

# **Chester Diocese School Improvement Support Package**



## **Guidance Information for Schools**

**Reviewed for September 2023**

**Administered for Chester DBE by**



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# Chester Diocese School Improvement Support Package

June 2023

Dear Colleague,

Thank you for choosing to buy into the Chester Diocese school improvement package for 2023-24. 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.

**CDAT school improvement and training deal with the quality assurance and administration of the provision of the Chester Diocese school support package. This sits completely independently from CDAT as an Academy Trust and is a commissioned service for provision of the Improvement service. 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 package offer, 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)



## **Guidance and protocol for SIP visits, School support visits and headteacher appraisals 2023/24 UPDATE**

### **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. Agreed paperwork/information required should be sent beforehand (preferably) or available on the day:
  - SEF (including school context)
  - SDP/SSIP
  - IDSR
  - Any **relevant** data – historical/current

As part of the preparation stage (**expected time 1.5hrs** either prior to visit or on site on arrival), consultants will check the above documentation as well as the curriculum offer on the school website. They will look for key elements such as: coherence/clarity of end points, coverage, link to school ethos/Vision and subject-specific Vision.

#### Conducting the initial visit (**expected time 3.5hrs**)

1. Bear in mind any potential lines of enquiry resulting from the information shared/researched prior to the visit.
2. Discussion with the school leader(s) their current priorities and why they have been selected.
3. Tour the school. While doing this, focus on the key lines of enquiry/identified priorities generated as part of shared ongoing discussion with leaders, key staff and/or observation of the learning environment.
4. Arrange a final 'debrief' to feed back findings and proposed ways forward/areas for improvement and strategies to be implemented before the next meeting.

5. Agree provisional follow-up meeting date and key activities to be planned in (if known at this stage).

#### Conducting Spring/Summer follow-on visits

1. The consultant will request any documentation relating to the action points/challenges that the school was asked to focus on prior to this visit. The expectation is that this follow-on visit will be more focused on activity rather than review of paperwork.
2. Ensure that maximum use of time is spent on evidence-gathering on key area(s) of focus. When looking at standards/impact of leadership or curriculum implementation, triangulation of evidence is paramount. Ensure that you build in opportunities to review children's work (combined with child discussions as additional evidence of embedded learning), talk with teachers about their teaching and learning strategies, impact of (e.g.) AfL or other agreed focus areas from the previous visit, as well as evidence provided by learning environments.
3. The visit report will clearly summarise the impact of work completed/developed against action points/challenges and will detail clear expected milestones for the next visit.

#### Post visit report-writing (expected time 2.5hrs)

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, report is then returned to SIP with any comments.
3. Any amendments to be made by the SIP before sending the final report to the headteacher and to Neil Dixon at CDAT.

**School support/CPD visits** follow the above format for the first meeting in order to identify the key themes to be covered in follow-up visits.

**Schools may request bespoke additional sessions at additional costs** but these should be based on a secure understanding of the school's context and identified priorities, in order to ensure that any specified support/CPD has maximum impact and expected outcomes as a result. This means that again, 1.5 hours should be spent by the consultant briefly reviewing shared paperwork/website information prior to deliver of content/support. It may be decided through mutual agreement that a different member of the consultant's school staff is better suited to deliver additional support; they will be briefed on the school context in the same way, as a summary to provide bespoke support.

#### 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 28). 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 information. A copy of the template that will be used for the School support can be found at p11. If a school has only booked a single/two visits for the year, simply delete the sections that do not apply (*Spring and/or Summer visit record*).

### **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 and guidance to be shared with the school (p15). 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.

### **Follow-up mid-year review**

Governors may request a mid-year review to assess progress towards agreed objectives – this can be negotiated and time adjusted accordingly, depending on whether it is necessary to review evidence. Any progress indicators can simply be added to the original proforma as an additional row under each objective.

### **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. Please contact [Emma Furlong](#) to request the document password.

## **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<sup>1</sup>
- 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.

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<sup>1</sup> 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.



## 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.

**School Improvement Support Programme**  
**SIP/School Support/CPD Report 2023-24 for (name of school)**

**Consultant:**

Headteacher:

Chair of Governors:

Address of School:

Tel No:

E-mail:

Website:

**Date of Autumn term visit:**

**Context of visit** *(including any key information needed from pre-visit documentation)* /  
**Area of support**

**Summary of visit activities** *(including evidence base)*

**Main Findings / Outcomes**

**Strengths/areas of celebration**

- 

**Areas of challenge/development**

- 

**Agreed challenge/development actions / next steps for the school and timescales**

- 

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

**Date of Spring term visit:**

**Update on agreed challenge/development actions, context of visit / Area of support**

- 

**Summary of visit activities**

**Main Findings / Outcomes**

**Strengths/areas of celebration**

**Areas of challenge/development**

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

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

**Date of Summer term visit:**

**Update on agreed actions, context of visit / Area of support**

- 

**Summary of visit activities**

**Main Findings / Outcomes**

**Strengths/areas of celebration**

**Areas of challenge/development**

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

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

**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.

## HEADTEACHER APPRAISAL 2023-24

**NAME OF SCHOOL**

**DATE**

<b>Headteacher</b>
<b>Appraisers</b>
<b>External Adviser</b>

### SECTION 1: REVIEW OF 2022/23

#### PERFORMANCE OBJECTIVES

<b>Objective 1</b>
<b>Success Criteria</b> 1.
<b>Actions</b> •
<b>Headteacher's self-evaluation</b> <i>This may include sign-posting to evidence already provided (eg reports to governors) or any interim reviews</i>
<b>Appraisal Committee comments and evaluation</b>

<b>Objective 2</b>
<b>Success Criteria</b> 1.
<b>Actions</b> •
<b>Headteacher's self-evaluation</b> <i>This may include sign-posting to evidence already provided (eg reports to governors) or any interim reviews</i>
<b>Appraisal Committee comments and evaluation</b>

<b>Objective 3</b>
<b>Success Criteria</b> 1.
<b>Actions</b> •
<b>Headteacher's self-evaluation</b> <i>This may include sign-posting to evidence already provided (eg reports to governors) or any interim reviews</i>
<b>Appraisal Committee comments and evaluation</b>

### IMPACT OF THE PANDEMIC

<b>Impact on agreed performance objectives for 2022/23</b>
<b>Other impact/achievements during this time</b>

### PROFESSIONAL DEVELOPMENT UNDERTAKEN SINCE LAST APPRAISAL

Professional Development Undertaken	Impact

### NATIONAL STANDARDS

<b>Headteachers' Standards (see Appendix)</b>
Specific elements of the standards identified as a priority for 2022/23:
<b>Appraiser comments and evaluation</b>



## OVERALL PERFORMANCE

**Headteacher comments**

**Appraisal Committee comments and evaluation**

**Individual Pay Range**

L to L

**Current pay point of the headteacher**

L

### 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 2023
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 2023

## SECTION 2: 2023/24

## PERFORMANCE OBJECTIVES

### Objective 1

#### Success Criteria

1.

#### Actions

*This may include sign-posting to actions in a specific School Improvement Action Plan*

- 

### Objective 2

#### Success Criteria

1.

**Actions**

*This may include sign-posting to actions in a specific School Improvement Action Plan*

- 

**Objective 3****Success Criteria**

- 1.

**Actions**

*This may include sign-posting to actions in a specific School Improvement Action Plan*

- 

## NATIONAL STANDARDS

**Headteachers' Standards**

The headteacher's performance in 2023-24 will be evaluated against the headteachers' standards.

*If appropriate governors may wish to identify a specific aspect of the standards that needs to be a focus for the headteacher in the 2023-24 appraisal cycle*

## PROFESSIONAL DEVELOPMENT NEEDS

Identified need...	To be met by...

## HEADTEACHER WORKLOAD & WELLBEING

It was agreed that...

## INTERIM REVIEWS

Spring 2024	Summer 2024

**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](#) 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<sup>6</sup>, 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<sup>7</sup>
- 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<sup>8</sup> and special educational needs and disabilities<sup>9</sup> 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<sup>10</sup>, as part of the duty of care<sup>11</sup>
- 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**

**All of our Headteacher Consultant team are current or recently serving Headteachers in Diocesan schools. They understand the context of Church schools and all have worked supporting and working alongside other school leaders. Please read their pen portraits and if you have any queries about your needs, do get in touch with Mark Whitehill, Diocesan School Effectiveness Officer.**

#### **David Capener**

David has worked in five schools, covering three Local Authorities. He has been in teaching for 32 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.

#### **Emma Drew**

Emma has over 17 years of experience in Headship and is currently Headteacher at Overleigh St Mary's Primary School in Chester. This is her first Church school headship and she really welcomes the collaborative opportunities this offers to work with fellow heads who hold children and Christian Values at the heart of all their decision making.

Emma previously taught in inner city Birmingham and in Bristol and her previous headship was in a school with extremely high rates of deprivation where Emma was able to contribute to local and national projects focused on raising achievement for children entitled to PP.

In the past Emma worked for the LA for two years leading on school support for mathematics, was a founder member of a Teaching School and also worked as a National Leader for Education supporting Headteachers and their schools across Bristol.

Despite the broad experience of school improvement, Emma still feels she is still learning in leadership and would welcome the opportunity to support and work with other heads and teams in their improvement journey.

#### **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.

### **Claire Green**

Claire has been a headteacher for 11 years at Capenhurst and during seven of those was a teaching head with responsibility for the EYFS class. She has led the school through 4 Ofsted inspections along with the various challenges and opportunities these bring to a school and its community. She led the school from RI to Good and worked through a challenging experience under the revised framework early in its inception and then secured a good grading in the school's most recent inspection. The school was graded Outstanding by SIAMS in 2016 and are on the list for 2023/24.

Her experience has given her a clear understanding of how to balance the needs of being the head of a small school and its peculiarities. It has also enabled her to develop the skills to manage the expectations from staff and governors through various challenges – safeguarding, finance, staffing changes, falling and growing roll and successful curriculum implementation with mixed-age classes.

Capenhurst has close and long-standing links with three other small church schools in its locality. Through this work, the group is particularly proud of its shared worship and values work. The schools come together virtually for shared worship led by staff and children as well as a shared values day. The work of the group is very much a collegiate approach with headteachers taking turns to suggest and lead different aspects of the shared work during the year.

She has used her participation in the Diocesan Trauma network and her training as a Senior Mental Health Lead to lead staff training based on trauma informed approaches to working in a school covering topics such as attachment, bereavement, the impact of ACEs on children and families. This has enhanced the compassionate provision that everyone is very proud of at Capenhurst. This results in a better understanding of potential barriers to learning and how best to overcome them so that children are in a better mindset for learning.

Her own education philosophy places the child at the centre of every decision made asking herself 'how will this make a difference to the children in my school?' at the start of the decision-making process. She leads quietly and by example, enabling others to take the lead when that is the best way forward.

### **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.

### **Joanne Hyslop**

Joanne trained at Liverpool Hope University where she was awarded the Binney Prize for the highest overall performing BEd Hons student. She began her teaching career at church school in Runcorn before moving to Davenham, where she has been for 15 years. Joanne first worked at Davenham as a class teacher, became the deputy headteacher in 2012 and subsequently the headteacher in 2016. She worships at the local church and is a member of the PCC. Joanne has worked alongside the incumbent to develop initiatives such as 'Church with a Difference' and 'Education Sunday'.

Joanne is passionate about church school distinctiveness and has worked closely with the diocese to drive change at Davenham. For example, she worked with the diocesan RE advisor to develop a 4 year rolling programme for RE which has been shared with other schools. Under Joanne's leadership, the last two SIAMS inspections both judged Davenham to be outstanding, with the most recent one stating 'The outstanding Christian vision and leadership of the headteacher provide a cornerstone for the success and excellence of this deeply Christian school.'

Joanne regards her own professional development as an integral part of helping her to understand how to improve her own school and how to support other schools to do the same. She was part of the Working Party who produced the CWAC RE Syllabus in 2014 and completed the Christian Leadership: Making a Difference Course in 2015. Joanne currently supports the diocese with Keeping on Track visits and sees this work as a real joy and privilege. Joanne is a trained SIAMS Inspector and a trustee of a local MAT. Joanne has an enhanced DBS.

### **Rachel Jones**

Rachel is headteacher at Kingsley St John's CE Aided Primary School. Kingsley St John's is a highly inclusive primary school on the edge of Delamere Forest. It has a very challenging context of high percentage of pupils with SEND and a high number of pupils transferring to the school having faced difficulties and complexities in their previous school. Under Rachel's leadership the school has secured 2 Ofsted 'Good' judgements and 2 SIAMs Inspections, one securing Good and the other Excellent. In the school's most recent Ofsted inspection her leadership was described as 'The headteacher leads the school with a clear and unwavering moral drive. Her commitment to providing pupils with the best education the school can deliver, whatever their individual needs, is unquestionable.'

Rachel also supports Chester Diocese as a Keeping on Track Advisor, fulfilling her passion to support colleagues and inspire others on their journeys of school improvement. She is also part of the Disadvantaged Diocesan group. Within Cheshire West and Chester, Rachel sits on the Top-Up panel, offering experienced considerations on the applications submitted across the Local Authority.

Rachel has also written a number of papers and reports, focusing on SEND and Recruitment challenges in small, rural primary schools. These have been published in The Headteacher Magazine.

Rachel has a current enhanced DBS Certificate.

### **Katie Prescott**

Katie is currently Headteacher at Eccleston CE Primary School in Chester where she has been for 14 years, taking the school from Satisfactory to Good in the last three inspections. Eccleston is also currently an outstanding SIAMS school.

Previously to this, she was Deputy Headteacher at Christ Church CE School in Birkenhead in an area of high deprivation. She has worked in a total of six schools over three Local Authorities.

Katie also worked as Advisory Teacher for English and Literacy Strategy Consultant for Wirral Local Education Authority. She has a wealth of experience in leading Literacy across a wide range of schools and has worked as a Key Stage 2 Writing Moderator for Cheshire West and Chester for the last ten years. She is also a consultant for Literacy Counts.

Katie is also an accomplished musician with a passion for the teaching of quality music in schools.

Katie has an enhanced DBS certificate.

### **Rachel Tainsh**

Rachel has worked in eight schools, covering four local authorities in both church and non-church schools. For the past eight years Rachel has had the privilege of being head at St Mary's Halton. St Mary's is a school in an area of very high deprivation with a high level of children who have significant barriers to learning. Rachel also worked as executive head for a school in difficulty.

Rachel has led the school through two Good Ofsted Inspections, and more importantly an Outstanding Siam. Over recent years the school has received many accolades and awards due to the vision and hard work of the whole school community.

Rachel's passion is to inspire and grow the school community. She is passionate about improving outcomes for all the children, their families and staff of the school.

Rachel is governor at another school near her home and is keen to live out her Christian values with integrity and compassion.

### **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.

## Chester Diocese School Improvement Support Package 2023/24 School Improvement Order Form

Please indicate the services required for the academic year 2023/24

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

<b>SCHOOL</b>	
<b>HEADTEACHER</b>	
<b>NUMBER ON ROLL</b>	

LEVEL OF SERVICE	Number of sessions / units	COST (all prices subject to VAT)	Please tick service(s) required
School Improvement Partner* 3 x ½ day sessions (one each term) from SIP		£1,250	
School Improvement Partner 2 x ½ day sessions (one Autumn, one Spring 2 visit) from SIP		£835	
School Improvement Partner for small schools* 1 x ½ day session (one each year) from SIP		£425	
School Improvement Support - half day Leadership support tailored to school's needs		£425	
School Improvement Support - full day Leadership support tailored to school's needs		£650	
Headteacher Performance Management* 1 x ½ day annual review and target setting (optional mid-year review can be arranged at an additional charge)		£425	

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

## Chester Diocese School Improvement Support Package

### School Support/CPD Request Form 2023-24

**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

<b>Focus of Support</b>	
<b>Delivery date</b>	
<b>School staff involved</b>	
<b>Delivery of Support</b>	
<b>Intended Outcome(s)</b>	

## SESSION 2

<b>Focus of Support</b>	
<b>Delivery date</b>	
<b>School staff involved</b>	
<b>Delivery of Support</b>	
<b>Intended Outcome(s)</b>	

## SESSION 3

<b>Focus of Support</b>	
<b>Delivery date</b>	
<b>School staff involved</b>	
<b>Delivery of Support</b>	
<b>Intended Outcome(s)</b>	