

Overview of the QAR updates to documentation (2022-23)

Based upon feedback, we have made several adjustments to the 2022/23 documentation for the QAR in order to ensure that they are as up to date, relevant and useful as possible.

These changes will continue to improve the Quality Assurance Review so that all schools, staff, and pupils in the Challenge Partners' national network will benefit. The changes can be identified in the documentation as they are highlighted in red. An overview of the changes that have been made can be found below:

1. QA Review Handbook
 - a. Roles and responsibilities
 - i. Update to roles and responsibilities descriptors around safeguarding
 - ii. Reviewer role - added in suggestion to look at website prior to attending
 - iii. Addition of Trust Leader as a role - any involvement of a trust leader must be discussed prior to the review between Lead Reviewer and Headteacher
 - iv. Inclusion of instructions for LR/Host schools on how to engage with Trust Leader if they wish to be involved
 - b. Structure
 - i. PRA/Context setting: added in reference to code of conduct and LR responsibility to ensure code of conduct is followed
 - ii. Updated list of supporting documents
 - c. Guidance
 - i. Host school guidance
 1. Further guidance added around agenda setting, taken from a previously separate guidance for setting your review timetable document
 - ii. Area of Excellence
 1. Example application forms now included in the handbook (previously a separate document)
 - iii. Lead Reviewer guidance
 1. Pre-review communication - reminder to prompt headteacher about trust involvement and the need for this to be discussed and agreed in advance
 2. PRA/Context meeting guidance - Addition of QA Review protocols (as a reminder)
 3. Whole team meetings guidance - additional suggested questions added
 4. Gathering evidence guidance - guidance added around using the learning exploration form and using data
 5. Guidance for supporting the review team - additional guidance around self-reflection added

2. Learning exploration form
 - a. As expected marker added to sliders to help orient discussion
 - b. Additional sliders added
3. Estimates and Estimate Descriptors
 - a. As only 18% of schools opted out of estimates last year, there is an appreciation that the majority of schools find estimates beneficial and of value. We will continue with estimates in 2022-23 and estimates will also continue to be an opt-out option for schools. The decision to opt-out must be made between the school and the lead reviewer *ahead* of the review, for instance, in the pre-review call.

The key changes to the descriptors include:

- The Leading estimate has been sharpened:
 - We have strengthened the message that *all* elements of Effective must be met before a review team considers the criteria for Leading.
 - More weight has been given to the statement that Leading schools are leaders in the education system. Evidence must be provided where schools are having an impact on a number of other schools.
 - Carefully considered evidence-based research must underpin strategic planning and its implementation
 - Leading schools are to demonstrate standards that are above average and demonstrate exceptional progress for disadvantaged pupils and those with additional needs
- Further distancing the QA Review from the Ofsted model:
 - To avoid any potential confusion with Ofsted grades, QA Review estimates have been reduced from 4 estimates to 3, Leading, Effective and Working towards effective
 - Making slight changes to our language, for instance using 'exemplary' instead of 'exceptional'

Please note that the most up to date information/ template/documentation is always available on the Challenge Partners website.