

Report writing requirements for Lead Reviewers

As a lead reviewer, the first tier of the Quality Assurance Process starts with you. Please adhere to all the points below and ensure **they have all been met** before sending the **final version** of each report to your QA Reader.

Report content

Challenge Partners' style



Use full sentences

Teachers use deep questioning effectively to challenge the most able pupils.

Deep questioning used to effectively challenge most able pupils.

Use UK English spellings

Recognise
Organise

Recognize
Organize

Avoid the overuse of capital letters

Effective development of middle leaders in humanities has provided senior leaders with additional capacity for curriculum planning.

Effective Development of **Middle Leaders in Humanities** has helped provide **Senior Leaders** with additional capacity for curriculum planning.

Acceptable use of capital letters:

Key Stage, Year,
Progress 8, Attainment
8, French, English,
Nursery, Early Years,
Sixth Form

Use the past tense when referring to end of year assessment data and make evaluative statements

Data from 2019 showed disadvantaged pupils making strong progress in English and mathematics.

Data from 2019 shows disadvantaged pupils making progress in English and mathematics.

Use the present tense when referring to general comments about the school, and the past tense with specific examples

Leaders **use** teaching assistants strategically with EAL pupils. In a Year 9 mathematics lesson, teaching assistants were deployed to help with technical vocabulary.

Leaders **used** teaching assistants strategically with EAL pupils.

Avoid commenting on safeguarding

N/A

Safeguarding procedures are robust.

Avoid using the following words: outstanding, good, requires improvement, inadequate.

There are **excellent** relationships between pupils and teachers.

There are **outstanding** relationships between pupils and teachers.

Use the term disadvantaged pupils rather than pupil premium

Disadvantaged pupils benefit from after school clubs.

Pupil premium pupils benefit from after school clubs.

Challenge Partners' style



<p>Avoid creating new estimates</p>	<p>Leading Effective Working towards effective Ineffective</p>	<p>Effective with outstanding features</p>
<p>Use unequivocal 'What Went Wells' avoiding the term such as 'however' and 'although'</p>	<p>The curriculum offers all pupils the opportunity to sit the Ebacc.</p>	<p>The curriculum has been designed to offer all pupils the opportunity to sit the Ebacc. However, only a small proportion of pupils take this opportunity.</p>
<p>'Even better ifs' using the appropriate tense and ellipsis ... (3 dots only!)</p>	<p>Even better if... ... the most able pupils had more opportunity to deepen their understanding.</p>	<p>Even better if... the most able pupils have more opportunity to deepen their learning.</p>
<p>Limit the use of the passive voice</p>	<p>Leaders deploy teaching assistants appropriately</p>	<p>Teaching assistants are deployed appropriately</p>
<p>Write 'Key Stage' in full throughout the report, using a capital 'K' and a capital 'S'</p>	<p>Leaders have focussed on a diverse and engaging Key Stage 3 curriculum.</p>	<p>Leaders have focussed on a diverse and engaging KS3 curriculum.</p>
<p>Use full explanations of usually abbreviated terms for the first time in the report, followed by the acronym in brackets</p> <p>List of acceptable acronyms: GCSE, A-level, WWW, EBI, BTEC, PSHE, Ebacc, IT</p>	<p>Pupils with special educational needs and/or disabilities (SEND) are...</p>	<p>SEND pupils are....</p>
<p>Refer to progress made against last year's EBIs at the start of the report. Write a brief summary of the impact of the actions taken, and whether they have been partly or fully addressed</p>	<p>Leaders have responded fully to EBIs from the last review. They have established systems to identify higher ability pupils who are underachieving, allowing staff to take appropriate action. Improvement in pupils performance is evident.</p>	<p>EBI...if leaders identified higher ability pupils that are underachieving.</p> <p>Leaders have responded fully to EBIs from the last review. They have established systems to identify higher ability pupils who are underachieving, allowing staff to take appropriate action. Improvement in pupils performance is evident.</p>
<p>Vary your language, in particular when using adjectives and adverbs</p>	<p>Teachers used questioning skilfully... Teachers deploy teaching assistants judiciously...</p>	<p>Teachers use questions skilfully... Teachers deploy teaching assistants skilfully...</p>
<p>Ensure that the language of the text reflects the estimate descriptors and unequivocally reflects the estimates agreed.</p>	<p>N/A</p>	<p>N/A</p>

Challenge Partners' style



Use impact statements so that the report is evaluative NOT descriptive and write about the **impact of actions and strategies**

Teachers have positive relationships with pupils so that lessons flow smoothly and effectively. Consequently, pupils focus well on their learning and are keen to do well.

Teachers have positive relationships with pupils.

Use **actual examples** from the school to justify the text and the estimate, as the report must reflect the unique nature of the school

Leaders seize opportunities to celebrate achievements. The 'I'm proud to be at King's School because...' plaques on doors throughout the school demonstrate pupils' appreciation for their community.

Leaders seize opportunities to celebrate achievements and this is evident throughout the school.

Keep EBI statements clear and simple and ensure the number of EBIs reflects the estimate for the section

...teachers empowered teaching assistants to shape pupils' learning.

...if leaders reviewed the structure for managing behaviour.

Be mindful of the number of EBIs used in relation to the estimates

Leading - no more than 2
Effective - no more than 3
Working towards effective/ineffective - no more than 5

N/A

Ensure that the language of the text reflects the estimate descriptors and unequivocally reflect the estimates chosen

N/A

N/A

Avoid use of the phrase 'during the review'

Pupils are...

During the review pupils were...



Guidance for writing about outcomes

Write evaluative sentences, avoiding the use of statistics and numbers

Whilst pupils **attained well** above the national average in mathematics in 2019, attainment in writing was much weaker.

Pupils' attainment score was -0.03 and pupils' progress score was -0.06 in 2019.

Use proportions or percentages, not absolute numbers, and relate it through an evaluative statement in relation to the national average.

More than two thirds of pupils achieved the expected standard in the phonics check in 2019.

60 pupils achieved the expected standard in the phonics check in 2019.

Compare the achievement of disadvantaged pupils with other pupils nationally.

Disadvantaged pupils achieve slightly below other pupils nationally.

Disadvantaged pupils achieve slightly below other pupils in the school.

Evaluate pupils' current progress and the development of their knowledge, skills and understanding.

Current work in books demonstrates that most Year 2 boys are making expected progress in grammar, punctuation and spelling (GPS). They have extended their understanding of GPS and use this well to write with greater variety and accuracy.

Pupils are making progress at the expected standard.

Important reminder to include detail about narrowing the gap and pupil premium in your QA Review report

At Challenge Partners our mission includes the wording to; **'improve pupils' outcomes and reduce educational inequality through effective collaboration.'** This year we are wanting to really drive this aspect of our mission, ensuring that we are working to narrow the achievement gap through all our work streams and raise the profile of this aspect of our mission. As the QA reviews are a central piece of Challenge Partners strategy, we want to ensure that all QA reports continue to include detail and information about the school's approach to narrowing the gap for disadvantaged pupils. Therefore, **please ensure you include detail about this in all sections of the report.**

Formatting

Challenge Partners' style



Font	Arial
Size	Headings: 14 Text: 12 Tables: 14 Header: 14
Justifying	No justifying
Word counts Remain within the given ranges, and reach the count for school information Word counts EXCLUDE the EBIs	350 – 450 (up to 495 in exceptional circumstances) for Leadership at all Levels 450 – 550 (up to 595 in exceptional circumstances) for Quality of Provision and Outcomes 350 - 450 (up to 495 in exceptional circumstances) for Quality and Provision of outcomes for disadvantaged pupils and pupils with additional needs 150 - 200 for context and character of the school 400 – 500 for Area of Excellence (for all answers)
AoE section	In the report template, there are two sets of questions, the first set is to be used if the AoE is accredited, the second set if the AoE is developing. Please delete the appropriate set of questions as necessary (including any table rows).
School name in header	Type school name into the header in capitals and remove yellow highlight. Check the exact name with the headteacher.
Hub name	Use the correct hub name from your pre-review information email and check with the headteacher.
Date format	Use short date of the PRA day of the review only e.g. 17/10/2021. NOT 17 th -19 th October 2021.
Previous Ofsted inspection grade with new or recently academised schools	If the school is new or there has not been an inspection since academisation: N/A However, if the school wishes it to be included: N/A (good prior to academisation)