



Self-evaluation Help with completing the SEF

Part A of Ofsted's self-evaluation form (SEF) focuses on the school's actual self-evaluation. This requires analysis, careful wording and both 'soft' (subjective) and 'hard' (objective) evidence. Over time, it will also need to show carefully gathered evidence of improvement against clearly defined and argued targets.

The process involved in undertaking NAPTA profiling/surveying with support staff requires the leadership team to consider in detail the utilisation of staff and their development needs. A key element in the self-evaluation of school performance is the assessment of staff performance. NAPTA profiling/surveying can inform this evaluation, including consideration of:

- staff confidence and performance in all aspects of their jobs
- under-utilised skill sets
- professional development needs
- staff and SMT understanding of the jobs performed by staff.

Much of the value of a process of self-evaluation comes from comparing the perception of members of staff with that of the SMT, and analysing the reasons for any discrepancies between the two.

The following areas of the SEF benefit significantly from data provided through NAPTA profiling/surveying:

4b To what extent do learners feel safe and adopt safe practices?

5a How good is the quality of teaching and learning?

5c How well are learners guided and supported?

6a What is the overall effectiveness and efficiency of leadership and management?

7a What is the overall effectiveness of the provision and its main strengths and weaknesses?

7c What is the capacity to make further improvement?

NAPTA provides full and detailed documentation and support to headteachers, enabling them to efficiently incorporate the data from their school reports into the SEF.



Accessing funding

In April 2006, the Learning and Skills Council's School Support Staff Sector funding, which provided an opportunity for thousands of members of staff in schools across the country to engage in professional development, often for the first time, will come to an end. It is important that the momentum gained from this work is not lost with the end of this funding stream. The Standards Fund money available to local authorities is already stretched and the potential to add activity is often very limited.

NAPTA has been working hard to identify alternative sources of funding, and investigating how to tap into them. This has included accessing LSC funding through

workforce development budgets, employer training programmes, basic skills and through the development of partnerships with RDAs and FE colleges.

Case studies

Greenwich and Havering Local Authorities

Funding has been secured through the LSC and a partnership with Greenwich Community College for 140 teaching assistants to attend a Level 2 accredited programme to develop their skills in the support of learning in the classroom.

Westminster Kingsway College

Over 500 teaching assistants in London have successfully completed a Level 2 or 3 programme to help them apply ICT successfully to their work in schools. The course has been delivered in school and has been funded by the LSC through Westminster Kingsway College.

Membership milestones

NAPTA is currently running programmes in more than 70 authorities across England and Wales and pursuing opportunities in Northern Ireland. Through the vision, hard work and financial support provided by authorities and their officers, more than 20,000 individual support staff members and over 2000 headteachers and schools are benefiting.

NAPTA is acutely aware of:

- the pressures on schools, and on headteachers in particular
- the importance of maintaining its work championing the cause of support staff CPD

- budget constrictions on authorities
- the extra burdens being imposed by the *Extended Schools* programme and the *Every Child Matters* agenda.

To meet these challenges, NAPTA is launching considerably enhanced memberships for schools. These automatically offer membership to nominated individual members of support staff, a host of carefully targeted benefits and, critically, access to the very highly regarded *Professional Development Review* (PDR) and *Support Staff Survey* (SSS).

While resubscription costs are to be met by schools, use of

the PDR and SSS will be on the understanding that compiled data will be made available to the authority that funded initial use of the services. The information provided should still be significant advantage to all parties. NAPTA will be able to maintain its close relationship with colleagues in authorities all over the country and so continue to provide wide-ranging information and support.

For more information on school membership and its associated benefits, please contact Jacquie Cox, Membership Secretary on 01223 224930 or by email at jacquie@napta.org.uk