HeP

HARINGEY
EDUCATION
PARTNERSHIP

Improvement Partner Handbook
PRIMARY SCHOOLS

2020-2021

HEP's Vision for Collaborative School Improvement

Our vision is to inspire our schools to deliver their best for children and young people

Membership of HEP is membership of a system that commits to the following values:
- Ceaseless ambition for what our children and young people can achieve and be
- Striving for equity and inclusion for all our children and young people
- Working in partnership across our schools and colleges to make a difference
- Taking shared responsibility for the communities we serve
- Acting with integrity and advocating on behalf of our children and young people and our schools

Our mission is to raise outcomes for all in HEP schools, so achievement is as good as, or better than, anywhere in the country. To achieve this, HEP will deliver the best and most innovative school led, school improvement offer available

We want our schools to feel that HEP:
- is led by schools
- delivers excellence in everything we do
- offers excellent value for money
- constantly sources new ideas, is research led and seeks innovation and partnerships
- brings together our family of schools to their mutual benefit

Principles for Improvement Partners (IPs)

How does the relationship work between HEP and the schools?
It must be a relationship that is built on respect. Working to three key principles -

high challenge - high support - high value.

HIGH CHALLENGE

HEP members are expected to:
- welcome and embrace challenge, and offer it the other way;
- be ambitious about what they can achieve, and how quickly they can achieve it;
- buy into HEPs ethos; schools will challenge each other to be better and offer support where requested;
- collaborate across the partnership, share essential knowledge, their research-led practice and ways to implement it.

HIGH SUPPORT

HEP members receive:
- a wide range of core services;
- a sense of service which is knowledgeable, responsive and agile;
- a 'single conversation', with all advice and support available from one provider. If HEP does not offer something required by a school, it will be sourced;
- dedicated support from their IP.

HIGH VALUE

Our schools make an active choice to be members of HEP rather than other providers. HEP is totally committed to providing the highest quality service that delivers excellent value to our schools. We expect our members to be demanding of us, ensuring they make full use of their membership offer, communicating when they feel they are not getting value for money. Drawing regular and frequent feedback from our schools will ensure that our quality assurance is of the highest order and that we are responsive to the needs of our schools.

Responsibilities of Improvement Partners

- undertake visits in line with the engagement framework;

- advise headteachers and senior leaders in identifying and delivering school improvement priorities

- devise bespoke activities and support;

- develop leadership and management expertise and capacity in schools;

- quality assurance of self-evaluation processes;

- inspection preparation - additional days are allocated for schools close to Ofsted

- present a highly professional service, representing HEP to the school.

IPs include both Lead IPs, the core HEP team and Consultant IPs who work on a day-rate for HEP. This latter group includes those who currently work as headteachers and others with recent equivalent experience. IPs operate as part of a network and all parts of the service is available to member schools.

The core membership offer includes:

- external challenge and support from an Improvement Partner, which is subjected to regular QA and evaluation

- membership of a network learning community (NLC) – with supported or facilitated peer to peer challenge

- participation and access to our curriculum offer –we are working with Christine Counsell on writing, resourcing and providing the training for a world class curriculum for our schools, much of which is relevant to more able pupils attending special schools

- participation in subject networks

- data analysis: school profile, additional school and contextual data analysis is provided for each individual school

- a BAME review and the provision of resources to support curriculum diversity

- an annual website compliance check and basic safeguarding audits

- regular Headteacher and governor briefings

- access to our Teaching School's offer for ITT, SLE and NLE support

- telephone/email advice and support

- recruitment –advertising teacher vacancies, £100 per advert in the Guardian

- access to discounts and group purchasing e. g. the Key, The Key Safeguarding Centre, PUMA, PIRA, Education Support Partnership, Votes for Schools and others

- participation in our research projects with UCL/IoE

- access to and participation in innovation projects

- strategic support – safeguarding, SEND, STEM, BAME Achievement

Improvement Partner Roles

The central role of an Improvement Partner is to provide support and challenge for a school's improvement cycle.

For example:
- by challenging the Headteacher and leaders on their self-evaluation findings and on the priorities that emerge
- giving sound, evidence-based advice that may lead to some challenging conversations. An IP's advice should always focus on making the school better for the young people it serves, and not on ensuring business is retained by avoiding challenge.
- HEP schools are expected to be ambitious. A 'Good' inspection outcome and performance data is the minimum a school should aim for, whatever the starting point, and should never be the limit.
- provide high quality, critical advice on the creation of the school's improvement plan
- work with the school to monitor and evaluate the impact of its improvement actions
- advise, coach and broker support

TYPICAL IP DAYS:

Schools appreciate flexibility and being able to negotiate the structure of visits with their IPs. We can also consider how we work beyond our framework, through partnership working and brokering support from school to school.

There is a structured programme and a menu of activities from which   an agenda can be drawn for each of the three main visits. The agenda varies for each term and from school to school. However, the Autumn term agenda will likely be longer than other visits. The agenda items are not intended to take the whole of a full day visit. A well-planned visit with documentation shared in advance and a programme of activities goes a long way to make the most of IP time. Schools can buy additional IP support as necessary.

Beyond this, it depends on the circumstances of the school. A high- performing school outside of the Ofsted window may want very bespoke support which may require off-site preparation. HEP is a

member driven organization and as long as the core agenda is delivered there is significant scope for a highly personalised programme.

For example, days may be split in half (preferably no smaller) if so desired. However, a school that only wants to cover the core agenda may not use all of their allocated days. IPs should aim to ensure that schools make the most of their HEP membership by offering a service matched to the school's needs and which includes some flexibility.

Notes of Visit

There is a standard visit pro-forma which outlines the areas that need to be reported upon following each visit to a school.

The report does not need to provide a verbatim account. However, is needs to be thorough, evaluative, make explicit the journey that the school is on and the level of ambition and progress that is evident against those ambitions. It should also allow for continuity of the conversation if visits are months apart.

Notes of visit should reflect the views of the IP and be written in such a way that they can be shared with governors, inspectors and in other relevant circumstances. Nothing should appear in a note of visit that has not already been discussed with the school. The note of visit also needs to reflect the impact of HEPs involvement with the school. What is different or better as a result?

Every note of visit undergoes a thorough process of quality assurance to ensure consistency and quality. Quality assurance is carried out by the IP lead for schools and the HEP CEO. Reports may also be shared amongst the whole IP team to share best practice and improve consistency in the approach to visit notes.

ONCE NOTES HAVE BEEN WRITTEN BY THE IP, THEY FOLLOW THIS PROCESS:

Note sent to the school for factual checking – Note sent to Fran Hargrove for QA – Note returned to IP for final check and distribution To: Headteacher, Chair of Governors, HEP school file

File name for notes of visit should be as follows: YY-MM-DD - Name of school - visit number - Initials

Notes of visit are NOT shared more widely than the distribution list above. The LA does not have access and HEP would inform and agree with the Headteacher of each school for any wider distribution.

Further Support and Visits

The allocation of IP time for each school is communicated to IPs and schools at the start of the academic year. If a school is due for an Ofsted inspection they will receive a greater level of support. How these days should be used is subject to agreement between the school and the IP, referring to the central HEP team where necessary.

In the event of an inspection IPs are expected to meet or talk to the inspection team during the school day if required and attend the feedback. If this is not possible a member of the HEP core team will do so. It is particularly important that thorough notes are taken in these circumstances. In any Ofsted visit the IPs should communicate with HEP to ensure someone from HEP is available to liaise with the inspection team.

For all other support IPs are expected, within reason, to be helpful, supportive and provide a high level of service. A short conversation or email reply can often resolve a significant issue for a school, even if only through offering a second opinion. Beyond this schools should be guided to HEP (including the 'Headteacher Hotline') for support. It is understood that IPs, particularly those who are not part of the central team, have schools to run and carry out work for other organisations; IPs are not expected to form a 'one stop shop' on their own. Any engagement beyond an incidental email or phone call should be communicated to Fran Hargrove so that it can be recorded in the record of comms log.

ADDITIONAL WORK IN A SCHOOL

It is HEPs responsibility to ensure that an allocated IP is informed of any additional work or interaction undertaken with any of our member schools, where relevant and appropriate. If a school commissions additional work that carries an additional charge this should be clearly communicated to Fran Hargrove who will agree an appropriate charge.

School Improvement Partner Programme – 2020-2021

EXEMPLAR SCHOOL VISIT - SCHEDULE OF CORE ACTIVITIES

PRIMARY SCHOOL VISIT 1 – AUTUMN TERM		
IP Initial preparation and planning	Focus, key questions and suggested activities/itinerary	Visit follow-up for IPs and schools

• liaise with HT, request key info: data, SEF & SIP and schedule visit dates for the year
 	
• evaluate performance data and the match with the school's SEF & SIP
 	
• consider pupils' progress – EYFS, KS1 & 2: SEND, PP, BAME, gender, prior attainment. Behaviour and attendance.
 	
• consider most recent Ofsted inspection report and timeline for next inspection
 	
• agree visit focus and itinerary with HT
 	
• evaluate on-line learning
 	
• complete website review and report
	• Introduction to the school, tour/classroom visits
	
	• Meeting with HT/SLT to evaluate performance: How do you assess your pupils/groups and know their attainment? How is this validated?
	
	• Review of SEF & SIP, including priorities for year ahead
	  * Catch-up curriculum
	  * Curriculum focus
	
	• Deep dive into a phase, EYFS, early reading, maths or a subject at key stage 2 – based on data?
	
	• Building leadership capacity subject to the school's needs
	
	• Review of behaviour, attitudes and attendance
	
	• Target setting for EYFS, years 2 and 6
	
	• Safeguarding Audit and/ or SCR check
	
	• Review of remote education support offer
		IPS' ACTIONS:
		• Complete note of visit within three days of the visit and send it to the school for factual accuracy check; then follow distribution protocol
		
		• Act upon any agreed follow-up from the note of visit
		
		• Take any actions relevant to the next visit
		
		SCHOOLS' ACTIONS:
		• Check factual
		• accuracy of note of visit and provide feedback to IP within 3 days of receiving the note of visit
		
		• Act upon any recommendations from the note of visit
		
		• Brief governing body and share IP note of visit
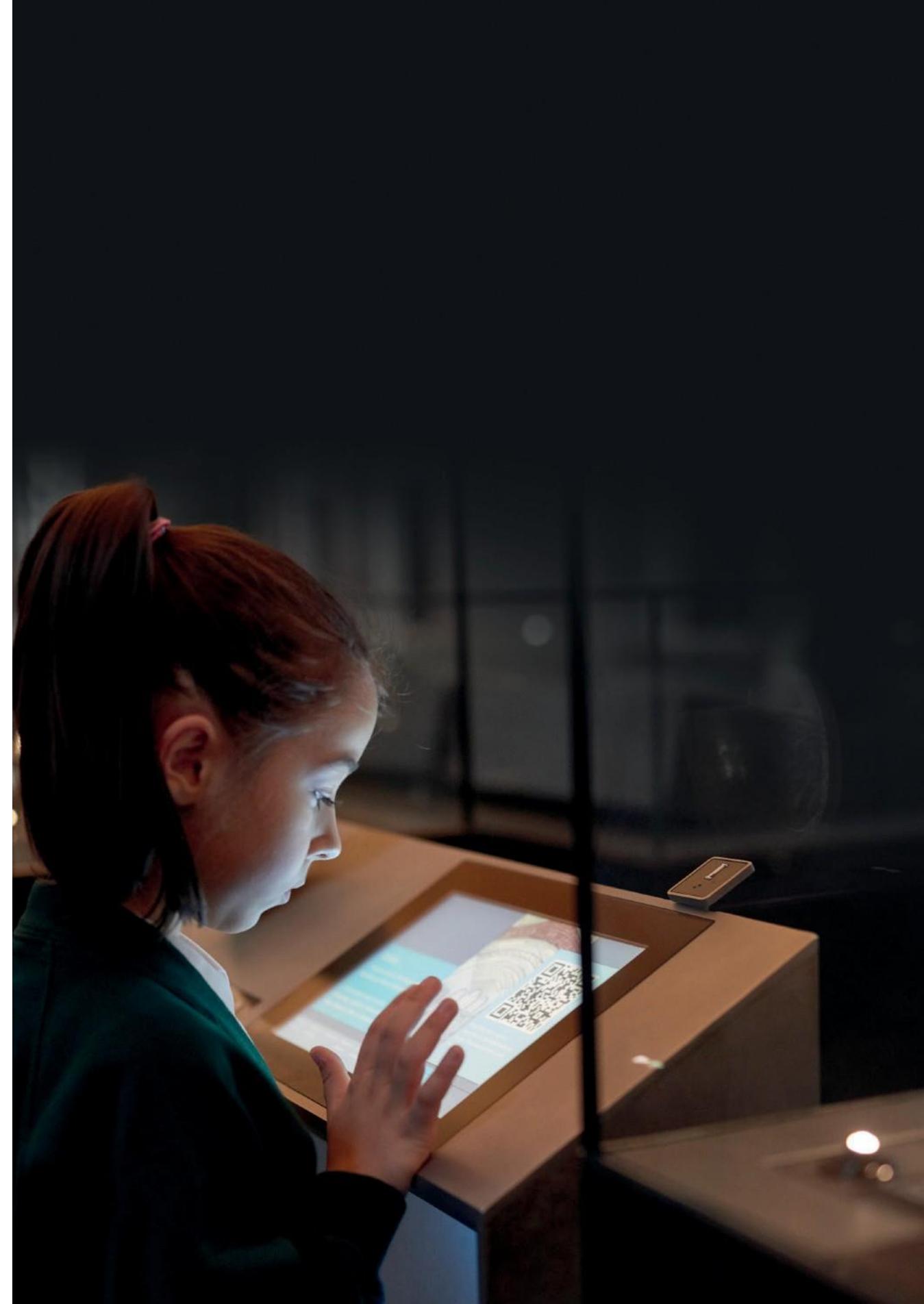
PRIMARY SCHOOL VISIT 2 – SPRING TERM

IP Initial preparation and planning	Focus, key questions and suggested activities/itinerary	Visit follow-up for IPs and schools
• Request information in advance of the visit to support a review of curriculum documentation, the SEF and progress towards targets. • Review curriculum information on school's website • Prepare key questions for leaders at all levels, on the areas of focus.	**The Quality of Education** * Intent • discussions with leaders at all levels • curriculum planning documentation * Implementation • joint lesson visits • discussions with teachers * Impact • School assessment systems • Pupil progress • Phonics, GLD, SATS Intent Can leaders articulate the Intent of the curriculum? Do leaders express a 'solid consensus' on the knowledge and skills that pupils need? How effective is the school's early reading curriculum? How effectively does the design of the curriculum develop pupils' reading? Is the school's curriculum planned and sequenced so that new knowledge and skills build on what has been taught before? Is the curriculum as broad as possible for as long as possible, notably at KS2? Ambition for all, including SEND? Implementation: Do teachers have expert knowledge? How are they supported to ensure they have excellent subject knowledge? How rigorous is the implementation of the curriculum? Checking understanding? Formative assessment? Is 'demand' understood in terms of curriculum rather than task? Quality of literacy development? Subject pedagogy? Do teaching decisions achieve the curricular intent? Do teachers avoid working memory overload? Impact: national assessments at EYFS, KS1 and KS2, progress of disadvantaged pupils and their knowledge acquisition, SEND pupils preparation for the next stage of their education? Do pupils read well? • Check website is updated to ensure compliance – if relevant	**IPS' ACTIONS:** • Complete note of visit within three days of the visit and send it to the school for factual accuracy check; then follow distribution protocol • Act upon any agreed follow-up from the note of visit • Take any actions relevant to the next visit **SCHOOLS' ACTIONS:** • Check factual accuracy of note of visit and provide feedback to IP within 3 days of receiving the note of visit • Act upon any recommendations from the note of visit • Brief governing body and share IP note of visit

IP Initial preparation and planning	Focus, key questions and suggested activities/itinerary	Visit follow-up for IPs and schools

1. Leadership and Management
Check website for:
- Ethos and vision
- Catch up funding
- PPG and sports premium
- Governors information

Review Safeguarding documentation
Request updated SDP from HT and review progress

2. Behaviour and attitudes
Review:
- behaviour policy
- Behaviour incidents
- data
- Exclusions policy
- Attendance &
- exclusions data

3. Personal development
Review:
- SMSC and FBV
- Online and offline
- safety
- Equality policy
- RSE policy
- Careers – Gatsby Benchmarks

LEADERSHIP AND MANAGEMENT
- Strong alignment between vision, values, polices and practice?
- Do leaders identify the right priorities for improvement and take effective actions to address them?
- Are pupils' needs met?
- Barriers to learning identified? PPG spending?
- Does CPD develop teachers' subject knowledge?
- Is safeguarding effective? Note systems and culture.
- How well is staff workload managed?
- Parental & community engagement?
- Contribution of governors? (Three core functions)

BEHAVIOURS AND ATTITUDES
- How good is behaviour in lessons and around the school? Views of staff and parents about behaviour?
- What do records show about Exclusions – by group and overall, over time. Bullying – trends, groups, impact of reduction strategy? Discriminatory incidents? Note vulnerable groups.
- What attitudes to learning do pupils show? Commitment?
- How good is attendance? Rates, trends, groups?

PERSONAL DEVELOPMENT
- Wider Curriculum offer clubs, visits etc.
- Promotion of SMSC. Deepening pupils' understanding of British values?
- Promotion of equality of opportunity?
- Promotion of physical and mental health
- Character development: How well does the curriculum encourage pupils to: reflect wisely, learn eagerly, and cooperate with others?
- Online and off-line risks taught?
- Quality of RSE education programme?
- Effective careers programme and transition to the next phase of their education?

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- Act upon any agreed follow-up from the note of visit

- Take any actions relevant to the next visit

SCHOOLS' ACTIONS:
- Check factual accuracy of note of visit and provide feedback to IP within 3 days of receiving the note of visit

- Act upon any recommendations from the note of visit

- Brief governing body and share IP note of visit