


Chairs' & Vice Chairs' Virtual Briefing - Autumn 2022

School Improvement Update

27th September 2022

Team Structure and Responsibilities




Damian Burke
School Improvement Leader (Literacy)


Damian joined the team in May 2017 after 22 years in primary education.

19 years were in senior leadership roles, the last 15 as a headteacher in London.

Damian holds the NPQH and is an EEF accredited Evidence Leader in Education.

Damian manages the School Governance team.







Suzanne Connolly
School Improvement Leader (SEND)

Suzanne joined the team in January 2022 after 31 years in primary education.

27 years were in senior leadership roles, the last 14 as a headteacher in Northumberland.

Suzanne holds the NPQH, and is an EEF accredited Evidence Leader in Education.







Dave Cookson
Head of School Improvement

Dave joined the team in January 2016 after 21 years in secondary school education, including 18 years in leadership positions.

Dave holds NPQH, is a Senior Associate with the Association of Education Advisers, and is an EEF-accredited Evidence Leader in Education.


Dave is the Lead Officer for SACRE (Standing Advisory Council for Religious Education) and leads the Appropriate Body service for Early Career Teachers.






Hannah Couper
School Improvement Team Administrator

Hannah is currently on maternity leave.







Jane Kennedy
School Improvement Leader (Disadvantage)

Jane joined the team in January 2022 after 21 years in secondary education.

13 years were in senior leadership roles, the last 7 were as a headteacher in a Northumberland.

Jane is an EEF accredited Evidence Leader in Education.






Louise Mallin
School Improvement Leader (Assessment)


Louise joined the team in April 2017 after 20 years in primary education.

17 years were in senior leadership roles, of which the last 7 were as a headteacher in Northumberland.

Louise holds the NPQH, and is an EEF accredited Evidence Leader in Education.

Louise is the Moderation Manager for KS1 and KS2, and manages the Equalities Team.







Gemma Telfer
School Improvement Team Administrator

Gemma joined the team in August 2022. She has a substantial amount of administrative experience, across a variety of industries.

Gemma manages an extensive range of administration duties, including supporting school improvement partners, finance, training, and headteacher recruitment.






Claire Williams
School Improvement Leader (Mathematics)

Claire joined the team in April 2017 after 19 years in middle and primary education.

16 years were in senior leadership positions across three local authorities in the north of England.

Claire holds the NPQH and is an EEF accredited Evidence Leader in Education.

Claire sits on the board of the Great North Maths Hub and manages the ICT Team.



- Full details: <http://northumberlandeducation.co.uk/meet-the-school-improvement-team/>

Inspection Outcomes 2021 - 2022

| | Outstanding | Good | Requires Improvement | Inadequate | Taking Effective Action |
|-------------|-------------|------|----------------------|------------|-------------------------|
| First | | 8 | | | 1 |
| Primary | 1 | 6 | | | |
| Middle | 1 | 4 | | | |
| Secondary | | 2 | 1 | | 3 |
| High | | | 1 | | |
| Special | 1 | | | | |
| 9 -18 | | 1 | | | |
| All through | | | | | |

- 7 schools improved a grade
- 3 schools declined a grade – 2 Outstanding to Good, 1 Good to RI
- Full details: <https://northumberlandeducation.co.uk/ofsted-visits-2021-2022/>

Inspection Handbook Changes (1)

- **Graded inspections** - previously section 5 inspections
- **Ungraded inspections** - previously known as section 8 inspections
- **Urgent inspections** – previously known as inspections with no fixed designation or unannounced behaviour inspections
- **Monitoring inspections** – as previously

A summary table is available [here](#)

There is now one [inspection handbook](#) for graded, ungraded and urgent inspections

There is a [separate handbook](#) for a monitoring visit

Inspection Handbook Changes (2)

- Ofsted are committed to inspecting **all schools** between May 2021 and July 2025. (If schools were inspected between September 2020 and May 2021, they might get away without another one...)
- If a school was judged outstanding before 2015 they should get a graded inspection (section 5 in old money). If the outstanding judgement came after 2015 then it is more likely to be an ungraded inspection (section 8 in old money).

Inspection Handbook Changes (3)

- Ofsted are **likely to** inspect good schools last inspected in the 2016/17 academic year early in the 2022/23 academic year.
- Schools judged requires improvement twice or more should receive a monitoring visit. Those with one requires improvement judgement may not, but it is still possible...

Inspection Handbook Changes (4)

- Conversations between leaders and the lead inspector will continue to include a discussion on the ongoing impact of COVID-19 to ensure that inspections continue to be informed by different contexts and the range of challenges that schools may still face.
- However, transitional arrangements (so any school that was still in the process of updating its curriculum could still receive a good grade, provided that other aspects were good) have been removed. Inspectors will not expect schools to meet every single criterion to achieve a good judgement but will expect to see a well-planned and sequenced curriculum.

Inspection Handbook Changes (5)

- There are very few amendments to the inspection framework methodology. Quality of Education is still the focus for graded and ungraded inspections and will, as before, be largely focused around deep dives. At least four in a graded, and at least three in an ungraded. Inspectors have been told to “try and avoid carrying out deep dives into more than one subject with the same curriculum lead.”

Inspection Handbook Changes (6)

- External data from 2020 and 2021 will not be used by inspectors.

Internal data will not be asked for or looked at. Consequently, inspectors will use trends and data up to 2019 and 2022 as a reference point. It will shape some questioning and inspection activity but will not be the basis on which judgements are made. This makes conversations with pupils a key factor in judging Quality of Education.

Inspection Handbook Changes (7)

- A fuller description of the changes, and expected foci is [here](#), in the termly Inspection Briefing.



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Download the latest Northumberland Education Inspection Briefing [here](#)

Inspection Handbook Changes (8)



SIP Report Template 2022 - 2023

Key changes to the SIP report template 2022-2023:

The Process

- We have moved to a single report template across the school year
- Each term the report will be QAd and PDFd. A copy will be sent to you and the school.

SIP Report Template 2022 - 2023

Local Authority School Improvement Partner Report: 2022 - 2023

| | | | |
|----------------------------|---------|---------|---------|
| Name of School | | | |
| Headteacher | x | | |
| Chair of Governors | x | | |
| School Improvement Partner | x | | |
| Dates of meetings | Autumn: | Spring: | Summer: |
| Focus | | | |

| | | | | | | | | | | | |
|--|--|----------------------|--|--------------------------|--|------------------------------|--|---------------------------|--|------------------------|--|
| Part 1 | | | | | | | | | | | |
| Most recent Ofsted inspection judgement: (month/year) | | | | | | Section: 5/8/Graded/Ungraded | | | | | |
| Only complete these sections if the school has been inspected under section 5 since September 2019 | | | | | | | | | | | |
| Overall Effectiveness | | Quality of Education | | Behaviours and Attitudes | | Personal Development | | Leadership and Management | | Early Years/Sixth form | |
| The school currently regards its strengths to be: | | | | | | | | | | | |
| <ul style="list-style-type: none"> | | | | | | | | | | | |
| The school currently regards the areas for development to be: | | | | | | | | | | | |
| <ul style="list-style-type: none"> | | | | | | | | | | | |

Part 1

- Dates across the top:
Autumn/Spring/ Summer
- Focus: the Headteacher can agree a focus if there is a particular theme in addition to the suggested questions
- We are not giving a local authority judgement.
- Strengths
- Areas for development

SIP Report Template 2022 - 2023

| Contextual Information | | | | | | |
|---|-------|--|--|-------------------------------|---|--|
| Current number on roll | | | % <u>and</u> number of SEND pupils | National ¹ : 12.6% | % | |
| % <u>and</u> number of disadvantaged pupils | % | | % <u>and</u> number of EHCPs | National ² : 4% | % | |
| | | | | | | |
| Current attendance | % | | Brief comment on attendance: | | | |
| % <u>and</u> number of persistent absentees | % | | | | | |
| Length of the school day | hours | | DfE expectation is that all schools offer at least 32.5 hours per week from September 2023 – guidance here | | | |



| Reminders for the Headteacher: |
|---|
| <p>The SIP and headteacher discussed the following statutory duties and recommendations:</p> <ul style="list-style-type: none"> Have Governors read Keeping Children Safe in Education (updated September 2022)? Have all staff (including volunteers) have read at least Part 1 of Keeping Children Safe in Education (updated September 2022)? Have all governors and all staff read and understood amendments and additions to Keeping Children Safe in Education following Ofsted's Review of Sexual Abuse in Schools and Colleges (June 2021)? Are your objectives within the Accessibility Plan challenging and reflective of the main accessibility challenges your school faces? Are current equality objectives SMART? Can all staff and governors articulate what the current equality objectives are and how close the school is to achieving them? Have you begun work on implementing the new RE Agreed Syllabus (if applicable)? Is the school website compliant with the most recent statutory guidance (updated 5 September 2022)? (maintained schools) (academies/free schools)? Has Parent view feedback been reviewed? Are Ofsted 'requested' documents (paragraph 96) in place? |

Part 1 continued

- Addition of the length of school day ([School hours](#))
- Reminders for the headteachers will be discussed.

Part 2 and 3

- Remain the same.
- Autumn term - black
- Spring term - green
- Summer term - red

Note of Visit Template 2022 - 2023

Local Authority School Improvement Partner Record of Visit

| Name of School | |
|-----------------------------|--|
| Headteacher: | |
| Chair of Governors: | |
| School Improvement Partner: | |
| Date of meeting: | |
| Focus of visit | |
| | |
| Key points from discussion | |
| | |
| Next steps/action required | |
| | |

A Note of Visit will be completed when:

- The SIP visit follows shortly after inspection, and a traditional SIP visit would be of little value
- Any other visit is made to the school other than for standard SIP visits

Performance Management 2022 - 2023

A Standard Operating Procedure has been produced for the 2022-2023 round of headteacher appraisals:

- A consistent approach to the management of the appraisal process
- A standardised approach for all governing bodies and headteachers
- Clear roles and responsibilities
- Clarity of actions before, during and after the appraisal meeting
- Clarity of the service provided through purchasing the headteacher appraisal SLA
- **This document will be shared with schools purchasing the SLA for headteacher appraisal**

Headteacher Recruitment

- We offer a (paid) service to support headteacher recruitment. Usually, this service will be carried out by one of the central team.
- If a headteacher talks about retirement/moving on do get in touch with Dave Cookson for further details.

SACRE Update

The new Northumberland RE Agreed Syllabus was launched on 28 June 2022.

Northumberland SACRE expect the syllabus to be implemented across this academic year, and full implementation from September 2023. There will be a number of training events and network meetings to support its implementation over the next few months. Details of these events will be available on the [training calendar](#).

All maintained schools without a designated denomination (community, foundation and voluntary-aided or voluntary-controlled schools without a religious character) must follow the Agreed Syllabus.

All other schools are welcome to use the syllabus.

For a copy of the syllabus or further details please contact [Dave Cookson](#).



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 [Local Authority Multi Academy Trust - updates](#)



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[SLA Portal](#)

[Strategic Skills Plan 2021-2025](#)

[School Organisation](#)

[Annual Report](#)

Training

- A wide variety of training is available through the training calendar on the [Northumberland Education Website Training Calendar](#)
- The calendar has training events delivered by the central team, other teams with NCC and our partners across the North East.
- Training available through the central team:
 - Senior Leader Briefings (3 venues each term)
 - Middle/Subject Leader Network Meeting (Virtual each term)
 - The role of the Middle Leader – How to demonstrate impact? (3 venues)
 - Pupil Premium Network Meeting (3 venues)
 - Teaching, Learning and Assessment in Year 2 (2 venues)
 - Teaching, Learning and Assessment in Year 6 (2 venues)
 - Writing – New to Year 2
 - Writing – New to Year 6