**Peer Review Model**

*Proposal*

Peer Review Plan

This peer review model is school improvement focused, evaluative and non-judgemental. The focus is on the schools’ school improvement journey and should lead to three outcomes:

1. A collaborative and reflective approach to the school improvement,

leading to

1. individual and collective school improvement priorities

leading to

1. enhanced collaborative continuous professional development

The model has been designed to include three schools and a time commitment to the review process of three years. Selection could be based on a number of criteria including:

* Improved headline results
* Statistical neighbour
* School improvement journey

Facilitating the process will be an external coach/facilitator that has experience and background in school improvement; NLE, retired headteacher etc.

The most important feature of the peer review is the communication and dialogue that the facilitator and school leaders have. Through this dialogue, each school should have a clear idea of where they are in their school improvement journey. This may include;

* Validation that their own self-evaluation is accurate
* Progress towards their school improvement priorities

The focus is on being a critical friend that can use their own experience to support and improve the reviewed school.

Each school will be reviewed and trained over pre determined period .

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Review 1 | Review 2 | Review 3 | Review 4 |
| School 1 | Training week and pre-review presentations and data collection | Review | Support | Lead |
| School 2 | Lead | Review | Support |
| School 3 | Support | Lead | Review |

Each review will have a team of reviewers: potentially formed of A third party, headteachers and senior staff . In most cases the senior staff will be the school’s deputy headteachers. However, due to the focus areas of the review or their specific skills set, other members of staff may be selected to be part of the review.

The time commitment for a review is approximately 3 days. This may include, training for the review process, pre-review presentations and then the review days. It is helpful if the schools that are part of the review commit to the process for the next three years. Enabling, each member of the team to develop the required knowledge and understanding of the school.

Pre-Review Meeting

The focus of this meeting is for each headteacher to share their school’s narrative and to inform the review team where they are in their school improvement journey.

The facilitator’s role is to make sure that all of the information is shared and encourage challenge across the schools.

Each headteacher should bring with them the information below. During the pre-review meeting, each headteacher will get the opportunity to present to the rest of the group. This will provide the important contextual information that enables the review team to support and challenge.

* School narrative
* Current school improvement focus
* School Self Evaluation Form (One Page Summary)
* School Audit
* One page summary of the data (Achievement, Attendance and behaviour)
* Q and A session

As well as sharing their own school’s narrative, collaboratively, the schools will select one focus area that is common across each of the schools. This will enable the facilitator to, across the schools, focus on the relative strengths and development areas for this chosen focus. This may lead to targeted support across the schools or collaborative training.

During the next phase each school will also select one more focus area. This could be an area of strength or development. Alternatively, it could be a school improvement area that the school feel may benefit from assessing its progress. During the second half of the review day, the review team will focus closely on this and, as a result provide detailed feedback in this area.

The Review Day

During the review, there will be a variety of activities that will support the review team in formulating an image of the school. As the review day progresses, there is an expectation that the team becomes more analytical towards the focus areas. Although there is a timetable for the day, there is an expectation, as the team becomes more familiar with the school that this will change and evolve.

Below is an outline of the different activities that can take place.

Review Activities

Meetings With Key Staff

|  |  |
| --- | --- |
| Meeting | Purpose |
| * Initial meeting with the headteacher - | * To identify strengths and areas of development of the school. * To identify the school’s ethos and values * Set the tone and narrative of the review * To provide an opportunity for the headteacher to articulate the actions that the school currently has in place |
| * Meeting Curriculum Focus | * To look at the strengths and areas of development of the school’s curriculum * To identify if the curriculum provides pathways for different learners * To evaluate if the curriculum supports the school’s ethos and values |
| * Meeting Teaching, Learning and CPD Focus | * To identify the school’s current teaching focus areas * To evaluate the success of the school’s current QA systems * To analyse the quality of the current CPD programme |
| * Meeting SENCO, interventions and Pupil Premium | * To analyse and evaluate the use of the schools funding for intervention * To measure the impact of this funding * To identify the attainment and progress gap of key groups (Pupil Premium, Literacy and Numeracy catch-up funding, SEN and any other significant groups) * To evaluate how the school is meeting the needs of all pupils |
| * Meeting Middle Leaders (Core, Foundation, Pastoral Care) | * To analyse and evaluate the impact of middle leadership * To evaluate the success of the leadership team in sharing the school’s vision and values with the wider school team |
| * Meeting behaviour and Attendance | * To evaluate if the impact of strategies the school is employing to improve attendance * To check how the school supports pupils that have behavioural issues * To check the school is reviewing and improving its attendance and behavioural strategies |

Teaching and Learning Activities

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| --- | --- |
| Activity | Purpose |
| * Learning Walks | * To analyse the day to day quality of the school’s typical teaching and learning * To evaluate the success of the school’s CPD programme * To check the quality of the school’s Self evaluation * To evaluate relationships between pupils and staff |
| * Work Scrutinies | * To evaluate the progress over time * To check that policy meets practice |
| * Targeted Work Scrutiny (Home school staff in attendance) | * To compare progress across a range of subjects * To evaluate progress over time * To analyse the behaviours for learning |

Ethos and Vision

|  |  |
| --- | --- |
| Activity | Purpose |
| * Playground Walk | * To check on how the pupils and staff interact with one another * To check if pupils feel proud of their school * To check if the pupils feel part of something larger than themselves |
| * Reception Area Observation | * To evaluate how visitors feel when on their first point of contact with the school * To evaluate how the schools vision and values is shared with the wider community |

Surveys

|  |  |
| --- | --- |
| Activity | Purpose |
| * Staff Survey | * To analyse and evaluate how valued staff feel * To evaluate how ‘in touch’ the school is with all of its staff |
| * Pupil Survey | * To evaluate how the pupils feel about their school * To evaluate how successful the school is sharing their vision with the pupils |

**Parent feedback can be collected using normal OFSTED mechanisms. School may choose to write to parents informing them of the review and encouraging them to contribute on Parentview.**

Informal Leadership Feedback

At the end of the day, informal feedback will provided to the school’ senior leadership team. This should be a simple debrief. It should give the leadership team a sense of the information that the report will contain. The facilitator will lead the discussion

The SLT of the home school will have the opportunity to seek clarity on the analysis and evaluation and challenge the team on their judgements and evaluation.

Formal Feedback – Headteacher and Governors

This feedback is more formal. The focus of this meeting is information giving. This should be the first step in the formulation of the action plan. Again the facilitator will lead this process. Governors will have the opportunity to question the team. However, this should not happen until the feedback is given in its entirety.

Collating the Evidence

All evidence booklets are collected and collated by the review lead.

Draft report should be sent to the headteacher no more than 3 working days from the review.

The headteacher then has 24 hours to respond before the final report is published.

On completion of the report, a date should be set for the peer review for the next academic year.

**Meeting Prompts for Initial Meeting with the Headteacher**

**Notes From School Self Evaluation Form/School Audit/Data Summary.**

**Prompts**

Tell us about your school

What do you believe are the strengths of the school? How have you shared this with all stakeholders?

What are your current areas of concern? What actions are in place to address these?

Tell me about your strongest/weakest department? Why?

What is the school’s capacity to improve?

Is the school value for money?

Is there anything that you would like us to see today?

**Initial Evaluation and Analysis**

**Meeting Prompts for Curriculum Meeting**

**Notes From School Self Evaluation Form/School Audit/Data Summary.**

**Prompts**

When was the last time you reviewed your curriculum?

How does the curriculum cater for the full ability range? The specific needs of your pupils? Pupils that are not secondary ready?

What is your rationale for allocating time for each of the curriculum areas?

How are you responding to the changing school performance measures?

How are you developing pupils ‘soft skills?’

What evidence do you have that your curriculum is fit for purpose and value for money?

**Initial Evaluation and Analysis**

**Meeting Prompts for Teaching, Learning and CPD Focus**

**Notes From School Self Evaluation Form/School Audit/Data Summary.**

**Prompts**

What are the teaching and learning strengths of the school? How do you know?

What is the school currently focussing on?

What is the school’s response to ‘life after levels?’

How do you monitor teaching and learning in the school?

How do you decide on your CPD focus areas?

How do you cater for all the needs of your staff members?

What evidence have you that performance management is robust and holds staff to account?

**Initial Evaluation and Analysis**

**Meeting Prompts for Behaviour and Attendance**

**Notes from School Self Evaluation Form/School Audit/Data Summary.**

**Prompts**

How do you evaluate behaviour and attendance in the school?

What is the current attendance in the school?

How do you know that behaviour is improving?

Tell me about the last PX in the school. How do you know if it could have been avoided?

How are class teachers supported in the school?

Profile the child that struggles with their behaviour/attendance.

How do class teachers support the whole school attendance?

**Initial Evaluation and Analysis**

**Meeting Prompts for SENCO, Interventions and Pupil Premium**

**Notes From School Self Evaluation Form/School Audit/Data Summary.**

**Initial Evaluation and Analysis**

**Prompts**

How do you ensure that all children can access mainstream lessons?

Which of your interventions is successful? How do you know?

How do you deploy teaching assistants? Why do you do this?

Talk to us about your Pupil Premium funding. What evidence do you have that the gap is closing?

How do you ensure that all pupils are secondary ready?

**Meeting Prompts for Middle Leaders**

**Notes From School Self Evaluation Form/School Audit/Data Summary.**

**Prompts**

Tell me about the school’s ethos and vision.

How are you being prepared for the next steps of your careers?

How do you hold your team members to account? How are you held to account?

How does Pupil Premium support your department?

How do you support behaviour and attendance in the school?

**Initial Evaluation and Analysis**

**Learning Walk Summary:**

|  |  |
| --- | --- |
| **Subject:** | **Date:** |
| **School:** | **Reviewer:** |
| **Subject:** | **Time:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus | High (3) | Medium (2) | Low (1) | N/A |
| Students know their current attainment, target and how to improve. |  |  |  |  |
| Teacher uses a range open-ended, higher order and Bloom’s driven questions. |  |  |  |  |
| Learning is appropriate and demanding for the vast majority of pupils |  |  |  |  |
| Resources enable pupils to reach an appropriate range of outcomes. |  |  |  |  |
| Innovative or experimental learning activities are taking place. |  |  |  |  |
| Students' uniform and appearance are in keeping with school expectations. |  |  |  |  |
| Pupils enjoy the subject and feel challenged. |  |  |  |  |
| Marking in books/ folders is up to date. |  |  |  |  |
| High standards of presentation and organisation seen. |  |  |  |  |
| Students are engaged in their learning and positively impact on the learning of others. |  |  |  |  |
| **What went well:** | **Even better if:** | | | |

**Work Scrutiny Summary:**

|  |  |
| --- | --- |
| **Subject:** | **Date:** |
| **School:** | **Reviewer:** |
| **Subject:** | **Time:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus** | **3 = High**  **2 = Medium**  **1 = Low**  **N/A** | | | | |
| Pupil: | Pupil: | Pupil: | Pupil: | Pupil: |
| Presentation |  |  |  |  |  |
| Extended writing |  |  |  |  |  |
| SPAG errors corrected |  |  |  |  |  |
| Targets / WAGs |  |  |  |  |  |
| Formative subject-specific feedback |  |  |  |  |  |
| Evidence of homework |  |  |  |  |  |

|  |  |
| --- | --- |
| What went well: | Even better if: |
|  |  |

**Playground/Site Walk**

**Notes From School Self Evaluation Form/School Audit/Data Summary.**

**Things to look out for:**

How do the pupils communicate with each other?

Do younger and older children mix with one another/

Is the site well-maintained?

Are pupils proud of their school?

Do staff interact with the pupils?

**Initial Evaluation and Analysis**

**Pupil and Staff Reception Areas**

**Things to look out for:**

What is the feel of the environment? Is it linked to the schools vision?

Are visitors made to feel welcome? Is this similar to how phone calls are answered?

Are all pupils greeted in a positive way?

**Notes From School Self Evaluation Form/School Audit/Data Summary.**

**Initial Evaluation and Analysis**

***Strengths and Needs Survey***

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Most Recent Ofsted Judgement: \_\_\_\_\_\_\_\_\_\_\_\_ Change on Previous Inspection: Higher / Same / Lower

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| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Part A:***  **Teaching & Learning** | | **NA** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| This is not relevant in our school / context. | This is a strength in our school.  **We are able to provide support for other schools.** | This is a strength in our school. However we do not feel sufficiently strong to provide support for other schools. | This is volatile issue for us; neither persistently weak nor strong. But we do not need support from other schools in this area. | This is an area of weakness / vulnerability for us.  But we feel we have the capacity to improve this without support from other schools. | This is an area of weakness / vulnerability for us.  **We welcome support from other schools.** |
| 1. | Assessment for Learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Higher Order Thinking Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Higher Order Writing Skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | Using data to close the gaps | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Homework | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Student independence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Questioning skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | Effective use of ICT | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | Boys’ performance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Girls’ performance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. | SEN progress and attainment | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | Pupil Premium impact | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13. | Revision skills | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | Work / vocational related learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. | English as an Additional Language (EAL) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16. | Learning to Learn / PLTS | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17. | Philosophy 4 Children (P4C) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18. | Reading | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19. | Writing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20. | Speaking and listening | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21. | Numeracy – problem solving | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22. | Reporting to parents | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23. | Science | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24. | Biology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25. | Chemistry | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26. | Physics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 27. | Computer Science | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 28. | Food Technology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 29. | Modern Foreign Languages | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 30. | Physical Education | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 31. | Statistics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 32. | Business Studies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 33. | Dance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 34. | Economics | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 35. | French | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 36. | History | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 37. | Italian | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 38. | Religious Education | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 39. | Spanish | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 40. | Art | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 41. | Design & Technology | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 42. | Engineering | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 43. | Geography | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 44. | Literacy and Numeracy catch-up funding | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 45. | Measuring the impact of interventions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 46. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 47. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 48. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 49. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 50. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| ***Part B:***  **Behaviour & Safety** | | **NA** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| This is not relevant in our school / context. | This is a strength in our school.  **We are able to provide support for other schools.** | This is a strength in our school. However we do not feel sufficiently strong to provide support for other schools. | This is volatile issue for us; neither persistently weak nor strong. But we do not need support from other schools in this area. | This is an area of weakness / vulnerability for us.  But we feel we have the capacity to improve this without support from other schools. | This is an area of weakness / vulnerability for us.  **We welcome support from other schools.** |
| 1. | Behaviour management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Attendance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Punctuality | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | Gathering and acting on student voice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Reducing exclusions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Safeguarding and Child Protection | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Health eating | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | Careers Information, Advice and Guidance (CIAG) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | Parent classes / information events | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Personal, Social, Health and Economic Education | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. | Behaviour interventions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | Alternative provision | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13. | Pupils well-being and mental health | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| ***Part C:***  **Continued Professional Development & Learning** | | **NA** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| This is not relevant in our school / context. | This is a strength in our school.  **We are able to provide support for other schools.** | This is a strength in our school. However we do not feel sufficiently strong to provide support for other schools. | This is volatile issue for us; neither persistently weak nor strong. But we do not need support from other schools in this area. | This is an area of weakness / vulnerability for us.  But we feel we have the capacity to improve this without support from other schools. | This is an area of weakness / vulnerability for us.  **We welcome support from other schools.** |
| 1. | School Teachers’ Pay & Conditions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | TLR Reviews | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Coaching and Mentoring | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | Using data to set appropriate teachers’ targets | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Teachers’ Performance Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Associate Staff Performance Management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Gathering and acting on staff voice | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| ***Part D:***  **Whole School Leadership & Management** | | **NA** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| This is not relevant in our school / context. | This is a strength in our school.  **We are able to provide support for other schools.** | This is a strength in our school. However we do not feel sufficiently strong to provide support for other schools. | This is volatile issue for us; neither persistently weak nor strong. But we do not need support from other schools in this area. | This is an area of weakness / vulnerability for us.  But we feel we have the capacity to improve this without support from other schools. | This is an area of weakness / vulnerability for us.  **We welcome support from other schools.** |
| 1. | Financial management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Procurement | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Health & Safety compliance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | Curriculum design and costing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Time management and prioritisation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Stress management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Change management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | Designing a School Improvement Plan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | Collaborative learning (internally) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Managing underperformance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. | Income generation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | Cost effectiveness | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13. | Managing staff reductions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | Redundancies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. | TLR Reviews | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16. | Prevent Duties | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17. | Creating vision, values and beliefs | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18. | Effective transition | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| ***Part E:***  **Governance** | | **NA** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| This is not relevant in our school / context. | This is a strength in our school.  **We are able to provide support for other schools.** | This is a strength in our school. However we do not feel sufficiently strong to provide support for other schools. | This is volatile issue for us; neither persistently weak nor strong. But we do not need support from other schools in this area. | This is an area of weakness / vulnerability for us.  But we feel we have the capacity to improve this without support from other schools. | This is an area of weakness / vulnerability for us.  **We welcome support from other schools.** |
| 1. | Able to analyse and evaluate performance data | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Awareness of all statutory duties and policies | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Able to equally support and challenge SLT | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| ***Part E:***  **Partnerships** | | **A** | **B** | **C** | **D** | **E** |
| Significant and sustained involvement | Occasional involvement | Little involvement | No involvement | Would like to be involved or learn more. |
| 1. | Ark | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Edge | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Oak | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4. | E-Act | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Oasis | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Bartley Green Teaching School Alliance | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Bournville Primary Teaching School Alliance | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8. | SSAT | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9. | Colmore Partnership Teaching School Alliance | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10. | Birmingham Catholic Partnership | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15. | Feel free to add further areas for us to consider. | ✓ | ✓ | ✓ | ✓ | ✓ |

**General Evidence Form:**

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| **Why did I choose to focus on this:** |
| **What I found out:** |

**Initial Evaluation and Analysis**

**Staff Survey** *(to be handed out in briefing and collected for the afternoon session)*

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|  | **(please tick)** | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Don’t Know** | **Not Applicable** |
| **1** | I am proud to be a member of staff at this school. |  |  |  |  |  |  |
| **2** | The ethos of the school is a positive one. |  |  |  |  |  |  |
| **3** | Children are safe at this school. |  |  |  |  |  |  |
| **4** | Behaviour is good in this school. |  |  |  |  |  |  |
| **5** | The behaviour of pupils is consistently well managed. |  |  |  |  |  |  |
| **6** | The school deals with any cases of bullying effectively (bullying includes persistent name-calling, cyber, racist and homophobic bullying). |  |  |  |  |  |  |
| **7** | SLT, Middle Leaders, SEN and Core Leaders do all they can to improve teaching. |  |  |  |  |  |  |
| **8** | The school successfully meets the differing needs of individual pupils. |  |  |  |  |  |  |
| **9** | I know what we are trying to achieve as a school. |  |  |  |  |  |  |
| **10** | There is a shared ethos between Teaching staff, Associate Staff and pupils. |  |  |  |  |  |  |
| **11** | The school actively promotes Literacy across the curriculum. |  |  |  |  |  |  |
| **12** | The school actively promotes Numeracy across the curriculum. |  |  |  |  |  |  |
| **13** | The school actively promotes Spiritual, Moral, Social, & Cultural developments (SMSC) to widen pupil opportunities. |  |  |  |  |  |  |
| **15** | I consistently apply school policies. |  |  |  |  |  |  |
| **16** | The school makes appropriate provision for my professional development. |  |  |  |  |  |  |
| **17** | The quality of CPD sessions has been good or better. |  |  |  |  |  |  |
| **18** | The CPD Sessions have had an impact on my professional practice. |  |  |  |  |  |  |
| **21** | I have tried new teaching methods this year. |  |  |  |  |  |  |
| **30** | I believe that active Parental engagement increases pupil progress. |  |  |  |  |  |  |
| **31** | The school is well led and managed. |  |  |  |  |  |  |
| **32** | ***Add question related to focus area*** |  |  |  |  |  |  |
|  | If you wish to explain any of your answers, or add any further comments, please give details here. | | | | | | |

**Pupils Survey** *(To be handed to a cross-section of the student population at the start of the day and collected for afternoon session)*

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|  | **(Please Tick** | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t Know** | **Not Applicable** |
| **1** | I feel safe at XXX. |  |  |  |  |  |  |
| **2** | I know how well I am doing at school. |  |  |  |  |  |  |
| **3** | I know why English and Maths are important to my future. |  |  |  |  |  |  |
| **4** | I am happy to come to school. |  |  |  |  |  |  |
| **5** | I learn a lot in my lessons. |  |  |  |  |  |  |
| **6** | Teachers change their lessons to fit my learning. |  |  |  |  |  |  |
| **7** | XXX helps me be healthy in and out of school. |  |  |  |  |  |  |
| **8** | I feel I am being well prepared for my future. |  |  |  |  |  |  |
| **9** | XXX gives me lots of opportunities outside of lessons. |  |  |  |  |  |  |
| **10** | Staff in school explain to me how to improve my work. |  |  |  |  |  |  |
| **11** | If I have a problem at school I know someone will help me. |  |  |  |  |  |  |
| **12** | Teaching at XXX is good. |  |  |  |  |  |  |
| **13** | I know how important regular reading is to my future. |  |  |  |  |  |  |
| **14** | I understand why punctuality and attendance are so important. |  |  |  |  |  |  |
| **15** | Pupils' behaviour in my lessons is good. |  |  |  |  |  |  |
| **16** | XXX deals with all types of bulling well. |  |  |  |  |  |  |
| **17** | Being at XXX has helped my confidence. |  |  |  |  |  |  |
| **18** | Staff are interested in my views. |  |  |  |  |  |  |
| **19** | Staff want me to do well. |  |  |  |  |  |  |
| **20** | The work I have done this year is just right - not too difficult and not too easy. |  |  |  |  |  |  |
| **21** | I know what I have to do to progress in my subjects. |  |  |  |  |  |  |
| **22** | I feel like I belong to XXX. |  |  |  |  |  |  |
| **23** | I would recommend XXX to other people. |  |  |  |  |  |  |
| **24** | I use my Learning Journal regularly. |  |  |  |  |  |  |
| **25** | XXX teaches me how to be organised. |  |  |  |  |  |  |
| **26** | XXX teaches me how to work well on my own. |  |  |  |  |  |  |
| **27** | I believe that all students are included and respected at XXX. |  |  |  |  |  |  |
| **28** | I am encouraged to work as part of a team. |  |  |  |  |  |  |
| **29** | I often think about what I have learnt. |  |  |  |  |  |  |
| **30** | XXX helps me be more creative. |  |  |  |  |  |  |
| **31** | I understand how important hobbies are. |  |  |  |  |  |  |
| **32** | All pupils are expected to achieve the best they can at XXX. |  |  |  |  |  |  |
| **33** | XXX makes me think about my learning. |  |  |  |  |  |  |
| **34** | XXX regularly encourages me to challenge the way I think. |  |  |  |  |  |  |
| **35** | All students are treated the same. |  |  |  |  |  |  |
| **36** | Staff treat students with respect. |  |  |  |  |  |  |
| **37** | XXX helps prepare me for my future. |  |  |  |  |  |  |
| **38** | I understand what behaviour is expected of me at XXX. |  |  |  |  |  |  |
| **39** | Staff regularly mark my books and let me know how I've done. |  |  |  |  |  |  |
| **40** | XXX gives me a love of learning. |  |  |  |  |  |  |
| **41** | I've learnt to think about right and wrong at XXX. |  |  |  |  |  |  |
| **42** | XXX helps me think positively about myself. |  |  |  |  |  |  |
| **43** | Lessons are varied and interesting. |  |  |  |  |  |  |
| **44** | I understand the meaning of my levels and targets. |  |  |  |  |  |  |
| **45** | ***Insert a question about focus area*** |  |  |  |  |  |  |
| **Is there anything that you would like to share with your teachers about you experiences at school:** | | | | | | | |

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|  | **Facilitator** | **Headteacher**  **(home)** | **Deputy Headteacher**  **(home)** | **Headteacher**  **(lead)** | **Deputy Headteacher**  **(lead)** | **Headteacher** | **Deputy**  **Headteacher** |
| **8:30am** | Meeting with the headteacher  (Strengths and areas of development) | Meeting with the headteacher  (Strengths and areas of development) | **Staff Briefing** | Meeting with the headteacher  (Strengths and areas of development) | Playground/Walk of site  -ethos | Meeting teaching, learning and CPD Focus | Pupil and Staff reception areas  -ethos |
| **Period 1** | Learning Walk – Core | Learning Walk - Core | Work Scrutiny – Ebacc | Learning Walk - Core | Work Scrutiny - Other | Learning Walk - Ebacc | Work Scrutiny - Ebacc |
| **Period 2** | Work Scrutiny-Core | Work Scrutiny -Core | Learning Walk - Ebacc | Meeting Curriculum Focus | Learning Walk - Other | Meeting SENCO, interventions and Pupil Premium | Learning Walk – Other |
| **Break** | **Break** |
| **Break** | **Break** | **Break** | **Break** | Observe Break – Outside space - Ethos | **Break** | Observe Break – Inside Space - Ethos | **Break** |
| **Period 3** | **Initial Discussion – What do we need to see?**  **Decision on the focus on the work scrutiny** | | | | | | |
| Paired Learning walks | Time and space to orgainse the work scrutiny and record initial feedback | | Paired Learning walks | Paired Work Scrutiny | Paired Work Scrutiny | Paired Learning walks |
| **Period 4** | Requested meeting – Focus area | Focused Learning Walk/work scrutiny | Focused Learning Walk/work scrutiny | Requested meeting – Focus area | Requested meeting – Focus area | Focused Learning Walk/work scrutiny | Focused Learning Walk/work scrutiny |
| **Lunch** | **Quite time/Lunch/Informal chats** | | | | | | |
| **Period 5** | Focused Work Scrutiny | Focused Work Scrutiny | Focused Work Scrutiny | Focused Work Scrutiny | Focused Work Scrutiny | Meeting Attendance and Punctuality | Meeting Middle Leaders (Core, Foundation, Pastoral Care) |
| **3:30pm** | Reflection and evidence collection – time for any meetings that are incomplete | | | | | | |
| **4:00pm** | Informal Feedback to the headteacher and nominated SLT members | | | | | | |
| **4:30pm** | Formal Feedback to headteacher and governors | | | | | | |
| **5:00pm** | Collation of evidence, thanks and depart | | | | | | |

**Suggested Day**

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|  | Meeting time – reviewers will have a set of questions to ask. These should be added to with supplementary questions that are decided by the shape of the discussion |
|  | Ethos – reviewers should observe, listen and evaluate the school. There should be a focus on the atmosphere of the school and a shared understanding of community |
|  | Work Scrutiny – reviewers should focus on the criteria on the forms. Before engaging in this activity, reviewers should familiarise themselves with the school’s policy documents. A space is provided for highlighting best practice |
|  | Learning Walks – Reviewers should focus on the criteria on the forms. A space is included for the focus area and any good practice that is seen. |
|  | Paired Activities – Reviewers work with home school staff to check the accuracy of their QA process. Time should be given to discuss the work that is seen and come to an agreement on the feedback |
|  | Focus Activities – Reviewers will be guided by the home school in completing activities that will showcase the focus areas that have been selected. These may be meetings, lesson observations, sharing of work or learning walks. |

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|  | **Facilitator**  **Clare Considine** | **Headteacher**  **Andrew Dawson** | **Deputy Headteacher**  **Andrew Lomas** | **Headteacher**  **Barry Doherty** | **Deputy Headteacher**  **Steve Morris** |
| **8:30am** | Meeting with the headteacher  (Strengths and areas of development) | Meeting with the headteacher  (Strengths and areas of development) | **Staff Briefing** | Meeting with the headteacher  (Strengths and areas of development) | Meeting teaching, learning and CPD Focus |
| **Period 1** | Learning Walk – Core | Learning Walk - Core | Work Scrutiny – Ebacc | Learning Walk - Core | Work Scrutiny - Other |
| **Period 2** | Work Scrutiny-Core | Work Scrutiny -Core | Learning Walk - Ebacc | Meeting Curriculum Focus | Meeting SENCO, interventions and Pupil Premium |
| **Break** |
| **Break** | **Break** | **Break** | **Break** | Observe Break – Outside space - Ethos | **Break** |
| **Period 3** | Initial Discussions – What do we need to see?  A decision is made on the focus of the work scrutiny | | | | |
| Requested meeting – Focus area | Time and space to orgainse the work scrutiny and record initial feedback |  | Paired Learning walks | Paired Work Scrutiny |
| **Period 4** | **Quite time/Lunch/Informal chats** | Focused Learning Walk/work scrutiny | Focused Learning Walk/work scrutiny | Requested meeting – Focus area | Pupil Voice Survey |
| **Lunch** | Quiet Time/Lunch/Informal Chats/Reflection | | | | |
| **Period 5** | Reflection and evidence collection – time for any meetings that are incomplete | Focused Work Scrutiny | Focused Work Scrutiny | Focused Work Scrutiny | Focused Work Scrutiny |

**Hunters Hill Technology College – Suggested Day**

**First Year Report** *(be aware that this report will be shared with all stakeholders.)*

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| **Name of School:** | Review Team: |
| **Date of Review:** | Facilitator: |
| **Focus Area:** | |
| **Details of the Review:** *(Include evidence that has been same, including number of lessons, number of books, data, surveys etc.)* | |

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| **Key Strengths of the School:** *(Please focus in on the detail and make analytical and evaluative comments. Avoid broad brushstroke comments that do not support the school on their journey. Make sure that the key focus area is commented on.)* |

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| **Areas for development:** *(Please restrict this to no more than three key areas. To support the school you may provide initial examples that of how these areas could be addressed. Again, please comment of the focus area.)* |

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| **Suggested School Improvement Plan Strategies:** *(This may contain advice and guidance on a new area or could comment on the success of current priorities.)* |

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| **Final Comments:** *(Please take the opportunity to bring the above information together. In addition, the report should have a vote of thanks to staff for their hard work.)* |

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| **Facilitator Signature:** | **Headteacher Signature:** | **Date of Next Review:** |
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**Notes**

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