

Quality Assurance Review

LEAD REVIEWER HANDBOOK

2022-2023



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Welcome

Welcome to the Challenge Partners' Quality Assurance Review (QA Review).

Challenge Partners is a national education charity, established and led by practitioners. Our mission is to reduce educational inequality and improve the life chances of all children. Through collaboration, challenge and professional development, we are working to ensure every school community can benefit from the combined wisdom of the education system.

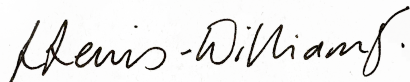
Our in-person Quality Assurance Review (QA Review) has always been at the heart of our Network of Excellence, providing the challenge that is part of our name. This professionally-led peer review focuses on how approaches to curriculum, pedagogy and leadership benefit all learners, particularly those from disadvantaged backgrounds or with additional needs. It identifies and celebrates exceptional practice, helping each school to identify what they need to do to improve on their previous best. For peer reviewers, it provides exceptional continual professional development. At network and system level, it gives us the confidence to know that the practice we promote and share is accredited as being among the best in the country.

Challenge Partners has facilitated over 2500 Quality Assurance Reviews involving over 4500 school leaders since 2011 and we are proud of the impact they have had on schools, leaders and the system.

Now, more than ever we continue to believe that peer review and effective collaboration and sharing of best practice are needed. The QA Review provides leaders with the opportunity to both assess where they are in their school improvement journey after a period of time without external validation or benchmarking and also benefit from the support and challenge of experienced leaders from across the country.

We look forward to working with you to enable you to make the most of this opportunity to both host and take part in QA Reviews this year and beyond.

Yours sincerely,



Laura Lewis-Williams

Executive Director (Acting), Challenge Partners



Mission and Values

Our mission is to reduce educational inequality and improve the life chances of all children. Through collaboration, challenge and professional development, we are working to ensure every school community can benefit from the combined wisdom of the education system.

To work towards our mission, we have collectively adopted these **four core aims** that guide what we do:

- **Improve pupils' examination results** at a rate above the national average and accelerate progress of the disadvantaged
- **Enable all our schools to improve** at a rate above the national average
- **Develop leadership and improvement capacity and knowledge** at school and system level
- **Develop a world class, self-improving and sustainable system** that contributes to national research and policy-making

The Challenge Partners' values underpin everything we do:

- **Excellence:** We are always looking for ways to improve because we are determined to achieve the best for every child, staff member, teacher and leader
- **Equity:** We treat each other fairly, with trust, care and respect. We seek the best for every child, and know that those who have the least need our combined expertise the most
- **Courageous Leadership:** We speak up and take responsibility for all children, making sure that we do not harm others in doing our best for our own schools
- **Challenge:** We expect the best of ourselves and each other, and value challenge which helps us improve
- **Collaboration:** We listen to, share with and learn from each other, developing our practice together so that every child benefits from our combined wisdom and creativity
- **Innovation:** We use and generate research, we innovate with discipline and evaluate intelligently in pursuit of better outcomes for all children, especially the most disadvantaged



Excellence



Equity



**Courageous
leadership**



Challenge



Collaboration



Innovation

Our Approach

What is the QA Review?

A professional peer review focused on teaching and learning, identifying areas for development, key challenges to schools for the coming year and providing Continuing Professional Development (CPD) for all team members

The Quality Assurance Review

Challenge Partners' quality assurance is built around the QA Review, a professionally-led peer review focused on teaching and learning. The review identifies areas of strength as well as areas for development, highlighting and discussing key challenges and providing Continuing Professional Development (CPD) for all participants. It is a joint exercise between the visiting reviewers and the host school. All activities, excluding the Pre-Review Analysis (PRA), include a member of the school working alongside the reviewers. The PRA is the Lead Reviewer and visiting review team only.

This approach enables honest and open conversations about where the school is and where it is going, to the benefit of all concerned.

Schools in the Network of Excellence (NoE) can receive an annual QA Review, and reciprocate by sending their senior leaders to review other schools in the network. All reviewers are trained by Challenge Partners prior to attending their first review.

Aims of a Quality Assurance Review:

- Audit, challenge and support for the school being reviewed
- CPD for reviewers and senior leaders and an opportunity to bring back effective practice to their own school
- Opportunity to identify a school's Area of Excellence (AoE)

All participants on Quality Assurance Reviews are expected to:

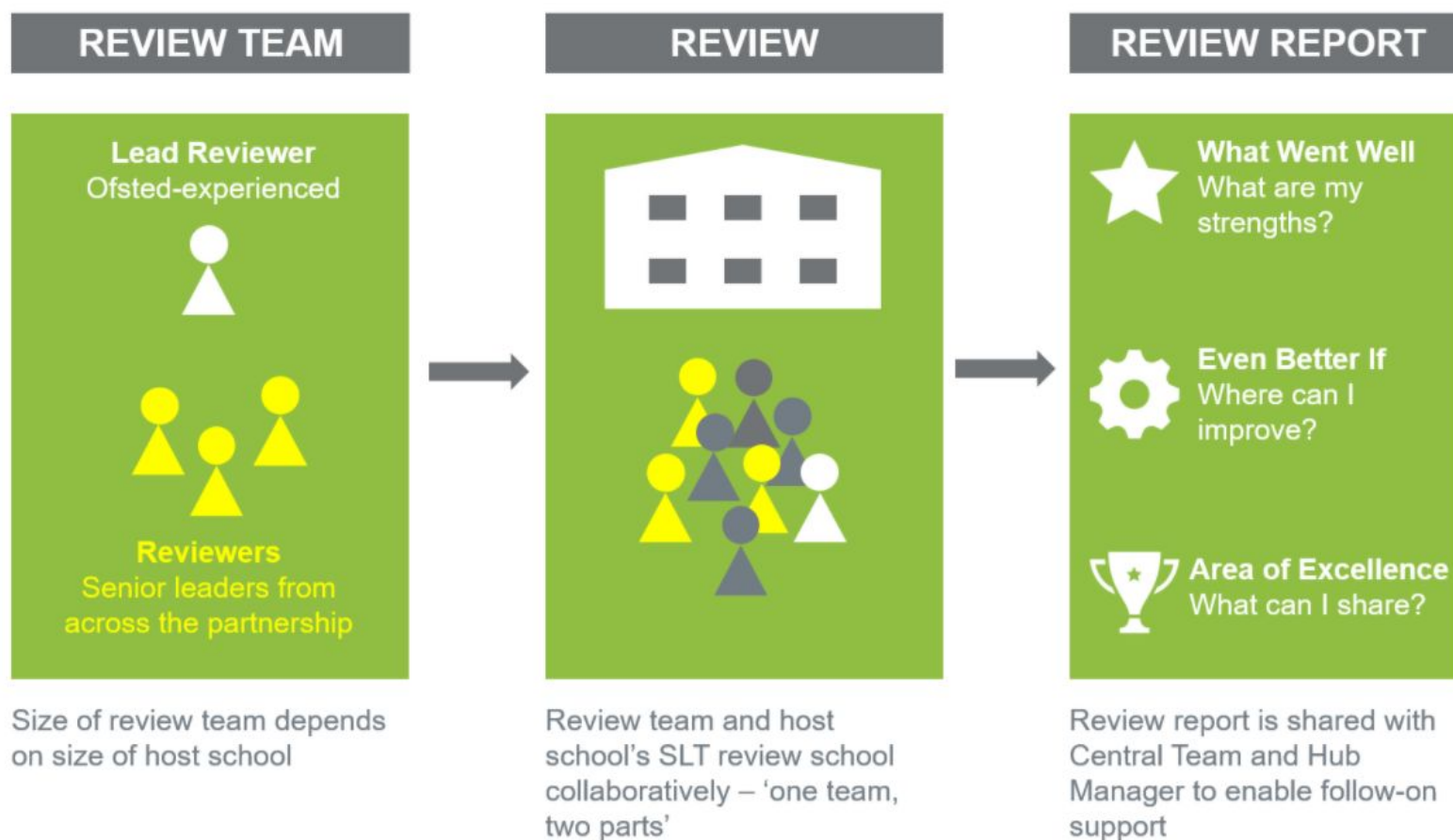
- Be positive and supportive
- Respect the culture and context of the school
- Keep all findings and documentation confidential after the review unless permission is given by the school to share good practice
- Carry out the review with integrity, showing courtesy and respect to staff and pupils
- Include the host school in all discussions (excluding the PRA)
- Base all evaluations on evidence
- Be on time
- Be open and honest when discussing issues
- Be challenging and rigorous
- Leave the school in a better position than at the start
- Restrict the use of mobile phones to designated break times and in the base room only
- Adhere to the school's own code of conduct
- Act professionally at all times

Approach - The QA Review

The Quality Assurance Review

The design and structure of the QA Review is underpinned by the same successful methodology that we have used for our QA Reviews since Challenge Partners' inception over 10 years ago.

- The 50:50 model: the school receives a high quality peer review and reviewers have the opportunity to extend their professional development, in addition to taking back effective practice to their own schools.
 - Each school sends out the same number of reviewers (trained senior leaders) to reviews at other schools as they will receive during their own school's review (this is **essential** in ensuring each school is able to have a QA Review with a full team)
- "One team, two parts" made up of the school leaders and the visiting reviewers. The importance of true collaboration between the school's leaders and reviewers is reflected in all working together for the greater good!
- "Done with, not done to". All review activities, with the exception of the PRA and the reviewers' self-reflection meeting, are undertaken with the school leaders. There should be no 'secret' meetings or discussions in isolation.



Benefits

Schools in the Network of Excellence value the QA Review experience (as hosts and reviewers) for many reasons.

- **The preparation schools do in advance and the experience they gain through presenting to an external audience**
The QA Review provides the opportunity for leaders to have this experience, hone their skills and increase their confidence. Their presentation on the strategies they are leading, the rationale behind them and evidence of their impact is triangulated through other review activities; including lesson explorations, discussions with school staff and pupils and the review of school data and evidence.
- **Opportunity for rich professional dialogue**
The QA Review provides opportunities for reflection, sharing of practice and space to test approaches and thinking. The meetings provide dedicated space and time for host and visiting senior leaders to engage in deep, evidence-based professional dialogue about what they observe through the review.
- **Identification of leading practice and accreditation of Areas of Excellence**
The QA Review provides a focussed review on improvement strategies, leading through challenge, recovery and catch up. These lessons will be shared and showcased across the Network of Excellence for all to benefit.
- **Identification of next steps to focus on for host school**
The QA Review provides opportunity for deep reflection on a school's improvement strategies and approach to leadership. These are summarised in the familiar format of What Works Wells and Even Better Ifs as part of the review report.
- **Chance to learn from other approaches**
Reviewers are exposed to the nuances and details of school improvement planning and leadership at the host school. There is opportunity to observe and ask probing questions, allowing professional development and the 'magpie' of ideas.
- **Individual CPD and coaching from an expert Lead Reviewer**
Reviewers are given time to reflect on their areas of professional development and work with our expert Lead Reviewers to develop and hone their practice. Lead Reviewers quality assure activities and provide feedback to the visiting reviewer throughout the process. Lead Reviewers support reviewers and host schools through coaching conversations and reflection.

“ It was without a shadow of doubt the best CPD I have experienced. It allowed me to develop my knowledge and understanding of areas outside of my normal remit ”

Senior Leader, QA Review

Roles and Responsibilities

Roles and Responsibilities - Review Team

Role	Role purpose	Key Responsibilities
Trust leaders of host school (if applicable)	<p>Prior to the Review in the pre-review communication, the decision is made about whether the trust leader will be involved in the review and how.</p> <p>This decision cannot be changed at any time during the course of the review.</p>	<p>We recognise the important role that trust leaders, education and school improvement teams have - alongside headteachers - in ensuring that the QA Review is developmental and value adding for schools. Some trust leaders like the QA Review to give an external perspective and some trust leaders like to be more involved in discussions around the level of challenge in the review and/or to take part in the review as part of the review team.</p> <p>Lead Reviewers will ask headteachers if they are in a trust and if so, whether their trust leader would like to be involved in the review process as part of their pre-review communication either to be involved in discussions around the level of challenge ahead of the review and/ or to take part in the review as part of the review team.</p> <p><u>If a trust leader would like to be involved in the QA Review process this must be discussed between the Lead Reviewer, the host school headteacher and trust leader ahead of the review. This decision cannot be changed during the course of the review.</u></p> <p>Points to note for trust leaders:</p> <ul style="list-style-type: none"> The QA Review is a process and not just the report or final meeting. If a trust leader would like to take part in the QA Review in one of their schools, we would encourage them to commit to the whole review and experience the whole review process and direct them to the below information around roles. Any discussions around the level of challenge involved in the review that the trust leader would like to be involved with must happen before the review takes place and must involve the headteacher and Lead Reviewer alongside the trust leader.
Lead Reviewer	<p>The role of the Lead Reviewer is to guide and support the review team (comprising host school leaders and peer reviewers drawn from across the national network) to make robust and evidence-based evaluations about what the school is doing well and next steps to improve.</p>	<p>Before the Review</p> <ul style="list-style-type: none"> Emails the review team and headteacher 2-3 weeks before the review. Asks the headteacher if they are in a trust/if a trust leader from their trust wants to be involved in the review. The Headteacher must ensure that this involvement is discussed between the headteacher, the Lead Reviewer and the Trust Leader ahead of the review. Ensures contact is received from all review team members and the host school headteacher at least one week in advance and notifies the central team if they have not been heard from One week before the review, communicates directly with the host school headteacher to discuss the planned timetable for the review, if/how the school wants to include any of their middle leaders in the review, and the documents that the school plans to share with the visiting review team during the PRA Prepares DBS information to take on review (including the date of issue and DBS number) <p>During the Review</p> <ul style="list-style-type: none"> Leads the team of reviewers comprising peer reviewers drawn from schools across the country and leaders from the host school Ensures the review team are aware of the safeguarding guidance provided by CP and the host school Fills in the PRA document during the PRA and sends to reviewers and leaders by 7.30 pm that day Thinks carefully about the expertise, needs and deployment of external peer reviewers within the team so the experience is as developmental for them as it is powerful for the school Quality assures review activities and brings together the evidence and evaluations gathered by the team into a final QA Review report; agreeing estimates and describing the schools areas of strength (WWWs) and what it needs to do next to improve (EBIs) If the review is a team member short, the Lead Reviewer may be required to take on some of the responsibilities of the final team member <p>After the Review</p> <ul style="list-style-type: none"> Edit the report and ensure it adheres to our report writing guidance and the report template and share with school's headteacher after QA

Roles and Responsibilities - Review Team

Role	Role purpose	Key Responsibilities
Host school	A Challenge Partners' school undergoing review	<p>Before the Review</p> <ul style="list-style-type: none"> • Reads the QA Review handbook, Challenge Partners code of conduct and estimate descriptors • Liaises directly with the Lead Reviewer one week before the review to discuss the planned timetable for the review, if/how the school wants to include any of their middle leaders in the review, and the documents that the school plans to share with the visiting review team during the PRA. • Liaises directly with their trust leader if they wish to be involved in the review. The Headteacher must ensure that this involvement is discussed between the headteacher, the Lead Reviewer and the Trust Leader ahead of the review. • Considers, due to the lack of national published data over the past few years, what range of information they can share to demonstrate the impact of their work with pupils. They may wish to consider the following questions: <ul style="list-style-type: none"> ○ How do you know how well your pupils are doing in each year group? ○ What does high quality work look like across the school? ○ What key skills/knowledge do you want your pupils to have? How do you know they are gaining these skills/knowledge? • Prepares hard copies of documents that demonstrate the above information. Other PRA documents could include but are not limited to/ do not necessarily need to include all of the following: self evaluation form (SEF); school improvement plan (SIP); inspection data summary report (IDSR); analysis of school performance (ASP); previous Ofsted report; current and previous assessment measures; any curriculum documentation; and previous QA Review reports (if applicable) for each visiting team member to access during the PRA • Prints out plenty of Challenge Partners Learning Exploration Forms and the PRA form for review team use • Books a room to use as a base and organises lunch for the team for the duration of the review • Completes an Area of Excellence application form, if applicable and prints off for the team to read at the PRA • Informs the central team if your school has any specific DBS requirements (reviewers are asked to provide their DBS number and date of issue) and any other relevant safeguarding measures that reviewers need to adhere to. <p>During the Review</p> <ul style="list-style-type: none"> • Participates in activities according to the timetable using the learning exploration form alongside the visiting team • Finds opportunities to include a range of school stakeholders, as appropriate, including middle leaders, parents, and governors • Discusses the content and estimates of the review report with the whole review team in the final meeting on Day 2 and Day 3 <p>After the Review</p> <ul style="list-style-type: none"> • Transfers knowledge and learning from the review to colleagues across the school and hub • Provides feedback to Challenge Partners on their experience of reviews via an e-survey • Reviews the QA Review report following the review and share the key findings with hub schools (if there are factual inaccuracies or spelling or grammar corrections, these can be made once the Lead Reviewer shares the report. However it will not be possible to change any of the report's content)
Visiting reviewers	A senior leader from a different school within the network, trained by Challenge Partners to attend the review	<p>Before the Review</p> <ul style="list-style-type: none"> • Prepares DBS information to take on review (including the date of issue and DBS number) • Read the school safeguarding policy and any other relevant safeguarding information from the website before arriving at the school • Reads the QA Review handbook, the Challenge Partner's code of conduct and the school's most recent Ofsted report (if this is available) and looks at the school website • Confirms attendance with the Lead Reviewer once they have been in touch <p>During the Review</p> <ul style="list-style-type: none"> • Attends all arranged activities as part of the review; including meetings, learning explorations, book scrutiny and pupil interviews • Engages with a range of leaders at the host school, including both senior leaders and middle leaders, to understand processes of leadership at several levels • Contributes to discussions throughout the review being positive, supportive, open-minded, providing effective challenge whilst respecting the culture and ethos of the host school • Supports and contributes to the report by agreeing content in meetings and putting forward WWWs and EBIs after joint learning explorations (N.B. you should not be asked to write text to be used in the report) • Is continuously reflective and considers their own personal development throughout the review and discusses CPD needs with the Lead Reviewer <p>After the Review</p> <ul style="list-style-type: none"> • Transfers knowledge and learning from reviews back to colleagues in school and hub • Continues to reflect on the review experience to consider how to apply to own context • Provides feedback to Challenge Partners on their experience of reviews via an e-survey

Roles and Responsibilities - Behind the scenes

Role	Role purpose	Key Responsibilities
Challenge Partners central team	The central team plan, coordinate and support all schools throughout QA Reviews and vLQA Reviews	<ul style="list-style-type: none">• The central point of support and contact for all involved in the QA Review• Arrange all reviews and communicate with review teams• Train reviewers and Lead Reviewers and brief all involved• Provide all resources and documentation needed for reviews• Review and quality assure the review report• Collect and respond to feedback from host schools and reviewers throughout the process• Disseminate key learning and best practice from reviews across the Challenge Partners' network

Structure

Structure - PRA / Context setting

The Quality Assurance Review takes place over one afternoon, a full day and a morning. This is either Monday afternoon to Wednesday morning, or Wednesday afternoon to Friday morning.

There are 4 core parts/meetings as well as time for optional activities as indicated below.

Pre-Review Analysis (PRA) - Context meeting and documentation analysis

One week before the PRA, the Lead Reviewer will liaise with the host school headteacher either via a phone call or an email to discuss the PRA and the host school's proposed timetable, and outline the requirements of the key documentation. The host school and Lead Reviewer will discuss how the host school is going to demonstrate impact during the review. On the day, the Lead Reviewer and visiting reviewers will start the review with the host school's headteacher and senior leaders. The Lead Reviewer may choose to begin the context meeting with an ice-breaker to build social capital. The Lead Reviewer will then invite the host school to provide an introduction to the school and their unique context and circumstances, set the scene for the review and give an overview of what documents are being provided for the PRA. The Lead Reviewer should also conduct the contracting for the review, outline the protocols for the review **as well as the Code of Conduct (it is the Lead Reviewer's responsibility to ensure that everyone adheres to the Code of Conduct)**, and allow visiting reviewers to introduce themselves, briefly describe their role in their school and what they hope to get from the review.

This is followed by documentation analysis and question development at the PRA by the visiting reviewers with the Lead Reviewer. This, and the reviewers' self reflection meeting, are the only parts of the review that are undertaken without the leadership team of the host school.

This gives the Lead Reviewer and visiting reviewers time to:

- Analyse the school's documentation
- Decide on team activities (all visiting reviewers will be paired with a member of the host school's leadership team for each activity – these might rotate so that different leaders work with different reviewers)
- Discuss the timetable and allocate reviewers to activities, optimising any areas of expertise and facilitating CPD needs if possible
- Discuss the reviewers' professional development needs and how these can be facilitated
- Develop precise, challenging and pertinent key questions for use in the meetings, including the Area of Excellence meeting if applicable, during the review which will be included in the PRA document
- Discuss the importance of continued reflection throughout the review to support reviewers' own development
- Decide which visiting reviewer will ask which questions in which meetings - and ensure everyone is absolutely clear.

The Lead Reviewer will share the PRA document with the host school by email at the end of day 1 by 7.30pm at the latest.

Upon arriving at the school on day 2, the Lead Reviewer and visiting reviewers will ensure everyone is familiar with the timetable and their roles - in particular, who will be asking which question in which meeting.

Structure - PRA / Context setting

Possible supporting documents that hosts can share:

- A **tour/video** of the school for visiting reviewers to better understand the school and its context
- SEF and SIP
- **School prospectus or year book**
- **Previous QA Review reports**, Ofsted report and Area of Excellence (AoE) application form (if applicable)
- Key **policies and strategies**, particularly around curriculum, pedagogy, any internal quality assurance, staff and leadership development and well-being, recovery and remote learning
- Any evidence the school **leaders** normally collect which demonstrates the **effectiveness of their strategies** in meeting the needs of all learners (nothing additional should be produced for the review) **such as external assessments and/or examination results and any internal assessment data such as the impact of interventions and tutoring sessions**
- **Any curriculum documentation, written or via a link to the school website**
- Documentation should be arranged in advance, organised into an easily accessible format for visiting reviewers to easily access and understand. It is important to choose the information **most important** to the review. For example, the host school should provide a previous QA Review report (if applicable), and beyond that should provide only the information that clearly demonstrates the impact at the school. **Less is more!**

Structure - Day 2 Meetings

There are two meetings that must take place on day two of the QA Review; the Strategy and Impact meeting and the Quality of Provision and Outcomes meeting. The questions formed as part of the PRA will form the basis for these meetings.

Strategy and Impact meeting (90 minutes)

This section of the review starts with a whole team (visiting reviewers and host school SLT and any host school middle leaders who are involved in the review) discussion around school improvement planning, implementation and impact. This meeting is usually held mid-morning to enable everyone to experience an activity before and after the meeting and it covers topics such as:

- the impact of professional development on leaders at all levels
- the impact of key school improvement strategies
- curriculum and pedagogy
- how the school caters for the different needs of all pupils, including higher attaining pupils, disadvantaged pupils and those with additional needs.

Quality of Provision and outcomes meeting (90 minutes)

This meeting takes place at the end of day 2 following the learning explorations with the purpose of bringing together the findings from day 2 of the review. The visiting reviewers and host school SLT will go through the emerging WWWs and EBIs and decide if/which areas need further evidence and input and may adapt the agenda for the morning of day 3 to meet these needs.

Structure - Additional Activities

Additional Activities

Around the core meetings, host schools have the option of including a variety of additional activities in their QA Review timetable. Host school leaders and visiting reviewers work in pairs across these activities to triangulate information presented in meetings. This process enables the review to check for consistency of practice and whether a clear, aligned and ambitious vision for providing a high-quality education to all pupils is evident across the whole school community. These discussions will form the basis of the evidence needed to form the WWWs and EBIs for the review report.

Typically the majority of these meetings will be paired learning explorations with visiting reviewers and host school senior leaders, where there will be time to discuss what has been observed in pairs following the explorations. Learning explorations should provide a focus on work scrutiny, such as examples of pupil's work to see the quality of work currently being produced, and assessing whether this is in line with the curriculum goals.

Additional activities could also include:

- Sharing the school leaders' own evidence of strategic impact and effectiveness as appropriate (documentation or presentations)
- Focus group of teachers and/or teaching assistants
- Meetings with middle leaders, academic and pastoral
- Pupil interviews/focus group of pupils, where this happens we recommend no more than 6 pupils on a panel and there should be a teacher from the host school supervising the group
- Any other activities the school leaders feel will help demonstrate the impact of their school improvement strategies and leadership in action.

The Lead Reviewer will attend a range of these meetings and activities to quality assure the process as well as attending the structured professional dialogue sessions between the visiting reviewers and host school SLT that take place immediately after the meetings and activities.

Additional parts of the review

Schools can choose to submit an Area of Excellence (AoE) for accreditation as part of the QA Review. If they wish to they will need to complete the AoE application form. This focus of this area will need to be within the scope of the QA Review in order to be accredited and for the submission documentation supplied ahead of the PRA. If this is applicable, time to discuss the AoE and whether it is accredited will need to be built into the review schedule.

Structure - Self-reflection and final meetings

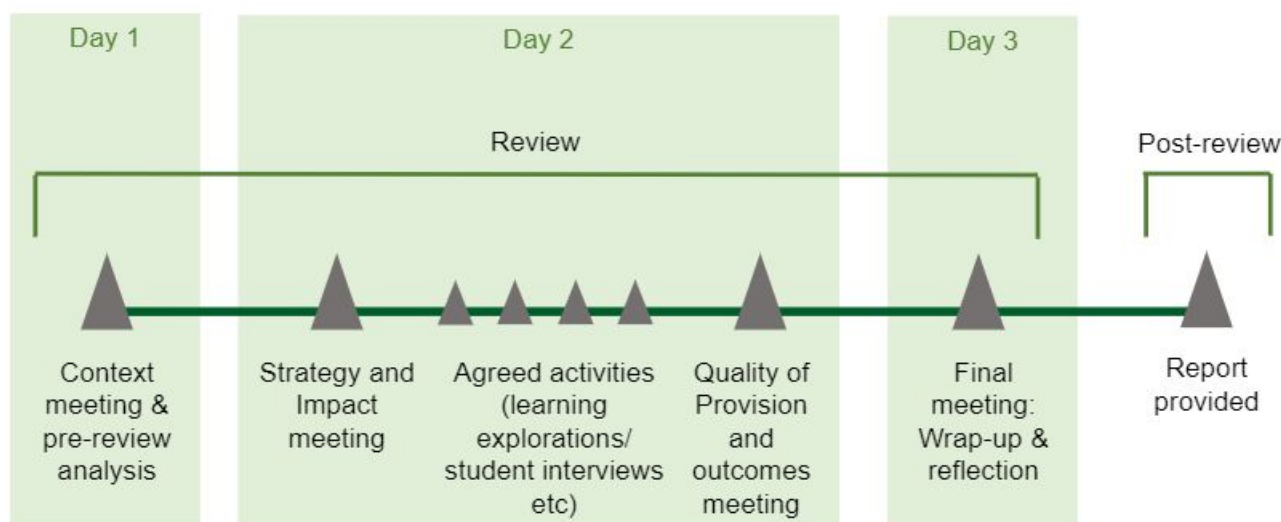
Self-reflection for visiting reviewers

Time for reflection is built into the entire review. **Visiting reviewers will be matched with host reviewers during all meetings and activities** and there will be time for discussion and reflection built into each session.

At the end of day 3 there is reflection time for the Lead Reviewer and visiting reviewers to reflect on their experience. This is an integral component of the collaborative process of the review, and is intended to encourage visiting reviewers to consider how this experience has influenced their view on various aspects of leadership. There is specific time set aside for visiting reviewers to share with the host school leaders what they intend to take back from the review that will benefit their own leadership practice and their school as a whole.

Whole team Final meeting

The review ends with a whole team meeting (to be attended by all those who have taken part in the review process), where the whole team shares the evidence they have gathered over the course of the review in a fruitful open discussion. This is to identify key themes, to agree the WWWs and the precise wording of the EBIs to include in the report, as well as to agree any peer evaluation estimates. The decision is made prior to the review in the call to the Lead Reviewer whether estimates will be included - verbally, published or none at all - and cannot be changed at any time during the course of the review.



Agenda Template

Template with guidelines, editable version available for download [on our website](#)

Day 1

Time	Content and Process	Who
15 minutes	Lead Reviewer and visiting review team arrive and meet host SLT	<i>Visiting and host reviewers</i>
30 minutes	Context meeting with headteacher and other available leaders. Visiting and host reviewers introduce themselves. Lead Reviewer leads icebreaker and discussion on protocols for review.	<i>Visiting and host reviewers</i>
~3 hours	Documentation analysis and question development <i>Breaks to be taken throughout this session.</i>	<i>Lead Reviewer and visiting reviewers only</i>
~10/15 minutes	Lead Reviewer clarifies who in the visiting review team will lead on each PRA question in each meeting	<i>Lead Reviewer and visiting reviewers only</i>

*Lead Reviewer emails the PRA document to headteacher and review team by 7.30pm

Agenda Template

Day 2

Time	Content and Process	Who
15 minutes	Lead Reviewer and visiting review team arrive and meet host SLT Opportunity for introductions if anyone has not yet met	<i>Visiting and host reviewers</i>
30 minutes	Introduction to day 2 Lead Reviewer will check whether any additional introductions are necessary and remind everyone of the protocols for the review and the importance of contracting at the start of each meeting. This is also an opportunity to share and clarify key questions from the PRA. The Lead Reviewer can also coach the team on how to capture evaluative evidence and practise writing WWWs and EBIs.	<i>Visiting and host reviewers</i>
60 minutes	Learning exploration and subsequent paired discussion <i>Lead Reviewer to quality assure activities</i>	<i>Visiting and host reviewers in pairs</i>
60 minutes	Learning exploration and subsequent paired discussion <i>Lead Reviewer to quality assure activities</i>	<i>Visiting and host reviewers in pairs</i>
90 minutes	Strategy and Impact meeting Quality of provision and outcomes and leadership at all levels	<i>Visiting and host reviewers</i>
45-60 minutes	LUNCH	<i>Visiting and host reviewers</i>
60 minutes	Learning exploration and subsequent paired discussion <i>Lead Reviewer to quality assure activities</i>	<i>Visiting and host reviewers in pairs</i>
60 minutes	Other optional activities e.g. book scrutiny/ additional meetings with staff/ governors/ pupils/ discussions with SENDco/ Pupil premium lead etc. <i>Lead Reviewer to quality assure activities</i>	<i>Visiting and host reviewers in pairs</i>
15 minutes	Reflection time	<i>Visiting and host reviewers</i>
90 minutes	Quality of provision and outcomes meeting Meeting to bring together findings from day 2: Discuss curriculum, impact of teaching and learning, outcomes. Agree estimates if appropriate.	<i>Visiting and host reviewers</i>

Agenda Template

Day 3

Time	Content and Process	Who
10 minutes	Lead Reviewer and visiting review team arrive and meet host SLT	<i>Visiting and host reviewers</i>
10 minutes	Introduction to day 3 Lead Reviewer to remind everyone of the protocols and the importance of contracting at the start of each meeting. This is also an opportunity to share and clarify key questions and prepare for day 3.	<i>Visiting and host reviewers</i>
30-60 minutes	Other optional activities e.g. book scrutiny/ additional meetings with staff/ governors/ pupils/ discussions with SENDco (or leaders responsible for different aspects of provision in special schools)/ Pupil premium lead etc. AND/OR additional activities as agreed in the quality of provision and outcomes meeting <i>Lead Reviewer to quality assure activities</i>	<i>Visiting and host reviewers in pairs</i>
30-60 minutes	Learning exploration and subsequent paired discussion <i>Lead Reviewer to quality assure activities</i>	<i>Visiting and host reviewers in pairs</i>
30 minutes	Self-reflection for visiting reviewers This is an important opportunity for visiting reviewers to reflect on how this experience has developed their leadership, and what they intend to take back from the review to their own school.	<i>Lead Reviewer and visiting reviewers only</i>
90 minutes	Whole team (reviewers and school leaders) discussion of leadership at all levels, provision and outcomes and provision and outcomes for disadvantaged estimates and overall estimates. A whole team meeting, where reviewers bring together the evidence they have gathered over the course of the review in a fruitful open discussion to identify key themes, WWWs and EBIs to include in the report. Reviewers agree any peer evaluation estimates and accredit as appropriate any Area of Excellence put forward by the school. Visiting reviewers share what they have learned and intend to take back to their own schools as a result of the QA Review	<i>Visiting and host reviewers</i>

Report

The QA Review report will capture agreed What Works Wells and Even Better Ifs as discussed in the reflection meeting. The report is focussed around three sections:

Leadership at all levels

The quality of provision and outcomes

The quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Peer evaluation estimates for leadership at all levels and the quality of provision and outcomes will be included as part of all reviews. If the school decides for any reason that they would like to opt-out of estimates, they should discuss this with their Lead Reviewers prior to the start of the QA Review. Although areas that are considered as part of the review overlap with Ofsted, they do not look at all the same areas and therefore conclusions from the review are not equivalent to Ofsted judgements.

One Area of Excellence will be included as either accredited or developing (where submitted and appropriate).

Scope:

The QA Review and report provides opportunity to audit challenge, support and celebration on the following areas:

- The quality of provision and outcomes (including for disadvantaged pupils and pupils with additional needs)
- Pupils' attitudes to learning
- Leadership and management
- Governance

The QA Review does not look at Safeguarding.



Guidance

General Guidance

Contracting

Over the course of the QA Review, the review team are likely to meet with staff and pupils (and possibly parents/governors) from all over the host school. Some may not be as familiar with the review process or with Challenge Partners as the leadership team is. **To ensure all attendees understand the review process and their involvement, it is recommended to undertake “contracting” at the start of each session.**

Contracting process:

- When starting all meetings, make sure all attendees have the opportunity to introduce themselves.
- Take time at the start of each activity to ensure all attendees fully understand the process, its objectives and desired outcomes, emphasising:
 - The review process is ‘done with’ not ‘done to’, undertaken in collaboration with the host school
 - It is a developmental review, not a judgemental inspection
 - The review is designed to support the host school to reflect on the impact of their school leadership and mechanisms for school improvement
 - The review process supports the host school to understand their areas for improvement and plan for strategies to address these following the review



Guidance - Reviewers' Self-Reflection Meeting

The QA Review operates on a 50/50 model so that equal time is spent facilitating the review for the school and enhancing reviewers' professional development. In the introductory email sent before the review, the Lead Reviewer will have asked each reviewer which element of his/her own professional development he/she would like to focus on during the review. The Lead Reviewer will have discussed these needs with each reviewer at the PRA and shaped the timetable, as far as possible, to expedite these requests.

Throughout the review, the Lead Reviewer will encourage reviewers to reflect on their areas of professional focus after learning explorations and meetings. Thus, during this reflection meeting, this information can be brought together in a fruitful, open discussion where reviewers can learn from each other. Where appropriate, reviewers may also contribute to helping other colleagues identify what they have done well during the review.

During this meeting, reviewers should make notes about their own WWWs and EBIs, recording them on the official self-reflection template. Each reviewer can use this information as evidence of their professional development back in their own setting.

It is the responsibility of the Lead Reviewer to manage the time effectively to ensure that there is sufficient time for a first-class meeting to take place. The depth of the discussion may depend on the number of reviewers so, where there are four or five reviewers for example, there may only be time for questions 2, 3 and 5 to be discussed.

At the end of the final meeting, each reviewer will share key WWWs and any relevant EBIs with school leaders, with a brief explanation of what they will be taking back to their own school as a result of taking part in the review.

Questions that might form part of the discussion

1. Which aspects of the review have you particularly enjoyed and what would be your top WWW?
2. How has this extended your professional development to make you a better leader?
3. What areas of effective practice will you be taking back to your own school and have you any ideas about how you will share these with others?
4. How will your experience on this review help to support you on your next review?
5. Have you identified any area/s you would like to improve or develop on your next review?

Host School Guidance - Agenda Setting

Agenda Setting Guidance - General practicalities

The next section in this handbook provides a template agenda and exemplar agendas for each phase as examples to assist you in compiling a schedule for an effective review. You do not need to replicate these exemplars and may tailor the review timetable to your school's needs, however please ensure that:

- The **Lead Reviewer is not scheduled for any specific activities** as they will be quality assuring review activities.
- **All reviewers** are available to attend the Strategy and Impact meeting.
- The **additional meetings are scheduled at different times** on Day 2 (Tuesday or Thursday) so that the Lead Reviewer can shadow as many meetings as possible.
- **You allocate a member of your own SLT to all review activities (excluding the main PRA time)**
- **Each learning exploration includes just as much time for discussion as observation – this should be in a 50-60 minute time slot, divided into two equal halves.**
- You cover a range of subjects and phases. Although your learning explorations can be weighted towards a phase, **the timetable must have a whole school remit.**
- The end of **Day 2 meeting to draw together the day's findings** on the quality of provision and outcomes should **start promptly at 3:30pm and involve the whole team** (including those who have been in learning explorations).
- You allocate time throughout the review to **bring the visiting and host reviewers together to triangulate findings from across the school** (please see the example timetables above). WWWs and EBIs will be captured communally throughout the review.

Host School Guidance - Agenda Setting (cont.)

Context setting

This is your first opportunity to present your school to the visiting reviewers. A helpful approach to this meeting is to:

- a. Start by discussing vision and values
 - b. Think about how you can quickly help the reviewers get a “feel” for the school (photos/videos etc are helpful)
 - c. Then go on to talk about impact and outcomes. When planning for this section, you should consider:
 - What evidence do you have to demonstrate impact?
 - What information will you show to the team for the PRA and what information will be shown during the review?
 - Considering the current context, and the lack of national published data, how are you going to creatively demonstrate impact? What information can you provide?
- Short presentations focused on provision, impact, examples (PIE) work well in ensuring you are providing clear information and evidence to the visiting reviewers.

The meetings/review activities

- All review activities (excluding the PRA) should be attended in **rotating pairs** (one host school SLT and one visiting reviewer). This would provide opportunity for members to cross reference their notes taken during questioning.
- Any whole-team meetings, which include both visiting reviewers and host school leaders, may also include any middle leaders whose participation is deemed necessary/beneficial by the host school.
- There is space in the agenda for optional activities. Try to not overcrowd the timetable or make activities too long (we suggest each activity should not last longer than 30 minutes. This should include **time for discussion** between the paired visiting and host reviewers **after the activity**: e.g. 30 minutes for the activity immediately followed by a 20 minute structured professional dialogue between the visiting and host reviewer pair).

Reflection

Enough time should be left at the end of each session for the host school SLT and visiting reviewer to reflect on the session and begin to craft WWWs and EBIs collaboratively (15-20 minutes reflecting after a 40-45 minute session). Self-reflection should be embedded into this, whereby the review team can consider where their conclusions from the day can influence their own practice, and identify any areas they wish to discuss further. This is an integral part to the day, as this allows the review team to use the collaboration of the day to develop their own leadership skills.

Area of Excellence Guidance

What is an Area of Excellence?

An Area of Excellence (AoE) is an area of major or key strength in a school, for example a subject, phase, or initiative put forward for accreditation during a QA Review. It should have a significant impact on pupils' outcomes and should be shareable with other schools in the network. Please note it is not compulsory to put forward an Area of Excellence.

What are the criteria that an AoE needs to meet?

1. **Demonstrate impact:** There needs to be demonstrable substantial and sustained impact of the AoE on pupils' outcomes
2. **Shareable:** The AoE must be useful for other schools nationally, and the school should be willing to share their strategies across partnership schools
3. **Sustainable:** There needs to be evidence of planning to maintain your AoE over the three year accreditation period. The AoE should be sustainable and should not be reliant on one member of staff
4. **In scope:** The AoE needs to be in scope of the QA Review and touch on subjects or areas the visiting reviewers are able to feasibly review and get insight from

Choosing an AoE

- You can put forward any subject, phase or initiative that you feel is a significant strength at your school and will be able to be reviewed during the QA Review (further details in the QA Review Area of Excellence application form)
- You can only put forward one AoE during each review. This is so that the team has the time to thoroughly evaluate your chosen AoE. If you are applying for an AoE to remain accredited after three years, you will not be able to put forward a new AoE during the same review
- You can put forward an AoE during your school's first QA Review, however it is not obligatory. From our experience, new members find it useful to omit the AoE during their first review so that they can familiarise themselves with the other core elements of the review process

What should happen before the QA Review?

- Decide with your senior leadership team if you will put forward an AoE during your review, and if so what it will be
- Decide which staff member will lead on the AoE during the review. This may be a member of your SLT, but could also be another member of staff who leads on the particular area
- Complete the QA Review Area of Excellence application form and have it ready to give to the visiting reviewers at the PRA. Notify your Lead Reviewer that you plan on putting forward an AoE and its title
- When planning the timetable for the review, ensure that there is a meeting scheduled where the member of staff leading on the AoE is available to discuss the AoE and accreditation

What will happen during the QA Review?

A potential AoE may be picked up:

- During the QA Review, the Lead Reviewer and visiting reviewers may identify a potential Area of Excellence and ask if you would like to put this forward and whether it can be fitted into the timetable. This will only take place if you have not already put forward an AoE and if you are happy for this to take place

Once a potential AoE has been identified:

- A reviewer from the visiting review team will be assigned to review your AoE with you
- During the scheduled meeting you will discuss the evidence you have for meeting the three criteria, including whether you have been able to demonstrate the impact through evidence
- In order to demonstrate the impact of the AoE, there should be opportunity for visiting reviewers to have access to documentation or arrange meetings with other school members to test the impact of the AoE
- One of the reviewers will fill out the AoE accreditation form during the review, which is then shared with the host school SLT in the final reflection meeting and used by the Lead Reviewer to write the final report

Area of Excellence Guidance

Accreditation

Based on the evaluation of evidence during the process, the visiting reviewers will decide with the host school whether the AoE is either:

- **Accredited:** Confirmed as an AoE to be shared with the national network of Challenge Partners schools
- **Developing:** A developing strength with identifiable areas for improvement

If **accredited**, the QA Review report will explain how the criteria have been met in your AoE. If **developing**, the report will explain the steps you have taken so far, and state the agreed EBIs to move the area forward.

Sharing best practice

- If accredited, your AoE will appear on our online [School Support Directory](#). Details of your AoE will be available for other schools to see, along with contact information should they want to get in touch with you directly
- Depending on demand, you may be contacted by Challenge Partners to host a Sharing Leading Practice event to showcase your AoE
- We encourage you to share your AoE with your hub and further afield to make the most of your expertise

Length of accreditation

An AoE remains valid for three years. After three years, if you would like your AoE to remain accredited, you will need to apply for accreditation again during your next QA Review or vLQA Review.



AoE Application form EXEMPLAR

QA Review Area of Excellence Application Form EXEMPLAR PRIMARY

School:	CP School
QA Review Date:	Monday 4th- Wednesday 6th January 2021

Before filling in the remaining information, please read Challenge Partners' guidance in the most recently updated QA Review Handbook on applying for accreditation.

What is the title of your Area of Excellence? Please use a short clear title with key words which can be searchable on the online School Support Directory.	
Early Years Foundation Stage	

Why have you identified this area as a major strength? What makes this special or distinctive enough for leaders from other schools to travel to your school if they need your support to improve their school? What have you achieved to establish expertise in this area?	
<p>EYFS outcomes have outperformed Nationals consistently over 4 years; in addition EYFS CP School has diminished the difference and closed the gaps with vulnerable groups such as Pupil Premium with sustained closed gaps and higher performing vulnerable groups. Children come into EYFS CP School with very low starting points; the school serves a community in the top 80% deprivation nationally and with a high level of transience. Communication & Language and PSED is low amongst children coming in, in particular with PP children.</p> <p>EYFS CP School is situated in the most deprived ward in the seaside town of ?????; the barriers associated with coastal deprivation are daily challenges for Early Years.</p> <p>EYFS CP School applies targeted and responsive AFL to identify children that need additional support and vulnerable groups, in addition to strong and effective communication with the CP School Academy Family Support Team, the SEND team and with strong links with parents, involving them at every opportunity. The learning is highly individualised for all children- with bespoke targets, target cards and continually assessed and monitored data.</p> <p>EYFS CP School focus heavily on the Prime areas at the start as the foundation for learning; in addition the adults use Read Write Inc as a rigorous phonics strategy for giving children the best start in early reading. With a 'keep up, not catch up' philosophy, all children are supported and challenged; children receive daily interventions when necessary and parents are supported in understanding how phonics is taught and given resource packs. Early Reading is also supported by a holistic reading curriculum that teaches children new vocabulary, developing oracy skills rapidly, and fostering a real love of reading. Opportunities for reading and writing are also an integral part of the Early Years learning environment. Because of the early focus on the Prime areas, children are able to develop their Communication and Language and PSED skills to enable them to work largely independently and access their learning at their own level around the environment.</p>	

AoE Application form EXEMPLAR

What evidence is there of substantial and sustained impact on pupils' outcomes?

Sustained closed gaps between all children and disadvantaged groups as evidenced in data.

	CP school	PP	National
2019	79%	87%	70%
2018	78%	79%	66%
2017	71%	70%	66%

The impact of these results from EYFS CP school in Early Reading are then reflected in consistent high Year 1 Phonics results.

Year 1 Phonics:

	CP school	PP	Nationals	
2019	98%	96%	81%	
2018	94%	93%	81%	
2017	96%	90%	77%	

The area that demonstrates the strongest elements of the area of excellence is Continuous Provision- in which all learners are challenged and supported. Within the Continuous Provision are numerous learning opportunities that offer children the chance to access Prime as well as Specific areas of learning. In addition there are always many opportunities for reading, writing and maths that children can independently access and apply across the curriculum. The use of the environment as the third adult enables children to be involved, concentrate and take ownership of their learning. Because the Continuous Provision is tailored to the children's needs, the environment enables quality interactions from skilled practitioners to move children's learning forward without it being overly adult led.

What can the school offer to other schools to support their development in this area?

What would leaders from other schools gain from a Sharing Leading Practice Day on your proposed Area of Excellence? What would they take away to help them make changes at their own schools?

We will offer opportunities to come in and see Early Years practice 'in action' with coaching opportunities to reflect on their own practice and the possibility of EYFS peer reviews.

We would share our assessment for learning strategies.

We would share our highly positive experience of the Challenge Partners review process.

AoE Application form EXEMPLAR

How have you already shared your practice beyond your own school? What has been the extent of the impact of this?

The Early Years team at CP School are regularly involved with All Hallows Teaching School development days and observation workshops to share good practice with schools across the region. The excellent outcomes and inspiring learning environments are used to support teachers to replicate some of this practice in their own schools. Teachers are regularly observed in the setting and also share practice and resources at Early Years Networks.

Working in a hub model with schools across the region ensures practice from outside of our locality is reflected on. Visits to schools and settings across the country and national projects enable the most recent research and practice to be reflected on.

How will you ensure that you remain at the forefront of excellence in this area over the three year accreditation period?

High level of CPD- through research and development groups across the Trust as well as Shared Good practice events run by SLE EYFS lead that involve town as well as regional hub schools. Leadership CPD, including that of Trust LSE is highly reflective and utilises national research and best practice.

High level of robust moderation across the Trust and other schools in addition to standard moderation required by LA.

A high level of visits to other Early Years settings with opportunities to share practice with other schools and trial projects inspired by these visits and has created a sustained self evaluative approach so that teachers and support staff are always seeking to improve their practice further.

Incremental coaching by SLE for whole EYFS staff in accelerating outcomes for Prime as well as Specific areas.

Leadership coaching and identification and development of new leaders within EYFS.

Developed and promoted a high level of CPD for support staff. We have enabled support staff to observe practice in other EYFS environments and cascade their learning and reflections.

We have developed areas of expertise within our support staff and enabled them to develop their own leadership within these fields.

Who is the staff lead in this area?

Name:	Jane Jones
Title:	Assistant headteacher
Email address:	jj@cpschool.com

AoE Application form EXEMPLAR

QA Review Area of Excellence Application Form EXEMPLAR SECONDARY

School:	CP Academy
QA Review Date:	12th October 2020

Before filling in the remaining information, please read Challenge Partners' guidance in the QA Review Handbook on applying for accreditation.

What is the title of your Area of Excellence?	
Please use a short clear title with key words which can be searchable on the online School Support Directory.	
Reading Enrichment	

Why have you identified this area as a major strength?	
What makes this special or distinctive enough for leaders from other schools to travel to your school if they need your support to improve their school? What have you achieved to establish expertise in this area?	

Through the variety of reading enrichment initiatives, there is a strong reading culture across the school. A visible, tangible love of reading is obvious amongst the students and staff members. Reading has become very popular encouraging and developing literacy in all areas of the school.

Reading is celebrated throughout the whole school, on a daily basis, through a wide range of exciting and engaging reading initiatives led by our inspirational Library Manager, her highly motivated team and the Literacy Coordinator. Students' enthusiasm for reading has led to improvements in students' reading ages, literacy skills and confidence.

To raise the profile and status of reading further, a member of the SLT team, who is also the Head of English and shares a passion for developing a love of reading, was given responsibility for developing reading enrichment. The SLT lead worked in collaboration with the Library Manager, her team and the Literacy Coordinator in the development of reading across the whole school. Strong working relationships were fostered between the Library Manager and the Head of English/SLT lead to further encourage good reading practice throughout the English Department. Moreover, the Library Manager developed her own skills and training to enable her to better support weaker students' reading and to motivate and challenge more able students which led to an increase in the amount and range of reading taking place amongst high attaining students.

The timetable was designed to ensure that library lessons take place each week, throughout Year 7. During these sessions, students are encouraged to develop their reading and information retrieval skills. These lessons have been replaced with Accelerated Reader sessions which further encourage reading and improvement in reading comprehension skills. The library lessons and Accelerated Reader sessions are led by the Library Manager, Literacy Coordinator and class teacher. Students in Years 7-9 also have literacy lessons, in addition to their English lessons, which facilitate progression in terms of reading; these lessons are planned by the Literacy Coordinator.

Gifted and talented students, along with avid readers and students with an enthusiasm for English and reading are encouraged to mentor and lead younger students. Students in Years 7-9 now participate in 30 minutes of daily reading within their timetabled lessons; all students are encouraged to have a reading book as part of their school equipment. Students that struggle with reading receive support during these sessions, in the library, through participation in peer assisted learning such as paired reading with student mentors. In addition, small group guided reading takes place with Teaching Assistants and the library staff. Also, every student in Years 7-11 engages in 30 minutes quiet reading time per week during morning tutorial sessions.

AoE Application form EXEMPLAR

What evidence is there of substantial and sustained impact on pupils' outcomes?

Across the school, there is a positive attitude to reading which has a significant impact on the progress of lower attaining readers and has led to an increase in the amount and range of personal reading. This is demonstrated in library records and 'Tutor Group Reading Challenge' records. Reading data such as the data within the 'Year 7 Catch Up Reports' over the last two years, illustrates that students are making significant progress in their reading; GCSE English Literature results also reflect this.

*See the 'Impact Reports', 'Year 7 Catch Up Reports' and Star Reader data for further detail.

The daily 30 minute reading sessions in Years 7 to 9 have meant that all staff have a significant role in promoting reading, it is not seen as purely the domain of the English department. The whole school staff act as reading role models and read alongside the students during the sessions. They participate in whole school reading events such as the week long 'Reading Festival' and involve themselves in reading assemblies and volunteering to be photographed for reading posters that advertise their own love of reading. The library also displays 'Teachers' Favourite Reads'.

We have created more positive relationships with parents whose children struggle with literacy through the provision of a Year 7 'Learning Evening' and the 'Settling In Evening'. Both sessions for parents focus on how to enhance parental involvement in reading and other literacy skills; this has led to progress with reading as parents have more trust in the school and feel they can support more at home. Parents have been encouraged by our provision of guidance materials such as strategies for developing reading and tips on how to monitor their child's reading at home through the Accelerated Reader programme. The introduction of reading tests across all years has developed a targeted approach to intervention. Support for students is then targeted across the curriculum and all staff are informed about students' reading attainment.

Our students have been provided with more responsibility through our reading enrichment initiatives. They have developed their social skills and experience through opportunities to become 'Literacy Leaders' in Year 9 through to Year 12 and to coordinate and run primary school book groups. Stronger, nurturing relationships have been fostered across year groups as older students are eager to work with and help younger students.

The 'Literacy Leaders' raise the profile of reading across the school through their participation and visibility. Examples of this are their visits to the Year 7 tutor groups to promote the 'Tutor Group Reading Challenge', talking to parents about personal experiences of reading at the school along with strategies that helped them and through their lead role in the 'Literacy Leaders' Club'.

The Year 7 and Year 8 'Tutor Group Reading Challenge' encourages students to record their reading progress. The library team create a display of students' progress with the 'Tutor Group Reading Challenge' so involvement with reading in each tutor group is immediately visible on the library pillars. This inspires an element of competition so students read more avidly. The school also has an active reading blog on the school website called 'Book Bound' where students frequently review books they have read.

Year 7 and Year 8 students, with lower reading ages, are invited by the Library Manager to attend the 'Literacy Leaders' Club' which runs after school twice a week. The highly effective scheme of learning that the Literacy Leaders follow in the club was created by the Library Manager, it is based on principles of cooperative learning and is highly personalised for each student. Students receive one-to-one tuition from an older student who has been trained to deliver literacy skills and is supported by literacy resources purchased for this purpose. The club is an extremely vibrant learning environment that has resulted in its popularity and success with students that might otherwise be demotivated and reluctant to use the library, particularly after school.

Highly positive relationships with primary schools have been formed through the establishment of cross phase working (primary to secondary) such as through the Year 4, 5 and 6 book groups that are coordinated and run by Year 9 and Year 10 students. Stronger links with primary schools have also been established through a greater understanding, particularly for Year 6 students and teachers, of literacy opportunities in Year 7 at the school. This is achieved through the distribution, by the SLT lead, of the Year 7 Newspaper, produced by the Library Manager, to all of our feeder primary schools in the summer term. This early introduction in Year 6 to literacy (particularly reading) opportunities at secondary school allays the fears of many Year 6 students who may struggle with literacy and eases the inevitable anxiety surrounding transition.

The Library Manager and her team ensure that book groups run weekly in Years 7, 8, 9, 10 and 11. There are two Year 7 book groups and one is managed by a Literacy Leader and the other by a member of the library team. Year 7, 8 and 9 students participate in the school's own book award, 'The Hogwards'. This is an initiative introduced by the Library Manager who wanted our students to have more ownership over the choice of books they read than the Carnegie could offer. Students participating read up to 35 books in a few months, the books are nominated for the award by our own students. Students in Year 8, 9 and 10 also participate in the Carnegie challenge.

The Hogwarts' trip, with close to 100 students participating, will take place for the first time this year in December; the trip is a reward for the Literacy Leaders and other students who have made great progress in reading. Knowledge of this trip has inspired other students to become involved in reading initiatives.

AoE Application form EXEMPLAR

What can the school offer to other schools to support their development in this area?
 What would leaders from other schools gain from a Sharing Leading Practice Day on your proposed Area of Excellence? What would they take away to help them make changes at their own schools?

See below.

How have you already shared your practice beyond your own school? What has been the extent of the impact of this?

Our practice has been shared beyond our school in a number of ways. The book groups led by Year 9 students and held in primary schools have developed positive relationships with both students and staff in primary schools and eased concerns surrounding transition in Year 6. Year 9 students have been able to foster an enjoyment of reading in the primary school students that they work with whilst improving their reading skills.

The Year 7 literacy newspaper and 'Year 6 Recommended Summer Reads' bookmarks produced by the library team offer primary school students an insight into secondary school literacy and convey a clear message that support is available for all students in terms of their reading development. The younger students are also encouraged by the fun activities that are on offer – reading is perceived to be something exciting at the school. The Library Manager has organised for authors visiting the school to also work with primary schools, such as Dan Freedman, facilitating opportunities for primary schools to have writers' visits.

We have shared our ideas regarding how to create a reading culture with staff who have visited us from other local secondary schools such as Jane Bloggs School, John Doe School and international schools to help them to raise reading attainment. The SLT lead has also discussed strategies for promoting reading at primary/secondary transition meetings. The Library Manager has delivered two courses on 'Promoting positive behaviour in the LRC', one in Birmingham and one in London, to share her good practice.

How will you ensure that you remain at the forefront of excellence in this area over the three year accreditation period?

We plan to continue to embed a lifelong love of reading and to foster an enjoyment of reading for pleasure through building on all of the excellent practice that is currently in place. We will endeavour to achieve this through training more students to become Literacy Leaders such as through our 'English Sixth Form Ambassadors' Programme'.

There will be a greater focus on improving students' reading skills through the support of the SEND team in the future and we would like to involve the wider community more through work with visiting authors. It is essential that we continue to raise the profile of reading and that the Senior Leadership Team continue to work closely with key members of staff to support them in their work.

Our aim will continue to be to consolidate the excellent practice in place and continue to reach out to students who struggle with reading or need inspiration. We will focus on maintaining the involvement of staff across the school so that reading development remains the responsibility of all of us.

Who is the staff lead in this area?

Name:	Jon Jones
Title:	Assistant headteacher
Email address:	jj@cpschool.com

Lead Reviewer Guidance

Importance of the Lead Reviewer role

The Lead Reviewer role is incredibly important in ensuring that the QA Review is successful and impactful for the host school in moving them along their school improvement journey, and for the visiting reviewers as part of their ongoing professional development.

As Lead Reviewer, you will set the tone of the review and may encounter some school leaders (either as hosts or reviewers) who are new to Challenge Partners and the QA Review and may be nervous or unsure. Your confidence and enthusiasm will influence the rest of the visiting reviewers and put them at ease right from the first moment of the review.

Try to:

- Celebrate success – in discussions and through the review report, do ensure that whatever the school is doing successfully is emphasised and celebrated
- Encourage conversation outside of meeting time as a way of building social capital
- Inject humour and a sense of fun into the process where appropriate to put people at ease
- Ensure that visiting reviewers share their experience with school leaders before the review ends. Leaders want to hear what visiting reviewers will be taking away to benefit their own schools.



Lead Reviewer Guidance

Pre-review communication

A week before the review, the Lead Reviewer must contact the host school's headteacher either via email or phone call to have a discussion surrounding the planning of the timetable, and the organisation of the Pre-Review Analysis day.

The Lead Reviewer should prompt the headteacher by asking if they are in a trust/if a trust leader wants to be involved in the review process. If a trust leader does want to be involved in the review, the headteacher should arrange for them to join the pre-review call/discussions alongside the headteacher and Lead Reviewer to discuss the level of challenge ahead of the review and/or their involvement in the review as part of the review team.

The Pre-review communication is an important opportunity for any concerns to be addressed, or queries responded to, in order to facilitate a productive and efficient review. During this communication, the Lead Reviewer should discuss with the host school how they are going to demonstrate impact, and what information they are going to share to do so. The host school must also be encouraged to consider whether they are going to present information before or during the review. It is suggested that the Lead Reviewer provides prompts, such as:

- What evidence do you have to demonstrate impact?
- What information will you show to the team in the PRA and what information will be shown during the review?
- Considering the current context, and the lack of national published data, how are you going to creatively demonstrate impact? What information can you provide?

The call is also an opportunity to build rapport with the headteacher, and make both parties feel comfortable and prepared for the review ahead.

Lead Reviewer Guidance

Pre-Review Analysis/Context Meeting Guidance

The way the context meeting is run sets the tone for the rest of the review **and also offer lead reviewers information to add to the context section at the start of the report. This context section should be pertinent to the school and move away from giving a list of the different types of pupils at the school. :**

- Make sure contracting at the start of this meeting with the review team mirrors the process that should be followed by reviewers in all meetings over the course of the review (see general guidance, page 23)
- Set out protocols (**see below**)
- Invite the hosts to describe what they want from the review and if needed use the following questions as prompts:
 - What are the specific challenges disadvantaged pupils in the school face (recognising all disadvantage does not look the same)?
 - What is the school proud of?/What are the school's challenges?
 - What are the essential and unique features and ingredients of the school?
 - **What does the school do differently now from previous years?**

It is important for the Lead Reviewer to remind the headteacher and senior team that it is a brief meeting and will need to last around 30 minutes to allow visiting reviewers time to review the documentation and formulate questions.

QA Review Protocols and Ethos

- *is a review not an inspection! A QA Review is not intended to emulate, imitate or replace an Ofsted inspection. Conversely, it is not a 'mocksted' or 'soft inspection'. A QA Review is rigorous but collaborative and supportive in equal measure.*
- *celebrates success –in discussions and through the review report, do ensure that whatever the school is doing successfully is emphasised and celebrated.*
- *is 'done with, not done to'. All review activities, with the exception of the PRA and the reviewers' self-reflection meeting on the final day, are undertaken with the school leaders. There should be no 'secret' meetings or discussions in isolation*
- *has 'one team, two parts", made up of the school leaders and the visiting reviewers. The importance of true collaboration between the school's leaders and reviewers is reflected in all working together for the greater good!*
- *operates on a 50-50 model – the QA Review fulfils two roles; the school receives a high quality peer review and reviewers have the opportunity to extend their professional development, in addition to taking back effective practice to their own schools.*
- *demands the highest levels of professional conduct from all. Everyone is an ambassador for Challenge Partners, whatever their role.*
- *must keep to the published timings to ensure consistency and fairness to school leaders and to the reputation of the organisation. Many leaders are also class/subject teachers and will have lessons to prepare and other responsibilities.*
- ***must leave the school in a better place...***

Lead Reviewer Guidance

Whole team meetings

Some meetings will involve **all** of the visiting reviewers and the school senior team, as well as any middle leaders whose participation is deemed necessary by the host school. At the start of these meetings, it is important to state its purpose and to reiterate that it is a discussion and not a test!

The questions below are suggestions for these meetings to assist Lead Reviewers in guiding reviewers in how to ask challenging questions in a professional way. Clearly, Lead Reviewers, with their team of reviewers, will tailor questions for this meeting to suit the context of the school from both documentation and also the context information given by the headteacher and/or senior leaders at the start of the PRA. These questions will also form the basis of discussion for all the other meetings and, as such, can be adapted accordingly. If the school's self-evaluation is Leading, in addition to personalised questions arising from the documentation, the following questions **MUST** be asked at the strategy and impact meeting:

1. How is the school's leading practice in a) leadership and b) school improvement strategies having a significant impact on raising the quality of education in your own and other schools?
2. How are middle leaders making a **proven**, discernible contribution to implementing, monitoring, evaluating and reviewing the curriculum and to the quality of learning over time?
3. Is the development of pupils' character exemplary? Can you provide examples of how this is done?

Other suggested questions:

- What are the current priorities for the school and how did you identify them?
- What are the school's successes to date?
- What remains to be done?
- Do you have 'non-negotiables' that you would expect to see across the school? How secure are these?
- How involved are middle leaders in driving improvement?
- How does CPD improve teaching and learning?
- What is the rationale behind your curriculum?
- Where will we see the best examples of your priorities and curriculum rationale?
- How important is reading here?
- What is the impact of the enrichment you offer for all (groups) pupils? How do you know?
- How does CPD improve teaching and learning?
- What is the quality of your schemes of learning? How do you ensure that they are appropriate in pitch to build pupils' subject knowledge?
- How are your pupils prepared for the next stage and for life in modern Britain? How effective is this?
- What is the approach to writing across the curriculum?
- Is ambition clearly defined? What does this look like in terms of curriculum?
- Is your Key Stage 3 two or three years? What is the rationale for this?

Lead Reviewer Guidance

Gathering evidence

Using the Learning Exploration Form

The reason for the term 'learning exploration' is to build in more flexibility to move away from individual lesson observations towards exploring learning in a more realistic way, with a focus on pupils' grasp of content and its application. A joint learning exploration may incorporate:

- learning walks into lessons and around the school to gather information about the quality of teachers' pedagogical and subject knowledge, the build up of pupils' knowledge, the implementation of the curriculum and pupils' attitudes to learning
- scrutiny of pupils' work, including disadvantaged pupils and those with additional needs, to gather evidence as above
- talks with pupils, including disadvantaged pupils and those with additional needs, about what they have learned and the impact of the experiences on offer to them
- listening to pupils read, including disadvantaged pupils and those with additional needs, to evaluate the quality of provision and outcomes for reading. This focus includes reading in secondary schools.

After each learning exploration, as before, there will be time built in for a high quality discussion between the school leader and visiting reviewer, as this collaboration and sharing of knowledge and experience is fundamental to the Challenge Partners' philosophy. These rich discussions will unpick the evidence to form agreed WWWs and EBIs. This is about what is happening now.

During learning explorations, here are some questions to have in mind, or to ask, that may help gather evidence of current attainment and progress:

1. Why are the pupils learning this and why now?
2. How effectively are teachers using assessment to ensure that gaps in learning are identified and addressed?
3. How are pupils being supported through a recovery curriculum following last year's closures?
4. What are pupils' attitudes to learning and stamina for learning like?
5. Does the work that pupils do over time in their books reflect the planned curriculum?
6. Is pupils' work age-appropriate and/or need appropriate?
7. Are teachers' expectations sufficiently high?
8. How accurate and secure are teachers' pedagogical and content knowledge?
9. What do pupils know?/What can pupils do?
10. How well are pupils' knowledge and skills built over time?
11. Do more able pupils have to grapple with their work at times?
12. Do pupils know more, remember more and can they do more?
13. What are pupils' views of teaching, learning and behaviour?
14. How does the learning environment reflect the planned curriculum and how does it support learning?
15. How does the learning environment promote British values and prepare pupils for their next steps and for life in modern Britain?

Using data

The PRA is the place to review any data that may be available and formulate questions to elicit information about the standards and progress reached by pupils, in both past and current cohorts. This can then be used as a starting point to provide some key areas to use in the learning explorations and discussions with senior and middle leaders. However, there are no expectations that school leaders should be involved in any extra work brought about by creating additional data documentation.

Schools have been asked to provide the IDSR and ASP, although at times these will be unvalidated, or unavailable following the pandemic. Lead Reviewers can use what the school has at that time, invalidated or validated, but it needs to be the official document. Phonics screening and sixth form data such as ALPs might be asked for if they do not appear at the PRA.

Lead Reviewer Guidance

Guidance for supporting the whole review team

Leading the team through the review

- Build social capital within the team
 - Spend some time on introductions/getting to know the team as individuals
 - Start the meeting/each day with an ice breaking activity (where appropriate)
- Guide reviewers to tweak questions: to focus on provision, impact and example (PIE)
- Encourage reviewers to continuously reflect on their experience and how they can apply their learning to their own leadership

CPD aspect

- The QA Review operates on a 50/50 model so that equal time is spent on facilitating the review for the school and on enhancing reviewers' professional development. In the introductory email sent before the review, the Lead Reviewer will have asked each reviewer which element of their own professional development they would like to focus on during the review. This may help inform which activities in the timetable that reviewers are assigned to
- Reviewers can select if there are any activities they want to take part in that are of particular interest to their own CPD in the documentation analysis meeting
- Encourage reviewers to use time to reflect on **their areas of professional focus and** what they can take away, what has been challenging etc. **Self-reflection is an essential part of the QA Review process, and must be encouraged throughout the review in order to ensure that reviewers are actively considering their own practice and what knowledge they can take with them. Thus, during this final reflection meeting, this information can be brought together in a fruitful, open discussion where reviewers can learn from each other.**
- **During the final self reflection meeting, reviewers should make notes about their own WWWs and EBIs, recording them on the official **self-reflection template**. Each reviewer can use this information as evidence of their professional development back in their own setting.**
- **The self-reflection meeting should take place promptly at 10am. It is the responsibility of the lead reviewer to manage the time effectively to ensure that there is sufficient time for a first class meeting to take place before the final meeting at 10.30am. The depth of the discussion may depend on the number of reviewers so, where there are four or five reviewers for example, there may only be time for questions 2, 3 and 5 to be discussed.**
- Encourage reviewers to signpost their own CPD
- Use open coaching questions

Lead Reviewer Guidance - Exemplar WWWs and EBIs

Leadership at all levels

What Works Wells...PIE as a helpful structure

(P - Provision) Senior leaders and the English leader have focussed directly on extending the quality of writing across the curriculum. (I - Impact) This has led to improved use of figurative language in creative writing, extended pieces of work that show clear links between curricular areas, together with more consistent handwriting in books. (E - Example) For example, an examination of English books in Year 5 revealed greater depth of writing, particularly the use of technical vocabulary and neat presentation.

Even Better Ifs...

... there was greater focus on ensuring that a higher percentage of pupils in Year 10 maximised all opportunities in the wider curriculum offer, in order to extend their interests and cultural capital.

Quality of Provision and Outcomes

What Works Wells...PIE as a helpful structure

(P-Provision) Teachers show strong subject knowledge across the curriculum. The year group and phase teams share joint planning and moderation activities, (I-Impact) which helps to ensure consistency. A common feature is the planning of high-quality questioning, which pupils respond to positively. (E-Example) For example, in a Year 4 mathematics lesson, the teacher used probing questioning to deepen pupils' knowledge and understanding of fractions.

Even Better Ifs...

... teachers developed the presence of some teaching assistants and ensured that they all consistently scaffolded and developed pupils' learning in every session.

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

What Works Wells...PIE as a helpful structure

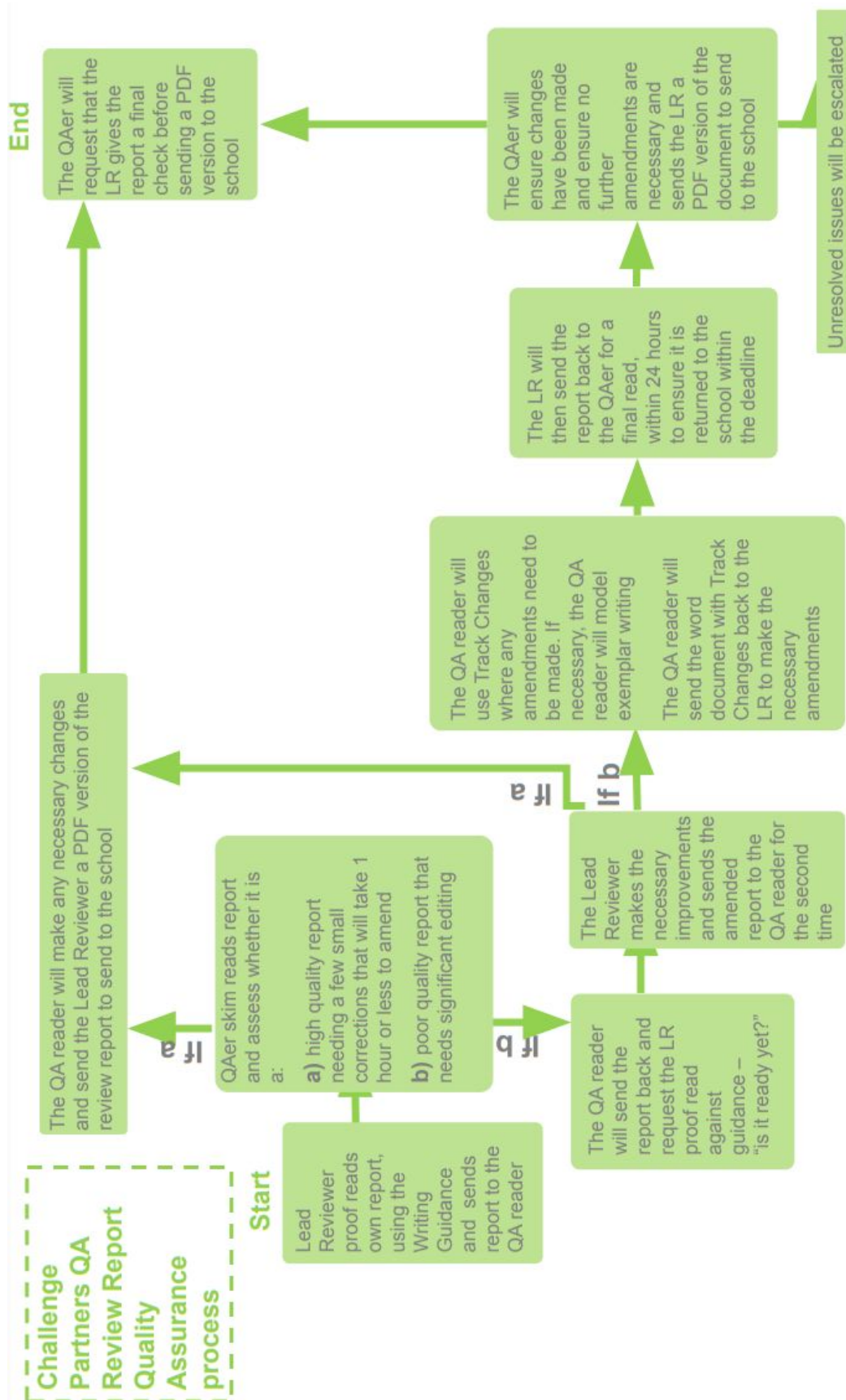
(P-Provision) English leaders use additional funding to provide disadvantaged pupils with the set books needed for their study programmes (E-Example) such as, 'A Christmas Carol' and 'An Inspector Calls'. (Impact) As a result, there are fewer barriers to learning and these pupils work more confidently in lessons, producing sustained pieces of written work.

Even Better Ifs...

... disadvantaged pupils in a minority of subjects were given more support, challenge and praise in their learning, to match the levels in other lessons.

Lead Reviewer guidance

Report QA Process Flow chart



Lead Reviewer Guidance

Guidance for special school Lead Reviewers on completing the Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs section of the QA Review report

It is essential that **all** reports include a section on Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs.

If you are reviewing a special school where all pupils are disadvantaged and have additional needs then the school can **focus on a particular group (or groups) of disadvantaged pupils** within this section of the report.

Below are some examples from special school reports:

Example 1

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

All pupils in the PRU are disadvantaged and have additional needs. Senior leaders requested that the review focus was on the provision and outcomes for girls.

- Leaders are aware that the ratio of boys to girls could hinder the progress that girls make. As a result, leaders have made staff aware of the particular needs of each individual girl within the PRU. Many have undiagnosed autism and some have a tendency to be quieter and less communicative.
- Leaders judiciously appoint staff, ensuring that there is an excellent balance of gender, age and diversity so that they have much to contribute to the excellent team.
- Staff provide strong role models in all aspects of their work and are sensitive to each individual pupil, irrespective of gender. They make time to talk to the girls and support them while doing activities, such as cooking, sport or gardening together. As a result, girls are confident and keen to tell of the support they have received; they articulate clearly their ambition for their futures. Due to the strong relationships with their teachers and support workers, they understand the need for qualifications in core subjects and are now working to improve their grades to access apprenticeships and college courses.
- Girls are able to follow their passion for vocational subjects. They choose construction and mechanics and participate successfully in these, as well as child development and hair and beauty.
- Physical education staff provide sports which interest girls and they keep them active, participating and enjoying. As a result, they are fully involved in current fitness and boxing options and looking to explore other sports as a result.

Example 2

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Outcomes are largely the same for disadvantaged pupils as they are for non-disadvantaged pupils. This is clearly attributed to staff knowing the pupils' barriers well and putting in place strategies to support them. For example, the therapeutic team provides wrap around support for both pupils and parents, to address barriers to engagement and learning.
- The adapted curriculum of ... has been successful at improving attendance, behaviour and outcomes for its pupils. The ... consists of largely disadvantaged, Key Stage 4 pupils, who have failed mainstream placements. The bespoke curriculum is highly flexible to meet the changing needs of the pupils and includes learning outside the classroom and in the local community. For example, pupils learn mechanics at the pupils are not only motivated by the course but, for many, are taught a valuable vocational skill.
- The Key Stage 3 class, also includes a high number of disadvantaged pupils. This is an equally successful social, emotional and mental health (SEMH) class of pupils who have largely attended pupil referral units (PRU) in the past, or been permanently excluded from mainstream school. Staff within the class take time to develop very strong, trusting relationships and this together with firm boundaries and high expectations, have led to very good outcomes for this group of pupils.

Lead Reviewer Guidance

Guidance for special school Lead Reviewers on completing the Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs section of the QA Review report

Another approach would be to take WWWs from elsewhere in the report, and to expand the bullet point so that it best fits within the Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs section of the report. We need to take additional needs in its broadest sense and in the context of the school.

Example 1

WWW from a special school report in the main provision and outcomes section read;

- The school uses a layered approach to improving learner well-being. Disadvantaged learners are well supported with additional levels of support and interventions including; yoga, counselling, 'drawing and talking,' 'Crash,' the school dog, Forest School and HEAL (Holistic education and learning). Where a more complex or specific need is identified referral to the relevant service is swiftly actioned.

This is then moved into the disadvantaged section and expanded further to include:

- This approach is working particularly well with learners and the families of learners who are deemed to be harder to reach. A small group of learners were identified with higher levels of persistent absence, mostly linked to anxiety. Key staff have encouraged parents and family carers to join with their pupils in a variety of activities including Forest School and 'drawing and talking sessions'. The attendance of this group of learners has significantly increased. The parents are more engaged with the class teachers and learner progress is greatly improved academically, especially in their behaviour for learning and their conduct.

Questioning Guidance

Questioning support

We have provided these questions to support reviewers during QA reviews. These are merely a guide to offer you support in asking deeper open questions that will help you to explore the host school's approaches and strategies. You do not have to follow these questions, and we encourage you to actively listen and observe during your time on review to ask the most meaningful questions for the school and its context.

General questions

1. How do you know it's working?
2. Can you show evidence that this works?
3. What does this mean for staff/pupils?

Vision and values

1. What is the school's vision and why?
2. How does your vision and values enable school improvement? How do you know?
3. Does the school have a shared understanding of its vision and values that staff at all levels are able to articulate?
4. Is there a shared clear vision for the future and what does this look like?

Context

1. What are the essential and unique features and ingredients of the school?
2. What challenges remain and what are your plans to address them?

Leadership at all Levels

1. Please tell us how leaders at all levels are involved in the self-evaluation and monitoring processes? What difference does this make?
2. How do subject leaders' action plans feed in to the SDP?
3. Inclusion leadership team and curriculum leadership teams are mentioned in the SEF - what is the impact of these teams?
4. How do you ensure that staff knowledge and skills are kept up to date?
5. How do you ensure that class teachers and teaching assistants are truly accountable for the progress of all pupils in their classes?
6. How does CPD drive teaching and learning?
7. Is ambition clearly defined? What does this look like across the school?

School Improvement

1. Do school leaders have a plan/model for school improvement that is based on evidence: What does this look like and how effective is it in leading to improvement for **all pupils, especially the most disadvantaged and those with additional needs**?
2. How accurate are the school's self-evaluation processes?
3. How involved are middle leaders in driving improvement and how are they accountable for their impact?
4. How is the curriculum facilitating the improvement in the proportions of pupils working at GD across the school?
5. What are the current priorities for the school and how did you identify them?
6. What are the school's successes to date and what remains to be done?
7. Do you have non-negotiables across the school that you would expect to see? How secure are these?

Questioning Guidance

Provision and outcomes

Evaluate attainment and progress, using the information taken from the school's documentation. Include information about the performance of disadvantaged pupils and pupils with additional needs.

1. How accurate is your attainment on entry data and how do you know?
2. What was the reason for the decline in the phonics outcomes last year? How are you narrowing this gap now these pupils are in Year 2?
3. Last year's GLD was particularly low. What were the reasons for this and how are these pupils doing in Year 1?
4. Last year's Key Stage 1 mathematics results were above the school's target for pupils exceeding ARE. How are these standards being maintained in Key Stage 2?
5. SPAG results improved significantly last year. How did you achieve this?
6. Which groups are underachieving and what steps are you taking to change this?
7. How are you ensuring that the gap is narrowing for disadvantaged pupils?
8. Why are Key Stage 2 boys with SEND making less progress than girls with SEND?
9. What strategies have enabled the school to achieve such positive outcomes in mathematics at the end of Key Stage 2? How will this continue to be sustained?
10. What are you doing to improve reading outcomes for the most able pupils in Key Stage 2 and what is the impact? How did you identify actions for middle and senior leaders to achieve this? Impact?
11. Which aspects of teaching are you most proud of?
12. The SEF says that SEND pupils are working on SMART targets – how are these integrated across all aspects of classroom practice?
13. How do your systems for interventions work?
14. How does the learning environment support learning?
15. Pupils' books are said to demonstrate high quality cross curricular work and sequenced building of knowledge across the year groups. How is this achieved and sustained?

Safeguarding and GDPR

Safeguarding as part of the QA Review

The Challenge Partners safeguarding policy can be found [here](#).

Further guidance

- The host school has the responsibility to ensure all attendees of a QA Review are aware of their safeguarding and child protection policies and procedures. The policies must be available to all adults involved in the QA Review and all reviewers should confirm that they are familiar with the contents and procedures in the policies.
- The Lead Reviewer and visiting reviews must always maintain professional relationships with children and young people in the host school. The Challenge Partners' code of conduct can be found [here](#)
- It is best practice to have at least two adults present when working with children and young people
- All evidence collected as part of the review needs to be disposed of correctly following the review

GDPR

Challenge Partners are committed to ensuring protection of all personal information that we hold, and to provide and to protect all such data. We recognise our obligations in updating and expanding this program to meet the requirements of GDPR.

Challenge Partners are dedicated to safeguarding any personal information under our control as part of the QA Review and in maintaining a system that meets our obligations under the statutory regulations. When on a QA Review all evidence or information collected by team members should be disposed of correctly at the end of the review. Our practice in regards to data use and GDPR is outlined in our privacy policy found [here](#).

Exemplar Agenda

Exemplar Template: Primary

These timetables are provided as an example and can be adapted to meet the needs of the school. They contain suggested activities, do feel free to reduce the number of activities to suit your school and context. Editable versions are available to be [downloaded here](#)

Primary QA Review timetable example

Please note that core activities that must be incorporated into your timetable are in bold and optional activities that the school can choose themselves are in italics.

Day 1

Time	Lead Reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
1.00 - 1.30pm	Lunch and context meeting with headteacher and other available leaders			
1.30 - 4.30pm	Documentation analysis and question development			
By 7.30pm	Lead Reviewer emails the PRA document to headteacher and review team			

Exemplar Template: Primary

Day 2

Time	Lead reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
8.00	Arrival			
8.00-8.30	Introductory meeting Sharing protocols Share/clarify key questions from the PRA	Introductory meeting Sharing protocols Share/clarify key questions from the PRA	Introductory meeting Sharing protocols Share/clarify key questions from the PRA	Introductory meeting Sharing protocols Share/clarify key questions from the PRA
8.30 – 9.00	<i>Introductions to whole staff</i>			
9.00-10.00	<i>Quality assurance</i>	<i>Learning exploration and subsequent paired discussion</i> <i>Phonics/reading Year 1</i>	<i>Learning exploration and subsequent paired discussion</i> <i>Maths Year 6</i>	<i>Learning exploration and subsequent paired discussion</i> <i>English Year 2</i>
10.00-10.15	BREAK			
10.15-11.15	<i>Quality assurance</i>	<i>Learning exploration and subsequent paired discussion</i> <i>Reading Year 4</i>	<i>Learning exploration and subsequent paired discussion</i> <i>Phonics/EYFS Reception</i>	<i>Learning exploration and subsequent paired discussion</i> <i>English Year 6</i>
11.15-12.45	Strategy and Impact meeting (quality of provision and outcomes; and leadership at all levels)	Strategy and Impact meeting (quality of provision and outcomes; and leadership at all levels)	Strategy and Impact meeting (quality of provision and outcomes; and leadership at all levels)	Strategy and Impact meeting (quality of provision and outcomes; and leadership at all levels)
12.45-13.15	LUNCH			
13.15-14.15	<i>Quality assurance activities</i>	<i>Learning exploration and subsequent paired discussion</i> <i>Maths Year 3</i>	<i>Learning exploration and subsequent paired discussion</i> <i>Geography Year 4</i>	<i>Learning exploration and subsequent paired discussion</i> <i>History Year 5</i>

Exemplar Template: Primary

Day 2 - continued

14.15-15.15	<i>Quality assurance activities</i>	<i>Meeting with middle leaders 30 minutes English Maths Lead Practitioners</i>	<i>Work scrutiny</i>	<i>Meeting with pupils 30 minutes School Council</i>
15.15-15.30	Reflection time	Reflection time	Reflection time	Reflection time
15.30-17.00	Quality of provision and outcomes meeting (discuss curriculum minutes, impact of teaching of learning, outcomes) Agree estimate, if appropriate. This discussion is to bring together the findings from Day 2.	Quality of provision and outcomes meeting (discuss curriculum minutes, impact of teaching of learning, outcomes) Agree estimate, if appropriate. This discussion is to bring together the findings from Day 2.	Quality of provision and outcomes meeting (discuss curriculum minutes, impact of teaching of learning, outcomes) Agree estimate, if appropriate. This discussion is to bring together the findings from Day 2.	Quality of provision and outcomes meeting (discuss curriculum minutes, impact of teaching of learning, outcomes) Agree estimate, if appropriate. This discussion is to bring together the findings from Day 2.

Exemplar Template: Primary

Day 3

Time	Lead Reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
8.00 -	Arrival			
8.15 start of day	Link with team, headteacher and SLT	Link with team, headteacher and SLT	Link with team, headteacher and SLT	Link with team, headteacher and SLT
8.15-9.00	<i>Quality assurance</i>	<i>Discussion with SENCO</i>	<i>Meeting with middle leaders</i> <i>Music, Art PSHE</i>	<i>Meeting Pupil Premium Leader</i>
9.00 - 10.00	<i>Quality assurance</i>	<i>Learning explorations and subsequent paired discussion</i> <i>Science Year 3</i>	<i>Learning explorations and subsequent paired discussion</i> <i>History Year 1</i>	<i>Learning explorations and subsequent paired discussion</i> <i>Art Year 4</i>
10.00 - 10.30	Self-reflection for visiting reviewers			
10.30 - 12.00	Whole team (reviewers and school leaders) discussion of leadership at all levels, estimates and overall estimates.	Whole team (reviewers and school leaders) discussion of leadership at all levels, estimates and overall estimates.	Whole team (reviewers and school leaders) discussion of leadership at all levels, estimates and overall estimates.	Whole team (reviewers and school leaders) discussion of leadership at all levels, estimates and overall estimates.

Exemplar Template: Secondary

These timetables are provided as an example and can be adapted to meet the needs of the school. They contain suggested activities, do feel free to reduce the number of activities. Editable versions available to be [downloaded here](#)

Secondary QA Review timetable example

Day 1

Please note that core activities that must be incorporated into your timetable are in bold and optional activities that the school can choose themselves are in italics.

Time	Lead reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
1.00	Lead reviewer and visiting review team meet host headteacher and SLT Visiting and host reviewers introduce themselves.				
1.00 – 1.30	Context meeting with the headteacher and other available leaders (30 minutes) Lead reviewer leads ice-breaker.				
1.30 - 4.30	Documentation analysis and question development (~3 hours) - Visiting reviewers only <i>Breaks to be taken throughout this session.</i>				
By 7.30pm	Lead reviewer emails the PRA document to headteacher and review team				

Exemplar Template: Secondary

Day 2

Please note that core activities that must be incorporated into your timetable are in bold and optional activities that the school can choose themselves are in italics.

Time	Lead reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
8.00 - 8.15	Lead reviewer and visiting reviewers arrive				
8.15 - 8.45	Introduction to day 2 (30 minutes)				
8.45 - 9.45	<i>Quality assurance</i>	<i>Learning Exploration- English</i> Year group/ classroom 10/C2 10/S2 10/C1	<i>Learning Exploration- Geography</i> Year group/ classroom 11/GE1 11/CGE2 12/IQ2	<i>Learning Exploration- Sixth Form</i> Year group/ classroom 12/ML5 13/S10 13/ML1	<i>Learning Exploration- KS3</i> Year group/ classroom 9/SC1 9/MA2 9/MA6
9.45-10.45	<i>Quality assurance</i>	<i>Learning Exploration- KS3</i> Year group/ classroom 8/M3 8/MU2 7/MU1	<i>Learning Exploration- Sixth Form</i> Year group/ classroom 12/MA7 13/BS1 13/AR1	<i>Learning Exploration- KS4</i> Year group/ classroom 11/H7 11/ML4 11/ML6	<i>Learning Exploration- Maths</i> Year group/ classroom 8/Q3 8/GE3 12/Q2
10.45-11.00	BREAK				
11.00 – 12.30	Strategy and Impact meeting				
12.30 - 1.30	LUNCH				
1.30 - 2.30	<i>Quality assurance</i>	<i>Learning Exploration- English</i> Year group/ classroom 10/C2 10/S2 10/C1	<i>Learning Exploration- Geography</i> Year group/ classroom 11/GE1 11/CGE2 12/IQ2	<i>Learning Exploration- Sixth Form</i> Year group/ classroom 12/ML5 13/S10 13/ML1	<i>Learning Exploration- KS3</i> Year group/ classroom 9/SC1 9/MA2 9/MA6
2.30-3.30	<i>Quality assurance</i>	<i>English workbook scrutiny</i>	<i>Meeting with English and Geography TLR holders</i>	<i>Meeting with students</i>	<i>Meeting with other key middle leaders</i>
3.30-5.00	Whole review team meeting to draw together findings from day: Quality of provisions and outcomes				

Exemplar Template: Secondary

Day 3

Please note that core activities that must be incorporated into your timetable are in bold and optional activities that the school can choose themselves are in italics.

Time	Lead Reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
8.00 - 8.15	Introduction to day 3				
8.15 – 8.45	<i>Quality assurance</i>	<i>Pupil premium meeting</i>	<i>Meeting with governors</i>	<i>Meeting with SENDCo</i>	<i>Meeting with TAs</i>
8.45 – 9.00	<i>Quality assurance</i>	<i>Attend assembly</i>	<i>Attend assembly</i>	<i>Visit tutor base (KS3)</i>	<i>Visit tutor base (KS4)</i>
9.00-10.00	<i>Quality assurance</i>	<i>Learning Exploration- Geography Year group/ classroom 13/C3 11/H3 11/CCR</i>	<i>Learning Exploration- Sixth form Year group/ classroom 12/BS1 12/MA9 12/S12</i>	<i>Learning Exploration- Sixth Form Year group/ classroom 13/SF2 13/H1 13/M1</i>	<i>Learning Exploration- KS3 Year group/ classroom 7/MU1 7/SM4 8/SFT</i>
10.00-10.15	BREAK				
10.15-10.30	Self-reflection for visiting reviewers (20 minutes) - Visiting reviewers only				
10.30 - 12.00	Meeting to share findings and agree estimates				
12.00	Visiting team departs				

Exemplar Template: Special

These timetables are provided as an example and can be adapted to meet the needs of the school. They contain suggested activities, do feel free to reduce the number of activities. Editable versions available to be [downloaded here](#)

Special QA Review timetable example

Day 1

Please note that core activities that must be incorporated into your timetable are in bold and optional activities that the school can choose themselves are in italics.

Time	Lead reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
1.00 - 1.30	School context meeting with visiting reviewers and host SLT (lunch provided)			
1.30 – 4.30	Documentation analysis and question development - Visiting reviewers only			
By 7.30pm	Lead reviewer emails the PRA document to headteacher and review team			

Exemplar Template: Special

Day 2

Please note that core activities that must be incorporated into your timetable are in bold and optional activities that the school can choose themselves are in italics.

Time	Lead reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
8.00 - 8.20	Meet the team Share protocols and clarify key questions			
8.20 – 9.45	Strategy and Impact meeting Quality of provision and outcomes and leadership at all levels			
Period 1	<i>Quality assure activities</i>	<i>Learning exploration PFS Intervention</i>	<i>Learning Exploration Discovery</i>	<i>Learning Exploration Year 11 Flash</i>
Period 2	<i>Quality assure activities</i>	<i>Learning exploration 2H & 2L Maths</i>	<i>Learning exploration Year 10 English</i>	<i>Learning exploration 9B Science</i>
11.45-12.00	BREAK			
Period 3	<i>Quality assure activities</i>	<i>Learning exploration 8M <u>Talkabout</u></i>	<i>Learning exploration, work scrutiny, discussions KS2</i>	<i>Learning exploration 2P English</i>
13:00-13.45	LUNCH			
Period 4	<i>Quality assure activities</i>	<i>Learning exploration 9B Science</i>	<i>Learning exploration, work scrutiny, discussions KS4 Options Art Sports Leaders Arts Award Creative Technology Car detailing & valeting</i>	<i>English Leader & work & discussion</i>
Period 5	<i>Quality assure activities</i>	<i>Science Leader & work & discussion</i>		<i>Learning exploration Geography</i>
3.20-3.40	Reflection time			
3.40-5.00	Quality of provision and outcomes meeting with, bringing together the findings from Day 2			

Exemplar Template: Special

Day 3

Please note that core activities that must be incorporated into your timetable are in bold and optional activities that the school can choose themselves are in italics.

Time	Lead Reviewer	Visiting and host reviewer pair	Visiting and host reviewer pair	Visiting and host reviewer pair
8.15 - 8.30	Introduction to day 3 – link with SLT/teachers/leaders as needed			
8.30-9.00	<i>Quality assurance</i>	<i>Behaviour & Attitudes Discussion with trustee in attendance too (SLT member) (Trustee)</i>	<i>SLCT Discussion with trustee in attendance too</i>	<i>Year 11 ECC Visit 20 pupils with Staff members</i>
<i>Period 1</i>	<i>Quality assurance</i>	<i>Learning exploration 2P PE (Teacher) with trustee in attendance too</i>	<i>Learning exploration 2H 2L English with trustee in attendance too</i>	<i>Year 10 Construction Staff Horticulture Staff Food Staff</i>
10.00 – 10.30	Reflection time			
10.30 - 12.00	Wrap up and reflection meeting with SLT, TLRs and trustees			

Supporting Documents

Supporting Documents

You can access all supporting documents on the Challenge Partners' [website](#). Please note you will need to register as a member to access the website which you can do by following the below steps:

- Click on [this link](#)
- Create your own user log in, following the instructions
- N.B. You will be asked to provide your school's 7 digit DfE/LAESTAB number.
- We will approve your login and you will gain access to the members area, this usually happens within a few hours at the most

Pre-Review Analysis

- QA Review Pre-Review Analysis (PRA) Form: This is to be completed for the school by the visiting reviewers during the PRA and used to inform initial discussion with the school at the start of Day 2.

Review Agendas

- QA Review agenda template EDITABLE: This is a template that will support hosts to design their agendas
- Exemplar QA Review agendas -primary, secondary, special EDITABLE: This is an exemplar agenda that will support hosts to design their agendas

Estimate descriptors

- QA Review peer evaluation estimate descriptors: This outlines the evaluation descriptors for each area of the report and is used in discussions in the reflection meeting on day 3 to gauge peer evaluation of each area

Area of Excellence

- QA Review Area of Excellence application form: To be completed by the host school wishing to submit an Area of Excellence for review.
- QA Review Area of Excellence accreditation form: To be completed during/after the review to identify the AoE as accredited or developing

Other documents for reviewers

- QA Review reviewer self reflection record: This form is to be completed by the reviewers and focuses on the reviewers reflections and personal development through being on review. This form is used in discussion with the Lead Reviewer
- QA Review Learning exploration form: This is a blank form to write and collate notes on during learning explorations as part of the review. Reviewers may opt to use their own notebooks or this template. Please note all evidence you collect should be treated as confidential and disposed of appropriately at the end of the review
- QA Review General evidence gathering form: A form to support general evidence gathering. Reviewers may opt to use their own notebooks or this template. Please note all evidence you collect should be treated as confidential and disposed of appropriately at the end of the review

Other documents for Lead Reviewers

- QA Review Lead Reviewer Report writing template and guidance: Template report and guidance to support the writing of the report for Lead Reviewers
- QA Review Lead Reviewer Report writing style guidance: Guidance on style when writing the QA Review report
- Reviewer information form: A form to support Lead Reviewers in collecting information on their review team
- QA Review example report: This is an example QA Review report

Further references for Lead Reviewers

- [Spelling and grammar guidance](#)
- [Ofsted Guidance- Workbook scrutiny](#)
- [Gatsby benchmarks](#)

Useful Contacts

Contact: Central Team




Central Team

The Challenge Partners central team delivers the Quality Assurance Review and virtual Leadership Quality Assurance Review. They are often the first point of contact for all involved and should be contacted if you have any practical or logistical questions about your QA Review/vLQA Review.

Direct all questions and queries to the team's central inbox: review@challengepartners.org

For urgent queries please call the central phone line: **020 7803 4970**

If there are any urgent issues whilst you are leading a review that you feel need escalating to a member of the Challenge Partners team, please ask to speak to either Andy, Laura or Roisin.

	<p>Andrew O'Rourke QA Review Programmes Manager andrew.orourke@challengepartners.org</p>
	<p>Laura Lewis-Williams Executive Director (Acting) laura.lewis-williams@challengepartners.org</p>
	<p>Roisin Killick Head of Programmes and Evaluation (Acting) roisin.killick@challengepartners.org</p>