



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
SCHOOL NAME

Name of School:	School
Headteacher/Principal:	Name
Hub:	Hub
School phase:	
MAT (if applicable):	

Overall Peer Evaluation Estimate at this QA Review:	Estimate
Date of this Review:	DD/MM/YYYY
Overall Estimate at last QA Review	Estimate
Date of last QA Review	DD/MM/YYYY
Grade at last Ofsted inspection:	Grade
Date of last Ofsted inspection:	DD/MM/YYYY



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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Estimate

Quality of provision and outcomes Estimate

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence Accredited/Developing

**Previously accredited valid Areas
of Excellence** Title, DD/MM/YYYY

Overall peer evaluation estimate Estimate

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Type here (150-200 words)

– Please type this section in prose, not bullet points

2.1 Leadership at all levels - What went well

- Type here (350-450 words)
- Please include the following in the WWWs or EBIs:
 - ✓ The impact of the vision of leaders and governors
 - ✓ Focus on improving teachers' subject knowledge and pedagogy
 - ✓ Completion of programmes of study
 - ✓ The impact of other leaders such as subject leaders
 - ✓ Climate for learning
 - ✓ Community engagement to enhance learning
 - ✓ Curriculum enrichment – including SMSC development
 - ✓ The take up of extra-curricular activities
 - ✓ The impact of personal development on pupils' character
 - ✓ Provision for wellbeing
 - ✓ Pupils' understanding of their role in modern Britain, together with diversity and equality
 - ✓ Careers education and guidance

2.2 Leadership at all levels - Even better if...

...Type here

3.1 Quality of provision and outcomes - What went well

- Type here (450-550 words – 600 in exceptional circumstances such as an all through or large secondary school)
- Suggested areas for WWWs or EBIs:
 - ✓ Curriculum rationale, ambition and access
 - ✓ Curriculum coherence and planning
 - ✓ Provision for reading, including phonics, and its impact
 - ✓ Teachers' subject knowledge and how they keep up to date
 - ✓ Teachers accuracy in speaking, listening, reading and writing
 - ✓ Pupils' recall of content and its application
 - ✓ The quality and suitability of teaching materials
 - ✓ The demand of the work given to pupils
 - ✓ Pupils' knowledge, skills and understanding development, including disadvantaged and pupils with additional needs
 - ✓ Pupils' readiness for the next stage of their education
 - ✓ The quality of work across the curriculum beyond English and mathematics
 - ✓ Historic outcomes – headlines with limited statistics and clear evaluation for all pupils, including disadvantaged and pupils with additional needs.
 - ✓ Expectations and pupils' response to them
 - ✓ Relationships and culture for learning
 - ✓ Attendance

3.2 Quality of provision and outcomes - Even better if...

...Type here

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

Type here (200-300 words)

Please include the following in the WWWs or EBIs:

- ✓ Leadership of the provision and outcomes for disadvantaged pupils and pupils with additional needs.
- ✓ Curriculum adaptation and access for disadvantaged and students with additional needs.
- ✓ Historic progress and attainment for disadvantaged and students with additional needs (key focus is on progress from starting points).
- ✓ Behaviour and attitudes for disadvantaged students and students with additional needs.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...Type here

5. Area of Excellence (400-500 words)

AoE title

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Type here

5.2 What evidence is there of the impact on pupils' outcomes?

Type here

5.3 What is the name, job title and email address of the staff lead in



this area?

Name: type here

Title: type here

Email: type here

Developing

5.1 How is this area developing to be a strength? What actions is the school taking to grow expertise in this area?

Type here

5.2 What are the next steps to work towards accredited status next year?

Type here

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.



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Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)