, however school analysis and evaluation in Part 2 should include SEND and disadvantaged pupils where applicable.***
- There is an opportunity to provide key stage specific actions and priorities for 2020/21.
- At the request of Headteachers, small schools may choose to analyse and evaluate the whole school in one section rather than by each key stage.
- SIPs should delete the key stage sections not relevant to the school.

Part 3 – Leadership

School commentary

- As in previous sections, schools have the opportunity to record their own commentary on how they have monitored the the impact of the curriculum on the quality of education to March 2020 and from March onwards including the quality of the home-learning provided.

Governors

- The involvement of Governors both before and during Covid has been added, including the risk assessment process.
- **Ideally, representatives of the Governing Body will be involved in the meeting.**

Self-evaluation, priorities and development plans

- How the school has decided on priorities and developed plans reflecting the impact of COVID-19 should be included in the commentary.

Part 3 – Leadership

Pupils with EHCPs

- Please ensure the guidance questions provided in relation to EHCPs are answered and the responses noted.
- This question has been included by the SEND team.

Staff workload, staff well-being, additional demands and positive changes to leadership and management to be retained

- These elements and questions have all been included at the request of Headteachers.
- The nature and detail of the responses provided will vary from school to school.

Part 4 – Feedback

Feedback from the Headteacher and requests for support

- Wherever possible please ensure this section is completed at the end of the meeting.
- The feedback in relation to how the meeting has been carried out and the impact of the support and challenge provided by the SIP will be particularly important as we plan for the spring meetings and develop the report format.
- The school's requests for support will be analysed in detail to ensure that the School Improvement Team is providing the appropriate level and nature of support for schools at this time.
- As above, the agreed activities for the spring meeting will be analysed to ensure the spring meeting and report format meets the needs of schools and supports them in their ongoing self-evaluation.

Appendix

- A number of key points for consideration for each section of the report are provided in the appendix.
- Schools will receive the appendix and guidelines when they receive a copy of the report format.
- The appendix also provides the main aim of the report:

The production of a clear picture of the school for all school leaders and particularly governors.

It is an external check and monitoring of the school self evaluation to inform governors.

The report can only be strengthened through the input from middle leaders and SENDCo.

Where at all possible they should be included in the process and provide a source of evidence.

The quality of SEND provision should be communicated in each key stage.

Possible timetable for the day

- 9:00am Log in with HT and agree final arrangements
- 9:15 Discuss part 1 with HT and governor (if possible)
- 10:15 Break
- 10:30 Discuss part 2 with HT and/or middle leaders and/or SENDCo and/or governor
- 11:30 Break and partial write up
- 1:00pm Discuss part 3 with HT and /or middle leaders and/or SENDCo and/or governor
- 2:00 Break and summary (check for any gaps in information)
- 2:30 Brief feedback and summary questions to HT
- 3:00 Final write up, send draft to HT and to hannah.couper@northumberland.gov.uk to begin QA process.

Links on a page

- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>
- <https://www.gov.uk/guidance/education-plans-from-september-2020#information-for-maintained-schools-and-academies>
- <https://www.gov.uk/guidance/interim-phase-maintained-schools-and-academies>

Link to Autumn SIP Report proforma to be added following SIP meeting 10th September