**Chester Diocese**

**School Improvement**

**Support Package**



**Guidance Information**

**for Schools**

**Reviewed for September 2022**

**Administered for Chester DBE by**

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**Contents**

**Welcome Letter 3**

**Guidance for SIP/School support visits and headteacher appraisals 4**

**Code of Conduct for headteacher consultants 7**

**Concerns and Complaints Procedure 8**

**The Quality Assurance of school improvement support 9**

**Privacy Notice – DBE Services Consultants & Headteacher Consultants 10**

**Appendices**

**SIP Record & Report template 2022-23 11**

**School support Request form 17**

**School support Report template 2022-23 19**

**Headteacher’s Performance Management Review & Targets template 20**

**School Improvement Partner Pen Portraits 28**

**School Improvement/HTPM service Order form 31**

**Chester Diocese School Improvement Support Package**

June 2022

Dear Colleague,

Thank you for choosing to buy into the Chester Diocese school improvement package for 2022-23. The information provided in this guidance booklet is intended to give you key information about the service and what you can expect over the next 12 months.

One change you will notice this year is that CDAT have taken over the quality assurance and administration of the provision from DBE Services. I know that Diocesan colleagues are very grateful to DBE Services for their support last year, but we are keen to make the most of the potential benefits of all parts of the service being co-located in Church House.

This pack details the code of conduct that our consultants will abide by, and also details what is expected of our schools. It will help to ensure that you receive the appropriate level of support, guidance and challenge, whilst also being able to provide feedback on your experience. QA support will be overseen by Neil Dixon at CDAT, in liaison with Mark Whitehill (Chester Diocese School Effectiveness Officer)

I hope you find this information helpful and we look forward to working with you and supporting your drive to raise standards and outcomes for pupils.

Yours sincerely,

Neil Dixon

**Chief Executive, CDAT**

[neil.dixon@cdat.co.uk](mailto:neil.dixon@cdat.co.uk)

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**Guidance and protocol for SIP visits,**

**School support visits and headteacher appraisals**

**School Visits**

CDAT will notify the Headteacher Consultant (HC) or Diocesan Consultants (DC) following the request for support from schools. This includes the level of support required and their preference for SIP, if the school has selected this aspect.

The type of support is provided in three forms, School Improvement Partner (SIP), School support and Headteacher’s Performance Management (HTPM). The protocol for each of these is detailed below.

**School Improvement Partner visits**

Preparation for visit

1. HC/DC to contact the school to arrange the first SIP visit.
2. Agree what paperwork/information is required and whether this is to be sent beforehand or available on the day.
3. SIP to share the datasheet template with the headteacher and agree how this is to be populated. **For 2019-20 and 2020-21, this will be based on Teacher Assessment data for cohorts, with 2021-22 being the first externally validated data sets.**
4. Check the school has received the SIP record and Report template (pages 11-17) as part of the ‘Guidance Information for Schools’ document.

Post visit

There is a commitment for the school to have received the final report of the visit within 7 working days. The timescale for this is as follows; -

1. SIP to write the draft report on the day of the visit or on the following day.
2. SIP to send the report to the school for a factual check, then returned to SIP with any comments.
3. Final amendments to be made by the SIP before sending the final report to the headteacher and to Neil Dixon at CDAT.

**School support visits**

Preparation for visit

1. In consultation with the Diocesan School Effectiveness Officer (Mark Whitehill), schools identify the support required and complete the School support request form (page 16). This should be returned to Emma Furlong at CDAT ([emma.furlong@cdat.co.uk](mailto:emma.furlong@cdat.co.uk))
2. For schools that have bought into the 3 half days’ support option, this can be confirmed as part of the first SIP visit.
3. An HC/DC to be allocated to deliver the support. HC/DC contacts the school to arrange the visit and agree the format and type of support required.
4. Agree what paperwork/information is required and whether this is to be sent beforehand or available on the day.

Post-visit

Follow the guidance for the SIP post-visit. A copy of the template that will be used for the School support can be found in the appendices.

**Headteacher’s Performance Management visit**

The HC/DC is referred to as the external adviser (EA) for Headteacher Performance Management

Preparation for review & target setting visit

1. External Adviser to contact the school to arrange the Headteacher Performance Management visit.
2. Agree the arrangements for the visit, including the format and who will be present. This will have slight variance from school to school.
3. Agree what paperwork/information is required and whether this is to be sent beforehand or available on the day.
4. Schools and Governing Bodies may have a preferred report format for the review and target setting. There is also a Diocesan report template **(p21)** and guidance to be shared with the school. The external adviser to agree with the school the report format that is to be used.

Post-visit

There is a commitment for the school to have received the final report of the visit within 7 working days. The timescale for this is as follows; -

1. External Adviser to write the draft report on the day of the visit or on the following day.
2. EA to send the report to the headteacher for a factual check and then returned to EA with any comments.
3. Final amendments to be made before sending the final report to the headteacher and to the Chair of Governors (or Chair of the panel if different). Copy sent to Neil Dixon at CDAT.

**Security of Reports**

The nature of these reports will contain sensitive and confidential information. It is therefore essential that all report documents (MS Word) are encrypted with a password. The Headteacher Consultant will password protect the report prior to it being sent to you.

**n.b. to all schools and consultants:**

**For 2022-23, the password that should be used to protect all documents is Chester2223**

**Code of Conduct for headteacher consultants**

**conducting school improvement support for CDAT SI Services in Diocese of Chester schools**

This code of conduct is based on Ofsted’s ‘Conduct during inspections’, published in March 2020 and updated in July 2021.

Headteacher Consultants must uphold the highest personal and professional standards in their work, treating everyone they encounter with respect and fairness.

**The Headteacher Consultant must:**

* evaluate objectively, impartially and without fear or favour
* base evaluations on clear and robust evidence
* notify Diocesan officers as early as possible about actual or potential conflicts of interest that might undermine the objectivity or credibility of the review
* report honestly and clearly, ensuring judgements are fair and reliable
* carry out their work with integrity, treating all those they meet with courtesy and sensitivity
* take all reasonable steps to prevent undue anxiety and minimise stress
* act in the best interests of children, pupils and students[[1]](#footnote-1)
* maintain purposeful and productive dialogue with school leaders and communicate judgements sensitively but clearly and frankly
* respect the confidentiality of information about individuals and their work
* respond appropriately to reasonable requests
* take prompt and appropriate action on any safeguarding or health and safety issues

**Expectations of schools**

In order to maintain a positive working relationship, the Diocese expects school leaders to:

* be courteous and professional, treating the consultant with respect and sensitivity
* enable the consultant to conduct their visit in an open and honest way
* provide evidence that will enable the consultant to evaluate and report honestly, fairly and reliably about their school(s)
* work with the consultant to minimise disruption, stress and anxiety
* maintain a purposeful dialogue with the consultant
* ensure the good health and safety of the consultant while on their premises
* draw any concerns about the review to the attention of the consultant, in the first instance and/or a senior diocesan officer if necessary.

**Concerns and Complaints Procedure**

Concerns and complaints about the work or conduct of headteacher consultants during school improvement work within the Diocese of Chester as part of the CDAT-CDBE School Improvement Package.

* If concerns about the quality of a consultant’s work or their conduct arises during a review, they should be raised by the school’s headteacher with the consultant and, if possible, resolved on site before the visit is completed. Headteachers should seek advice from Mark Whitehill (Diocesan School Effectiveness Officer) if required.
* Any concerns raised should be recorded within the evidence base along with actions taken to resolve any issues.
* If the concerns are about the work or conduct of the consultant, the school’s headteacher should initially contact Mark Whitehill.
* If it is not possible to resolve concerns during the visit, the school may decide to lodge a formal complaint with CDAT. It is the consultant’s responsibility to inform the school of the procedures for making a formal complaint.
* Formal complaints should be submitted in writing and addressed to Neil Dixon at CDAT within 10 days after the publication of the record of visit report.

**The Quality Assurance of school improvement support**

**carried out by CDAT for the Diocese of Chester**

This guidance should be read in conjunction with associated guidance on codes of conduct for headteacher consultants and dealing with concerns and complaints during reviews.

There are two overarching questions to which quality assurance procedures should provide answers. Was the review conducted properly and is the report fair, accurate and fit-for-purpose?

The QA process has several elements:

* On-site visit, preferably during the second visit of the cycle
* Checking the written report to ensure it meets CDAT’s quality standards
* Feedback from the school once the report has been issued
* Scrutiny of the evidence base

**During the course of the year, visits may prompt one or more of these activities. Random QA checks of submitted documentation will be carried out by Neil Dixon (CDAT) and any concerns shared with Mark Whitehill (Chester Diocese School Effectiveness Officer). Feedback about visits is encouraged so that we are aware of the perceived quality of the visit and whether it has helped the school on its journey of improvement.**

**The on-site visit**

This is to check whether the SIP/support visit is conducted properly and that the quality of the evidence meets the required standard. The QA officer should:

* Meet with the headteacher to establish whether the conduct of the Headteacher Consultant (HC) meets the code of conduct.
* Establish whether the HC is following guidelines and collecting an appropriate range of evidence.
* The QA officer may join the HC during SIP/support visits. This may include work scrutinies, interviews and team meetings as seen fit. If a headteacher consultant is undertaking his/her first visit or lead, the QA officer may join the visit for longer, to ensure support and guidance is on hand.

**Privacy Notice – DBE Consultants & Headteacher Consultants**

The Data Controller is CDAT

Information collected is names, addresses, e-mails, DBS numbers and school bank details.

It is collected by CDAT

It is collected through electronic or hard copy information given by the consultant

It is collected for the following purposes:

* + In order to maintain records of consultants in order to contact them regarding work required and bank details in order to fulfil payment of invoices.

It will be used in the following ways:

* + Retained in hard copy and electronic copy
  + Details added to a database
  + Name (and e-mail with permission and only when necessary) shared with schools requiring support.

Recipients of this information will be:

* + Headteachers or other school staff members requesting support

The period for which the information will be stored is for 7 years following notice that the consultant no longer wishes to work for CDAT.

Each person has the right to access their data, rectify, erase, restrict or object to processing, and data portability;

The first point of contact for any queries/concerns re. data should be CDAT’s Data Protection Officer – [dpo@cdat.co.uk](mailto:dpo@cdat.co.uk)

Each person also has the right to complain to the Information Commissioner’s Office (the “ICO”) about the management of their data.

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**SIP Record & Report 2022-23 for (school)**

**School Improvement Partner:**

**Visit Date:**

**School details**

Headteacher:

Chair of Governors:

Address of school:

Tel. No. :

Email:

Website:

OFSTED Date: Outcome: 1-4

SIAMS Date: Outcome: 1-4

**School Context**

Comment on issues such as:

Change of leadership/significant staffing

% SEN and PP

Mobility/significant community context

Parish deprivation index score

Formal/informal network links

Data on entry

**School ethos and vision**

Please summarise and comment on how these contribute to the quality of the school’s offer

**School improvement priorities for 2022-23**

**1.**

**2.**

**3.**

**Additional Information:**

**School organisation and curriculum provision**

|  |
| --- |
| Consultants are invited to gather evidence based on a range of information, which should take full account of the particular context and impact of each area outline below, in consultation with the school leadership team. Leaders should be invited to comment on the strategies they are using in each of the areas below as well as their evidence base, in order to ensure best practice. These are ‘**How, what and why**’ questions in effect. Please also highlight appropriate agreed ways forward to improve practice if this is relevant. |
| **Class structure in school and any associated pressures (e.g. mixed age classes; small year groups & budgetary pressures)** |
| **Impact and monitoring of current pupil attendance** |
| **Staffing pressures (e.g. staffing concerns, absences etc.)** |
| **Phonics and Early Reading – is an accredited scheme fully in place (which one?), training progress/needs, match of books to pupils’ phonic needs/level** |
| **Is EYFS framework fully in place and accessed by all EYFS pupils? Can leaders clearly explain how the school’s EY curriculum links to the school’s curriculum from Y1 upwards?** |
| **Is the curriculum coherent well sequenced, identifying key knowledge and vocab that pupils are expected to learn? Is subject leadership impactful? (examples)** |
| **Curriculum offer – how has this been adapted to SEND/disadvantaged children’s needs? Do they have equal access to a ‘broad, balanced and ambitious’ curriculum?** |
| **How well is school managing in its post-covid phase? Any ongoing issues re. staffing and updates re. covid recovery projects?** |

**Estimate of cohort progress**

|  |  |
| --- | --- |
| **PLEASE USE SCHOOL’S SUMMATIVE ASSESSMENT OF COHORT POSITIONS AS AT SUMMER 2022**  In the current post-Covid situation, it may not always be appropriate to use data from 2020 or 2021 as the basis for forming a view about previous progress of cohorts within the school. Consultants should comment on key impacts of the pandemic on cohort attainment, identifying strengths and concerns. Please provide a narrative indicating the main strategies planned to deal with these issues.  These should be in the context of the above section’s discussions and based on factors such as:  Headteachers’ view of progress from prior starting points, progress towards projected end of year Ex+/GD % targets and identified barriers to progress.  Groups can added to the column on the left which are relevant to school (e.g. SEN, gender, PP, high attainers). | |
|  |  |
| Whole Cohort |  |
| F2 |  |
| Y1 |  |
| Y2 |  |
| Y3 |  |
| Y4 |  |
| Y5 |  |
| Y6 |  |
|  |  |

**Contextual 2022-23 on-going performance in core subjects** (in percentages)

**Only complete if this is relevant and useful information based on meaningful data**

|  |
| --- |
| **IDSR key data – commentary on standards, strengths and areas of concern** |
| Please comment on key findings from document here |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **School final data 2020-21** **(TA Ex+ summary only)** | **School final 2021-22**  (national in brackets) | **End of Autumn 2022 %** on-track | **End of Spring 2023**  % on-track | **End of 2022-23 year % on track Estimate** | **Actual Results Summer 2023** |
| **Key Stage 2** | Reading |  | (73%) |  |  |  |  |
| Writing |  | (78% |  |  |  |  |
| Maths |  | (79%) |  |  |  |  |
| GPS |  | (78%) |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Key Stage 1** | Reading |  | (75%) |  |  |  |  |
| Writing |  | (69%) |  |  |  |  |
| Maths |  | (76%) |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Year1** - Phonics | |  | (82%) |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **EYFS** - GLD | |  | (72%) |  |  |  |  |

NB: HCs and schools will be tracking the relative performance of pupils from disadvantaged backgrounds. This could be evidenced in the narrative, within the year group column, within the summary table (in parentheses) or by replicating the whole table for disadvantaged pupils. Likewise, if Greater Depth attainment has previously been identified as an issue, this could be replicated as a separate table.

**Autumn Term Visit (1)**

|  |
| --- |
| **Changes since last visit**   * **Standards** * **Year group issues** * **SLT** * **Other contextual factors not mentioned in previous sections** |

|  |
| --- |
| **Context for visit** |
| **Commentary & Key Points** (inc activities undertaken) |

|  |
| --- |
| **Advice/challenge points (from SIP) and agreed actions** |

**Spring Term Visit (2)**

|  |
| --- |
| **Changes since last visit** |

|  |
| --- |
| **Context for visit** |
| **Commentary & Key Points** (inc activities undertaken) |

|  |
| --- |
| **Advice/challenge points (from SIP) and agreed actions** |

**Summer Term Visit (3)**

|  |
| --- |
| **Changes since last visit** |

|  |
| --- |
| **Context for visit** |
| **Commentary & Key Points** (inc activities undertaken) |

|  |
| --- |
| **Advice/challenge points (from SIP) and agreed actions** |

**Headteacher and staff well-being**

Please discuss issues in a confidential manner – this section is for the HT to discuss openly any matters that are concerning them about their own or their staff’s well-being and/or mental health. HT Consultants should use their discretion whether Diocesan staff need to be informed of any findings, always with the permission of the HT. This page is NOT for appraisal use and is purely a record of discussion between the Consultant and Headteacher for their own use. Consultants are free to recommend actions if relevant.

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**Chester Diocese School Improvement Support Package**

**School Support/CPD Request Form 2022-23**

**SCHOOL NAME:**

**HEADTEACHER:**

To help us tailor the support you require, please detail below the support you wish to request for your three half day sessions. These can be taken as three separate half days or two can be combined to provide a full day’s support.

**Focus of Support** A brief title and overview of the focus of the session.

**Delivery date**  Indicate which half term you wish the support to take place, with the option of providing three possible dates when the support could be delivered.

**Staff involved** Indicate which staff will be involved in the session and who will be the lead.

**Delivery of support** Detail what format you wish for the support to be delivered, this could be working with the HT and SLT, conducting a learning walk and/or book scrutiny, conduct a subject or aspect review, staff training /INSET,

**Intended Outcomes** Detail what outcomes you hope are achieved from the support.

**SESSION 1**

|  |  |
| --- | --- |
| **Focus of Support** |  |
| **Delivery date** |  |
| **School staff involved** |  |
| **Delivery of Support** |  |
| **Intended Outcome(s)** |  |

**SESSION 2**

|  |  |
| --- | --- |
| **Focus of Support** |  |
| **Delivery date** |  |
| **School staff involved** |  |
| **Delivery of Support** |  |
| **Intended Outcome(s)** |  |

**SESSION 3**

|  |  |
| --- | --- |
| **Focus of Support** |  |
| **Delivery date** |  |
| **School staff involved** |  |
| **Delivery of Support** |  |
| **Intended Outcome(s)** |  |

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**School Improvement Support Programme**

**School Support/CPD Report 2022-23 for (school)**

**Consultant**:

Headteacher:

Chair of Governors:

Address of School:

Tel No:

E-mail:

Website:

Date of visit:

|  |
| --- |
| **Context of visit / Area of support** |

|  |
| --- |
| **Summary of Visit** |

|  |
| --- |
| **Main Findings / Outcomes**  **Strengths/areas of celebration**  **Areas of development** |

|  |
| --- |
| **Agreed Actions / Next steps for the school** |

|  |
| --- |
| **Request for follow-up (if required)** |

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**HEADTEACHER APPRAISAL 2022-23**

**NAME OF SCHOOL**

**DATE**

|  |
| --- |
| **Headteacher** |
| **Appraisers** |
| **External Adviser** |

**SECTION 1: REVIEW OF 2021/22**

**PERFORMANCE OBJECTIVES**

|  |
| --- |
| **Objective 1** |
| **Success Criteria**  **Actions** |
| **Headteacher’s self-evaluation**  *This may include sign-posting to evidence already provided (eg reports to governors) or any interim reviews* |
| **Appraisal Committee comments and evaluation** |

|  |
| --- |
| **Objective 2** |
| **Success Criteria**  **Actions** |
| **Headteacher’s self-evaluation**  *This may include sign-posting to evidence already provided (eg reports to governors) or any interim reviews* |
| **Appraisal Committee comments and evaluation** |

|  |
| --- |
| **Objective 3** |
| **Success Criteria**  **Actions** |
| **Headteacher’s self-evaluation**  *This may include sign-posting to evidence already provided (eg reports to governors) or any interim reviews* |
| **Appraisal Committee comments and evaluation** |

**IMPACT OF THE PANDEMIC**

|  |
| --- |
| **Impact on agreed performance objectives for 2021/22** |
| **Other impact/achievements during this time** |

**PROFESSIONAL DEVELOPMENT UNDERTAKEN SINCE LAST APPRAISAL**

|  |  |
| --- | --- |
| **Professional Development Undertaken** | **Impact** |
|  |  |
|  |  |
|  |  |

**NATIONAL STANDARDS**

|  |
| --- |
| **Headteachers’ Standards (see Appendix)** |
| Specific elements of the standards identified as a priority for 2021/22: |
| **Appraiser comments and evaluation** |

**OVERALL PERFORMANCE**

|  |
| --- |
| **Headteacher comments** |
| **Appraisal Committee comments and evaluation** |

|  |  |
| --- | --- |
| **Individual Pay Range** | L to L |
| **Current pay point of the headteacher** | L |

**N**

**Recommendation of the Appraisal Committee (highlight ONE):**

1. The headteacher is not eligible for pay progression as they are already paid at the top of the school’s Individual Pay Range
2. The headteacher is eligible for pay progression and recommended to progress from L to L from 1 September 2022
3. The headteacher is eligible for pay progression but is not recommended for pay progression

|  |
| --- |
| **Reasons for this decision**  *e.g. sustained high quality performance overall having regard to the headteacher standards* |

The Chair of the Appraisal Committee should present this recommendation to the Pay Committee by 31 December 2022

**SECTION 2: 2022/23**

**PERFORMANCE OBJECTIVES**

|  |
| --- |
| **Objective 1** |
| **Success Criteria** |
| **Actions**  *This may include sign-posting to actions in a specific School Improvement Action Plan* |

|  |
| --- |
| **Objective 2** |
| **Success Criteria** |
| **Actions**  *This may include sign-posting to actions in a specific School Improvement Action Plan* |

|  |
| --- |
| **Objective 3** |
| **Success Criteria** |
| **Actions**  *This may include sign-posting to actions in a specific School Improvement Action Plan* |

**NATIONAL STANDARDS**

|  |
| --- |
| **Headteachers’ Standards** |
| The headteacher’s performance in 2022-23 will be evaluated against the headteachers’ standards.  *If appropriate governors may wish to identity a specific aspect of the standards that needs to be a focus for the headteacher in the 2022-23 appraisal cycle* |

**PROFESSIONAL DEVELOPMENT NEEDS**

|  |  |
| --- | --- |
| **Identified need…** | **To be met by…** |
|  |  |
|  |  |

**HEADTEACHER WORKLOAD & WELLBEING**

|  |
| --- |
| It was agreed that… |

**INTERIM REVIEWS**

|  |  |
| --- | --- |
| **Spring 2023** | **Summer 2023** |
|  |  |

**Appraisal Report** agreed on **date** by

Chair of Appraisal Committee:

Headteacher:

**APPENDIX**

**Headteachers' Standards 2020**

**Domains**

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher’s role all underpinned by the governance and accountability domain.

**Section 1: Ethics and professional conduct**

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers’ standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the [Seven Principles of Public Life](https://www.gov.uk/government/publications/the-7-principles-of-public-life) at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

* selflessness
* integrity
* objectivity
* accountability
* openness
* honesty
* leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

* build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
* show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
* uphold fundamental British values[6](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:3), including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensure that personal beliefs are not expressed in ways which exploit their position, pupils’ vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

* serve in the best interests of the school’s pupils
* conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen[7](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:4)
* uphold their obligation to give account and accept responsibility
* know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
* take responsibility for their own continued professional development, engaging critically with educational research
* make a positive contribution to the wider education system

**Section 2: Headteachers’ standards**

**1. School culture**

Headteachers:

* establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
* create a culture where pupils experience a positive and enriching school life
* uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
* promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
* ensure a culture of high staff professionalism

**2. Teaching**

Headteachers:

* establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
* ensure effective use is made of formative assessment

**3. Curriculum and assessment**

Headteachers:

* ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
* establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
* ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
* ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum

**4. Behaviour**

Headteachers:

* establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
* ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy
* implement consistent, fair and respectful approaches to managing behaviour
* ensure that adults within the school model and teach the behaviour of a good citizen

**5. Additional and special educational needs and disabilities**

Headteachers:

* ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
* establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
* ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[8](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:9) and special educational needs and disabilities[9](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:10) of pupils, providing support and adaptation where appropriate
* ensure the school fulfils its statutory duties with regard to the SEND code of practice

**6. Professional development**

Headteachers:

* ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
* prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers’ professional development
* ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

**7. Organisational management**

Headteachers:

* ensure the protection and safety of pupils and staff through effective approaches to safeguarding[10](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:11), as part of the duty of care[11](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020#fn:1)
* prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
* ensure staff are deployed and managed well with due attention paid to workload
* establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* ensure rigorous approaches to identifying, managing and mitigating risk

**8. Continuous school improvement**

Headteachers:

* make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
* develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context
* ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

**9. Working in partnership**

Headteachers:

* forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
* commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
* establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

**10. Governance and accountability**

Headteachers:

* understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
* establish and sustain professional working relationship with those responsible for governance
* ensure that staff know and understand their professional responsibilities and are held to account
* ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Family of Schools

School Improvement Partner Pen Portraits

**Gillian Barker**

Until she retired in August 2017 after 39 years in primary education, Gill was the head teacher of Lostock Gralam CE Primary School. Lostock Gralam is a high achieving school and under Gill’s leadership achieved two Outstanding SIAMS judgements and Gold RE Quality Mark.

Alongside working in primary education, Gill was an associate lecturer in education at Manchester Metropolitan University for 11years, focusing on trainees embarking upon the PGCE Initial Teacher Training course.

During her time in headship, Gill supported other schools within Chester Diocese delivering training for newly qualified and recently qualified teachers and developing and planning engaging, inspirational collective worship. Gill now works as a Diocesan Consultant and has more recently supported schools as a SIP, conducts headteacher performance management meetings and acts as mentor and tutor to Chester Diocese delegates on the ‘Christian Leadership: Making a Difference’ course. She has trained with the Diocese as a School Improvement Consultant and has conducted Diocesan school reviews.

Gill firmly believes that each pupil is entitled to a rich and exciting curriculum that is wholly inclusive and underpinned by Christian principles that inspire and engage pupils, leading directly to improvement. Gill has helped schools to develop collective worship as a time of deep fellowship, where pupils’ can grow in spirituality and value prayer, silence and reflection, making a vital contribution to a school’s Christian distinctiveness. This is an area that Gill is keen to support other schools with.

Gill has a current enhanced DBS certificate.

**David Capener**

David has worked in five schools, covering three Local Authorities. He has been in teaching for 31 years and is in his second Headship at Prestbury CE Primary School. His previous headship was at a school that had been placed in Special Measures, just before his start, so proved a challenge, but also a valuable learning experience. His current school was graded Good overall under the new framework and Outstanding for Personal Development, which to David and is the most important area. The school was graded Outstanding at the most recent SIAMs.

Over the past twelve years, David has worked on behalf of the Diocese in various roles and is keen to work with colleagues in other church schools. He has conducted School Reviews on behalf of the Diocese and also worked with Headteachers and governing bodies to support school improvement. David is keen to promote and support Christian Distinctiveness and the positive impact it has on a child’s experience across the curriculum at school, as well as Collective Worship and Christian values.

David has a current, enhanced DBS certificate.

# **Kerry Forrester**

Kerry trained at Nottingham University and began her teaching career in an Infant and Nursery school in Retford, North Notts before moving to Cheshire in 1997. She subsequently taught in Winsford and Crewe across KS1. Whilst Deputy at Shavington Primary school, she took on the role on leading Foundation Stage Teacher, supporting a range of schools, before moving into Headship.

Kerry has been headteacher at 3 schools, taking two schools from RI to good and achieving an Outstanding SIAMS. Kerry has supported a range of schools and is part of CLTA Teaching School supporting and recruiting SLEs. Kerry is currently headteacher at a Church of England primary school in Cheshire West and Chester.

Kerry has an enhanced DBS certificate.

# **Helen Friend**

Helen has particular interests in working with vulnerable families and communities, ensuring children are inspired, giving them opportunity to achieve, whatever their background. She has 14 years of experience as a Headteacher, has worked in three different local authorities and been the Headteacher of 3 schools, supporting them to achieve a good Ofsted and outstanding SIAMS in very challenging situations.  Currently Helen is Executive Headteacher of two Church of England schools.

Helen has provided school to school support, has trained as a school improvement partner with the Diocese and has conducted Diocesan school reviews. Her experience covers both church and non-church schools, those with high SEND and Pupil Premium numbers, as well as rural and town schools.

Helen has a current, enhanced DBS certificate.

**Sharon Hudson**

Sharon has thirteen years of experience as the headteacher of Bowdon Church School in Trafford. In March 2020, in their first OFSTED inspection for many years, the school was awarded ‘Outstanding in all areas.’ During the inspection, particular note was made of the leadership’s strong vision, the school’s ethos, behaviour and high standards; together with an outstanding curriculum.

In recent years Sharon has been a member of the EEF School Partnership Programme. This has involved reviewing areas of partner schools at the request of the headteacher. The review is followed by targeted support and evaluation of its impact, working closely with the school’s leadership team. Sharon employs a values-based approach and uses coaching and peer-reviewing methods to support, challenge and celebrate the successes of colleagues.

Sharon believes that excellent teaching and coaching provision creates opportunities for children and in addition to a strong staff team, she has built up a large provision of wide-ranging and specialist taught after school activities. She is committed to inclusion, equality and the end of gender stereotyping.

Sharon has particular expertise in creating church links, improvement planning, school vision and self-evaluation, Rosenshine and the implementation of research into classroom teaching, values-based recruitment, working in partnership with parents, implementing an ambitious curriculum and developing the performing arts.

Sharon has a current enhanced DBS certificate.

# **Susan Walters**

Susan is an experienced senior leader and consultant within primary education, with a wealth of experience in school improvement.  As headteacher, Susan was described by Ofsted as ‘a highly inspirational and exemplary leader with an unrelenting approach to making the school the very best it can be.’ Whilst headteacher at Mill View Primary School for eleven years she led the school from a ‘satisfactory’ judgment to achieving three ‘outstanding judgements.’ Her belief is every child should be given the best opportunities to develop a love of learning and achieve highly through engaging leaders to be self-critical, reflective, and evaluative. Her leadership experience includes 11 years as a Primary school headteacher, Inspector of schools, local authority school improvement partner,  Lead education adviser, Local authority disadvantaged pupil lead, Lead facilitator for national trainers, Strategic leader of national school improvement, Primary mathematics strategy consultant, Mathematics and Early Years local authority lead teacher, Governor of a primary school, Trustee of a multi-academy trust, Professional development trainer and writer of professional development materials for schools, local authorities and nationally. Susan has worked for Chester Diocese for 5 years and feels very privileged to work with the school leaders.

Susan has a current enhanced DBS certificate.

**Logo

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Description automatically generated **Chester Diocese School Improvement**

**Support Package 2022/23**

**School Improvement Order Form**

Please indicate the services required for the academic year 2022/23.

**Completed forms should be returned by e-mail to Emma Furlong:** [**emma.furlong@cdat.co.uk**](mailto:emma.furlong@cdat.co.uk)

|  |  |
| --- | --- |
| **SCHOOL** |  |
| **HEADTEACHER** |  |
| **NUMBER ON ROLL** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **LEVEL OF SERVICE** | Number of sessions / units | COST  (all prices subject to VAT) | PLEASE SELECT |
| **School Improvement Partner\*** *3 x ½ day sessions (one each term) from SIP* |  | **£1,200** |  |
| **School Improvement Partner for small schools\***  *1 x ½ day session (one each year) from SIP* |  | **£400** |  |
| **School Improvement Support – *half day***  *Leadership support tailored to school’s needs* |  | **£400** |  |
| **School Improvement Support – *full day*** *Leadership support tailored to school’s needs* |  | **£600** |  |
| **Headteacher Performance Management\***  *1 x ½ day annual review and target setting*  *(optional mid-year review can be arranged at an additional charge)* |  | **£400** |  |

|  |  |
| --- | --- |
| **School Improvement Partner / HT Performance Management** | |
| Please indicate your choice of SIP/ HTPM in order of preference | |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |

1. The term ‘children’ is used for children in the early years, the term ‘pupils’ for children in Years 1 to 6, and ‘students’ for children and young people of secondary school age, Years 7 to 11 or 13. [↑](#footnote-ref-1)