



Issue 3

NAPTA *Headlines*

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Eight steps to prepare for inspection

NAPTA has received a great deal of positive feedback from schools going through inspection, stating how they have used their *Professional Development Review* whole school reports to provide critical self-evaluation evidence. Their best practice can easily be followed through a simple eight-step process, which is designed to enable senior managers to quickly integrate the evidence into existing documents.

Whilst the benefits of the NAPTA **Workforce Development Programme** are not limited to preparing for inspection, the information provided can certainly make a major contribution to this important focus for schools. These eight steps can cut your workload and help integrate the programme as a regular low-overhead/high-impact aspect of your annual self-review.

Step 1: Contextualise

The NAPTA report provides an analysis against all the National Occupational Standards for Teaching/ Classroom Assistants (NOS), since, in theory, these describe the set of skills required by staff. However, not all areas of the NOS will be relevant in the context of your school and the way you use your staff. It is important therefore to identify the less relevant areas, and to make sure that other users of your report understand which these are.

Step 2: Use the positive messages

Talk to any lead inspector, and they will complain that schools tend not to include 'positives' in their self-evaluation form (SEF) and school development plan (SDP). Lead inspectors need

to include both positive and negative observations in their written pre-inspection briefing (PIB), much of which is based on your PANDA, SEF and SDP. You should make reference to the positive messages presented in the analysis to inform these documents.

Step 3: Use the areas for development

With all Section 5 inspections now emphasising the use of self-evaluation evidence, you should make sure that any key messages in your report are included in your SEF and reflected in your SDP.

Step 4: Employment patterns

You need to be able to show that you have undertaken an analysis of the level and nature of work that support staff perceive

they do. At the time of review, you can use this data to compare individual perceptions with actual job descriptions. The profiling exercise helps to clarify the difference between the theoretical capacity to perform a job function, and the actual job function. Misunderstanding often lies behind a support staff member feeling that they are being paid at the wrong level.

Step 5: National Workload Agreement

It is important for you to show that the National Workload Agreement has been applied. Part of this involves demonstrating that a sensible redistribution of the 22/24 tasks has occurred where teachers have stated that they no longer wish to do them.

Step 6: Supporting learning

Due to the brevity of a Section 5 inspection, inspectors will focus their inspection and gathering of evidence on your most vulnerable groups of pupils. These will be defined through an analysis of your PANDA and SEF. In many cases, these pupils will be receiving additional support. As a consequence, it is the staff providing this support who stand a good chance of being observed. Remember that, under Section 5, all staff put in front of pupils are viewed equally, regardless of their qualifications or status. If you have deemed staff suitable to support pupils in this way, you should have

evidence to back up your decision. This applies in all cases where staff support pupils, whether on an individual, small group or whole class basis.

Step 7: Professional development

It is obviously important to show that you have reacted to the findings of self-evaluation, not just taken time to collect and present your findings. This is why the *Development Signposts* or *Training Plan* documents are so important. These map identified need, based on the data collected, against a set of pre-prepared learning resources that may be available. In this way, you can cut down the time you need

to spend writing professional development plans and preparing resources.

Step 8: Feedback

Consider how to feed back personal information to each individual. All staff working in your school have a right to review, which can pose some tricky time management issues for you and your leadership team. Having profiled your staff, you are halfway there, because you have already canvassed their views.

More details on the eight steps and other ways to make best use of your reports can be downloaded from the institutional members' section of www.napta.org.uk.

NEWS IN BRIEF

► Sunflower project

This month, NAPTA is launching an exclusive new teaching scheme, which will be sent to member schools free of charge. The **NAPTA Sunflower Project** pack includes seeds, instructions, information, activities and competitions. It provides all the essentials to grow sunflowers as part of a year-long, hands-on project, which supports the national curriculum for science at key stages 2 and 3.

The project is designed to give a valuable and engaging learning experience to your

pupils, and for support staff to be heavily involved or even oversee it.

► Resubscription

NAPTA is producing new resources for schools that resubscribe, to help continue the process of workforce development. Guidance on comparing reports will help schools see changes at a glance and will clearly demonstrate development for self-evaluation.

Alongside the other benefits of NAPTA membership, resubscribing schools will receive a CPD portfolio builder to help all support staff develop a professional portfolio detailing their

skills and experience. Schools will also receive a comprehensive guide to marking and assessment, specifically designed to help teaching assistants with these difficult tasks.

► Membership milestones

NAPTA membership continues to grow as authorities, schools and individuals take advantage of the benefits. 3000 schools throughout the country are now involved, with 40 000 users of the profiling/surveying systems.