

Quality Assurance Review

VISITING 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.

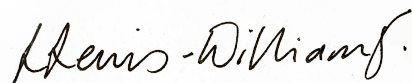
Our in-person Quality Assurance Review (QA Review) has always been at the heart of our Network of Excellence, providing the challenge that is part of our name. This professionally-led peer review focuses on how approaches to curriculum, pedagogy and leadership benefit all learners, particularly those 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:

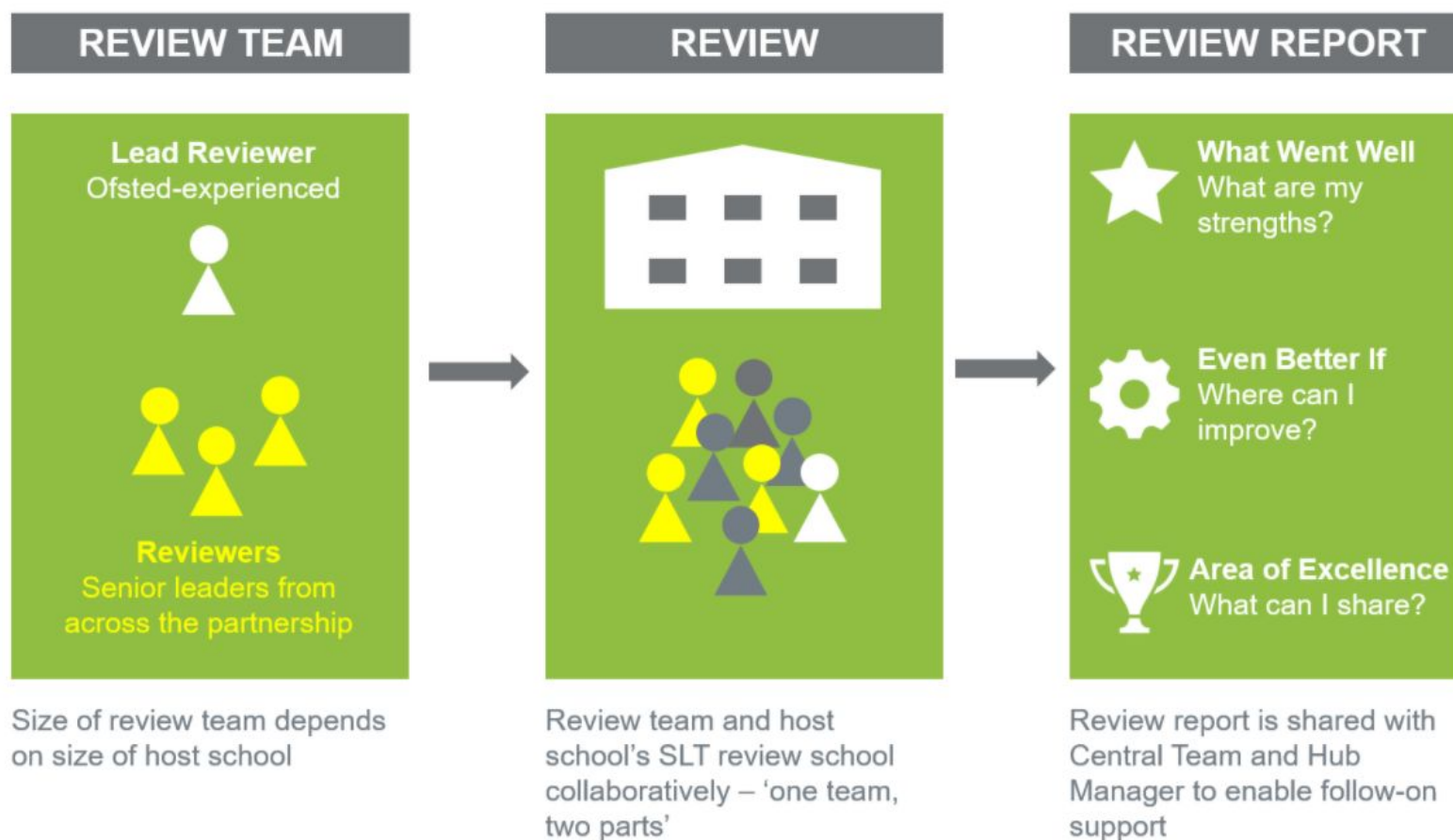
- Be positive and supportive
- Respect the culture and context of the school
- Keep all findings and documentation confidential after the review unless permission is given by the school to share good practice
- Carry out the review with integrity, showing courtesy and respect to staff and pupils
- Include 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

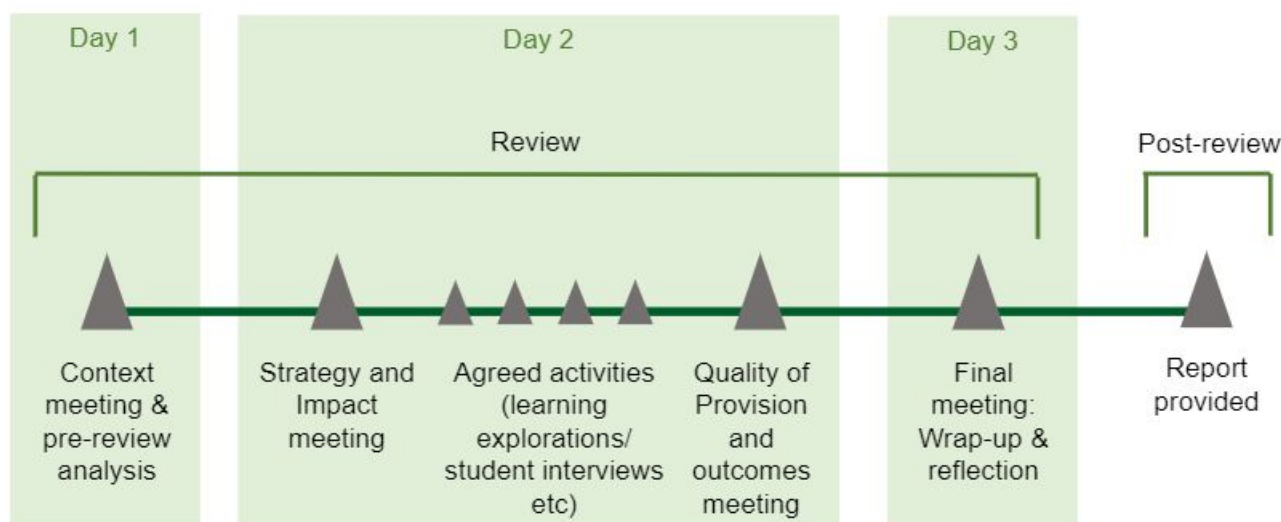
Self-reflection for visiting reviewers

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?

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>