

## School Improvement Team: Service Level Agreement (SLA) Evaluation Results from 35 Schools 2012 - 2013

We would appreciate your feedback in evaluating the services provided by consultants and advisers as part of our traded service.

The following questions ask you to rate the support provided on a scale of 1 to 4, with 1 being excellent and 4 being poor. How would you rate the overall effectiveness of the support provided?

	1 Excellent	2 Good
Overall effectiveness	<b>30 (85.7%)</b>	<b>5 (14.3%)</b>
How well did support match identified needs	<b>28 (80%)</b>	<b>7 (20%)</b>

How would you rate the following for the consultants providing the support?

	1 Excellent	2 Good
Preparation	<b>30 (85.7%)</b>	<b>5 (14.3%)</b>
Knowledge and expertise	<b>32 (91.4%)</b>	<b>3 (8.6%)</b>
Communication skills	<b>30 (85.7%)</b>	<b>5 (14.3%)</b>
Impact	<b>25 (71.4%)</b>	<b>10 (28.6%)</b>
Approachability	<b>29 (87.9%)</b>	<b>4 (12.1%)</b>

What went well? We would appreciate your additional comments regarding the strengths of the support provided.

- CPD went well for all staff
- Held during the school day and was valued by all staff
- Well organised with good examples for staff to look at
- Level of specialist expertise in EYFS + ICT was much appreciated
- Collective knowledge is invaluable
- Packages designed to meet specific needs
- Flexible and understanding approach
- Professional in messages delivered to staff
- NOVACS were detailed and used towards self evaluation
- Always there when needed/communication with school
- Support for Middle Leaders and triangulation for yr 4/5 were outstanding
- Positive relationship with advisers
- All aspects
- Tailored responses to questions
- Adviser has come to know the school well in a short space of time
- Understood our school context well and focused on building capacity in existing school team
- Training sessions with other schools
- Value for money with knowledge and expertise
- Bespoke training
- Adviser very encouraging but does add challenge. Consultants have all shown expertise in their areas and staff training/conversations that were had with individual or groups have also left everyone with a can do feeling.
- Well organised and good examples for staff to look at

How could the support be improved? Even better if...

- Need to explore phonics in early KS2 more
- Paperwork sent before autumn and spring visit lack clarity, expectations need to be clear and more concise
- Even more time!
- More clarity to inform preparation in advance of the training
- Faster more tailored response for new head teachers – there has been a large gap between the conference and the support meetings
- I could have done a couple of observations of lessons alongside the SIAs
- It was free!
- Something to lift the spirits at the HT briefing sessions

What impact has the support had/or do you think the support will have?

- Observations of Maths lessons show a greater degree of practical maths and investigations being undertaken by the children
- Good knowledge for all staff of early phonics and improved understanding of early phonics being applied to teaching
- Confidence in implementing EYFS curriculum
- Improved quality of teaching and learning
- Better prepared for Ofsted
- Staff knowledge improved dramatically – improved skills will continue to impact on standards
- Confirmation of judgements and action plans
- Raised staff awareness and training for individual colleagues
- SEF writing has 'passed' OFSTED
- Frank discussions have helped shape monitoring and prioritise actions
- Validation of my judgements
- Wide ranging across T&L and L&M
- Staff in school feel empowered
- NQT well supported
- Helped to clarify thoughts and plans for the future
- Better resources and provision in geography and science
- A better understanding in the SLT sense of a level (L5 & L6)
- Increase the capacity of the leadership team, which will contribute overall to raising attainment and progress
- External moderation for OFSTED evidence is useful
- Good guidance to governors for HT Performance Management
- Helped us move from RI to Good, we are now aiming for outstanding!

Do you think the Primary School Improvement traded service offers value for money?

Any comments regarding the charges:

32 (96.9%) said yes, 1(3.1%) said no

NB: 2 did not answer

- This year I feel we have had good value for money
- The consultant input was good value for money
- The cost of the training is relatively expensive and the number of charged courses seems to have increased during the last year. My usual training budget did not cover the increase. This means that we will have to be more selective in future.
- If you need a lot of training, the 5 day package is good value for money
- Always far too expensive and should be free to vulnerable schools

Any comments regarding the flexibility of the service to meet your needs? Are there any changes

you would like to see to the service?

- Spring visit was helpful, helped developing school and are developing a middle leader
- It was flexible but only after I had questioned the schools entitlement and 'spend' for the year. It would be better if there was more trust. I would hate the traded aspect to work against the relationship with the SIA
- Would be good for smaller schools to buy into 'half' of the standard package
- If the SLA ran from September to July so that it could run with the school development plan and therefore be planned more effectively
- Support at cluster level
- Variety of venues
- Appointments always timely and convenient
- I would look at bespoke training again
- More of the same in 2013/2014

Would you recommend our service to other schools in Leeds? Schools beyond Leeds?

32 said yes

NB: 3 did not answer

- Excellent consultancy with high calibre expertise
- I don't feel I can recommend the service when I haven't really accessed much of it

Any other comments/advice you would like to offer as we develop our service for 2013-2014:

- Please can HT briefings focus on the implementation of the national curriculum & Innovation?
- Keep up the good work
- Thank you very much
- Support has been brilliant. Consultants are approachable, highly skilled and have been able to support at various levels, including class based and at leadership level. Looking forward to future work with the team.
- As an acting HT / new HT, it would be nice to receive a couple of additional visits, as an outstanding school we were only entitled to one visit and another couple would have been beneficial, having said that, the advisers were always accessible through a phone call or an email if there were any pressing issues
- Extremely happy with our advisory support which adds so much value to our work and progress
- The cost of HT performance management is expensive
- Continue!
- SIA support particularly helpful
- Providing all SIA's are of the same quality I would recommend the service without hesitation

## School Improvement Team: Service Level Agreement (SLA) Evaluation 2013 - 2014

Number of schools:	<b>16 schools replied by 25.03.14</b>
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**How would you rate the overall effectiveness of the support provided?**

	1 Excellent	2 Good
Overall effectiveness	<b>75% (12)</b>	<b>25% (4)</b>
How well did support match identified needs	<b>81% (13)</b>	<b>19% (3)</b>

**How would you rate the following for the advisers and/or consultants providing the support?**

	1 Excellent	2 Good
Preparation	<b>88% (14)</b>	<b>12% (2)</b>
Knowledge and expertise	<b>94% (15)</b>	<b>6% (1)</b>
Communication skills	<b>81% (13)</b>	<b>19% (3)</b>
Impact	<b>81% (13)</b>	<b>19% (3)</b>
Approachability	<b>88% (14)</b>	<b>12% (2)</b>

**What went well? The strengths of the support provided:**

The ability to match support for individual needs.  
 Excellent support for individual requests and an outstanding contribution made to our improvement priorities.  
 Contribution to EYFS provision has moved the school from satisfactory levels into exemplary and exciting provision.  
 The expertise was very good, up to date and SIC/SIA approachable and honest about their findings and always advised on much more than the request.  
 All SICs listened to what we needed and delivered really focussed sessions that were pertinent to our school rather than just generic training.  
 SIA visits well prepared, challenging and moved us forward.  
 SIA/SIC understanding of schools' needs.  
 Developing very positive and strong relationships with SIA/SICs, meaning they know our school situation very well and can deliver bespoke training and advice. We feel able to ask anything, small to enormous questions and will always be given a good answer or valuable service.  
 The support was very successful due to the way that we were listened to so that the input was relevant to our needs.  
 SIC taking the time to understand the uniqueness of our school and adapting input appropriately and successfully.  
 SIA excellent support for the school through a potentially difficult time.  
 SIA supported me through some challenging and difficult circumstances.  
 SIC has played a valuable part in improving our EYFS.  
 The input from all SICs has been very valuable. All SICs brought a great deal of knowledge about their areas of expertise.  
 SSICs approach enable staff to fully participate and to recognise the need for this work in our school.  
 Excellent support from all.  
 Delighted with SIA support; thorough approach from preparation to delivery and as a result of this excellent support has moved the school on.

**How could the support be improved?**

A running total of how much of the SLA we had used up was noted on the NOVAC.  
 A preparatory report/form completed by the school for the ad hoc service.  
 SICs need to listen to what the issues are before suggesting a course of action. There may well be several issues but the school needs to prioritise the issues it feels can be dealt with first.  
 Because they are always so busy, we have to book their time well in advance and sometimes need it faster – that said they are all very good at e-mailing back quickly.  
 Sometimes information given by SIC has contradicted information given at other meetings. New Heads would benefit from support in writing SEF/SDPs.

**What impact has the support had/or do you think the support will have?**

Teachers' teaching of literacy strengthened, greater calculation consistency throughout the school, inspiration to use practical resources and achieve a greater investigative approach to teaching maths.  
 New curriculum, development of leadership capacity including governance.  
 Excellent impact on support staff skills and training has enabled us to improve and develop positive learning attitudes with pupils.  
 EY – excellent work with FOS addressing issues around moderation resulting in further joint work and more confident professionals.  
 Confident staff, able to deliver better teaching and learning experiences which should have a positive impact on outcomes.  
 Improved staff skills and resources for ICT.  
 Good preparation for the new curriculum and continuing improvement of subject leadership.  
 EYFS support for SMT in dealing with weak practice and support for staff to improve practise.  
 Support with Ofsted process.  
 Improved practice in EYFS and developing leadership skills.

**Do you think the Primary School Improvement traded service offers value for money?**

100% agree

**Any comments regarding the flexibility of the service to meet your needs? Are there any changes you would like to see to the service?**

The quality of training both in school and on central courses is very thorough and matched to new curriculum needs.  
 I'm pleased the flexibility appears to be increasing.  
 The buy in on an ad hoc basis is very useful for top up work or specific school improvement issues – much better than one size fits all approach.  
 The flexibility is a real strength.  
 I like it that I can tailor the service to meet the needs of the school.  
 I like the fact that I can re-negotiate the details of the support as needs change.  
 The input we have had has always met our needs.  
 Very flexible and no change required.  
 More consultants on the team. We need help across all curricular areas.