

Appendix 1: Protocols

CHALLENGE PARTNERS: Protocols

When taking part in a Challenge Partners' Quality Assurance Review, reviewers should:

- Show commitment and exhibit understanding of their role
- Respect the context and culture of the school under review
- Be positive and supportive
- Be challenging and rigorous
- Keep all findings and judgements confidential, unless permission is given by the school to share good practice
- Be on time
- Discuss issues honestly and clearly
- Base evaluations on clear evidence
- Carry out the review with integrity, showing courtesy and respect to staff and pupils
- Adhere to the school's own code of conduct
- Act professionally
- Leave the school in a better position than when the review team first arrived

Appendix 2: Pre-Review Analysis (PRA)

CHALLENGE PARTNERS: Pre-Review Analysis

This is to be completed for each school by the Review Team on the Pre-Review Analysis day and used to inform initial discussion with the school.

Name of School:	
School Address:	
Hub:	

Telephone Number:	
Email address:	

Unique Reference Number:	
Local Authority:	
Type of School:	
School Category:	
Age range of pupils:	
Number on roll:	
Head teacher/Principal:	

Date of last Ofsted inspection:	
Grade at last Ofsted inspection:	

Date of Quality Assurance Review:	
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Information about the school:

Insert context information which will appear on the QAR report.

School Improvement Strategies:

Key questions

Pupil Achievement:

Evaluate attainment and progress, using the information taken from RAISEonline and the school's own data. Include information about the performance of different groups and any gaps between them.

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Quality of Teaching:

Key questions

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Quality of Area of Excellent Practice:

Key Questions

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Partnerships:

School to provide evidence of impact of partnership work.

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Appendix 3: Area of Excellent Practice

CHALLENGE PARTNERS: Identification of Area of Excellent Practice

Name of School:	
Date:	

Please give details of the area(s) of excellent practice that you have identified to support school improvement across the Challenge Partners. Identify no more than 2 areas. Please complete a copy of this form for each of the areas you have identified and continue on additional sheets if needed. Thank you.

What is your area of excellent practice?

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Why have you identified this area as a strength?

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What actions have you taken to establish expertise in this area?

--

Which key staff (please state their roles) have led on this?

--

Which phase, year group, department or subject area demonstrates the strongest elements of the area of excellent practice?

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How have you capitalised on the area of excellent practice in your own school?

--

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

--

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

--

How will you continue to build your expertise in this area?

--

What are your next steps?

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Signed:

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Date:

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Appendix 4: Example QAR Timetable

CHALLENGE PARTNERS: Example Timetable

Whilst we have provided an example QAR timetable, we understand that different schedules will work well for different schools. The timetable below is an example to assist you in compiling a schedule that best enables the team to review your school. Please see the 'Before the Review' chapter for guidance on creating a suitable timetable.

Day One in School




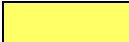
	Lead Reviewer	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
8.00 – 8.10	Meet head teacher				
8.10 – 8.30	Meet school leadership team				
Period 1 9.05 - 9.55		[Class/Subject]	[Class/Subject]	[Class/Subject]	Area of Excellence
		[Teacher]	[Teacher]	[Teacher]	[Name]
		[Classroom]	[Classroom]	[Classroom]	[Location]
		[Co-observer]	[Co-observer]	[Co-observer]	[Class/Subject]
Period 2 9.55 - 10.45		Area of Excellence	[Teacher]	[Teacher]	[Teacher]
		[Name]	[Classroom]	[Classroom]	[Classroom]
		[Location]	[Co-observer]	[Co-observer]	[Co-observer]
Break					
Period 3 11.05 - 11.55		[Class/Subject]	Meet Students	Meet Students	[Class/Subject]
		[Teacher]	[Group]	[Group]	[Teacher]
		[Classroom]	[Location]	[Location]	[Classroom]
		[Co-observer]	[Location]	[Location]	[School Leader]
Period 4 11.55 - 12.45		[Class/Subject]	[Class/Subject]	[Class/Subject]	[Class/Subject]
		[Teacher]	[Teacher]	[Teacher]	[Teacher]
		[Classroom]	[Classroom]	[Classroom]	[Classroom]

		[Co-observer]	[Co-observer]	[Co-observer]	[Co-observer]
Lunch					
Period 5 13.40 - 14.30		[Class/Subject]	[Class/Subject]	Teaching & Learning	Teaching & Learning
		[Teacher]	[Teacher]	[Name]	[Name]
		[Classroom]	[Classroom]	[Location]	[Location]
		[Co-observer]	[Co-observer]	[Class/Subject]	[Class/Subject]
Period 6 14.30 - 15.20		Achievement	Achievement	[Teacher]	[Teacher]
		[Name]	[Name]	[Classroom]	[Classroom]
		[Location]	[Location]	[School Leader]	[School Leader]
15.20 - 16.20	Meet School Leadership Team				
16.20 - 16.50	QAR Team personal reflection				

Day Two in School

	Lead Reviewer	Reviewer 1	Reviewer 2	Reviewer 3	Reviewer 4
8.45 - 9.05	QAR Team Meeting				
Period 1 9.05 - 9.55		School Improvement	Learning	School Improvement	[Class/Subject]
		Strategies	Walk	Strategies	[Teacher]
		[Name]	[Name]	[Name]	[Classroom]
		[Location]		[Location]	[School Leader]
Period 2 9.55 - 10.45		[Class/Subject]	Partnership	Partnership	Learning
		[Teacher]			Walk
		[Classroom]	[Name]	[Name]	[Name]
		[School Leader]	[Location]	[Location]	
10.45 - 12.15	QAR team and School Leadership Team meet to agree judgements and text				
12.15 - 12.45	QAR Team Self-assessment <i>(team fill in self-assessment forms to take back to their own school)</i>				

Key:

-  30 minute Lesson observations plus discussion time
-  Meetings
-  Learning Walk
-  Lead Reviewer joins reviewers for QA purposes as appropriate

Appendix 5: Written Report Template

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	
School Address:	
Hub School:	

Telephone Number:	
Email address:	

Unique Reference Number:	
Local Authority:	
Type of School:	
School Category:	
Age range of pupils:	
Number on roll:	
Head teacher/Principal:	

Date of last Ofsted inspection:	
Grade at last Ofsted inspection:	

Date of Quality Assurance Review:	
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies: [Outstanding/Good/Requires Improvement/Inadequate]

Achievement is: [Outstanding/Good/Requires Improvement/Inadequate]

Quality of Teaching: [Outstanding/Good/Requires Improvement/Inadequate]

Area of Excellent Practice:

[Identify Area] [Confirmed/Developing/Not yet identified]

Overall Review Evaluation

The Quality Assurance Review found indicators that [Name of school] appears to be firmly within the [Outstanding/Good/Requires Improvement/Inadequate] grade as judged by Ofsted in the school's previous Ofsted report [insert date of inspection].

The Quality Assurance Review found indicators that [Name of school] appears to have moved beyond the [Good/Requires Improvement/Inadequate] grade as judged by Ofsted in the school's previous Ofsted report [insert date of inspection] and is working within the [Outstanding/Good/Requires Improvement] grade.

The Quality Assurance Review found indicators that [Name of school] appears to be at the top of the [Good/Requires Improvement/Inadequate] grade as judged by Ofsted in the school's previous Ofsted report [insert date of inspection] and is working towards [Outstanding/Good/Requires Improvement].

The Quality Assurance Review found indicators that [Name of school] appears to be just within the [Outstanding/Good/Requires Improvement] grade as judged by Ofsted in the school's previous Ofsted report [insert date of inspection] and action is required to ensure that it continues to meet Ofsted's criteria for that grade.

The Quality Assurance Review found indicators that [Name of school] appears to have moved below the [Outstanding/Good/Requires Improvement] grade as judged by Ofsted in

the school's previous Ofsted report [insert date of inspection] and action is required to ensure that it meets the requirements of the Ofsted grade given at its previous inspection [insert date].

Information about the school

Context information taken from the previous inspection report and any additional information provided by the school.

120 words max

School Improvement Strategies

'What Went Wells' and 'Even Better Ifs' which may include -

Whether key issues are the result of rigorous monitoring of standards

Whether key issues are being addressed

Appropriateness of actions/tasks

Sharpness of success criteria

Frequency of monitoring and evaluation of action plan

Emphasis and extent of continuing professional development and its impact

Impact of actions so far on pupil outcomes

300 words max

Pupil Achievement

Evaluation of:

The learning and progress across year groups of different groups of pupils currently in school

Pupils' progress in the last three years

The proportions of pupils meeting and exceeding expected progress from different starting points compared with national figures

Pupils' attainment in relation to national standards by the time they leave school, including their standards in reading, writing and mathematics where relevant

The progress of pupils with disabilities and/or special educational needs or those receiving the pupil premium

Any trends taking account of any gaps between different groups of pupils

How gaps are narrowing between different groups of pupils

300 words max

Quality of teaching

School's rationale for selection of lesson observations.

'What Went Wells' and 'Even Better Ifs' from first-hand lesson observations and scrutiny of pupils' work

Areas may include -

Teachers' subject knowledge is appropriate

The teaching of the core skills of reading, writing, communication and mathematics is effective

Assessment is ensuring appropriate challenge for all pupils

The quality of questioning is promoting pupils' learning

Other adults are effectively used

The engagement and behaviour of pupils is impacting positively on their learning

The quality of feedback and marking by the teacher is ensuring pupils know how to improve their work.

450 words max

Quality of Area of Excellent Practice

Evaluation of the particular aspect of excellent practice that has been identified as a strength. There may be one or two areas identified.

Areas may include -

How the area of excellent practice has been developed over time

The evidence that the practice is a strength of the school

The year groups/phases/key stages/department/subject which provide the strongest features of the work

The impact of the excellent practice on standards and outcomes for pupils

Pupils' perceptions of the area of excellent practice

250 words max

Partnerships

The text should reflect both the amount of work carried out as well as the impact on pupil outcomes. The narrative should also describe and evaluate the impact of the engagement of the school with others in order to improve. Any research undertaken should also be highlighted.

150 words max

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

Appendix 6: Lesson Observation Form

CHALLENGE PARTNERS: Lesson Observation Form Observer: _____ Date: _____

Challenge	Needs Development ●—————● Major Strength
Engagement	Needs Development ●—————● Major Strength
Questioning	Needs Development ●—————● Major Strength
Learning	Needs Development ●—————● Major Strength

Free Flow Observation Notes:

WWW

EBI

Grade:

Appendix 7: Learning Walk Form

CHALLENGE PARTNERS: Learning Walk Form Observer: _____ Date: _____

Free Flow Notes – Where possible, make reference to Challenge, Engagement, Questioning and Learning

WWW

EBI

Appendix 8: Reviewer’s Self-assessment

CHALLENGE PARTNERS: Assessment of Senior Leaders

Name of Senior Leader:	
School:	
Name of Lead Reviewer:	
School reviewed:	
Personal focus for the review	
Date:	

Self-Assessment by Senior Leader: *Please evaluate your performance against each of the following.*

1. How would you rate your work within the team?

Highly competent with aspects of outstanding practice

Very competent

Competent

Below what is required

2. How would you rate your analysis of the data and other information about the school?

Highly competent with aspects of outstanding practice

Very competent

Competent

Below what is required

3. How would you rate your ability to make judgments that were fair and based on evidence?

Highly competent with aspects of outstanding practice

Very competent

Competent

Below what is required

4. How would you rate the effectiveness of your communication, both in the team and with the school?

Highly competent with aspects of outstanding practice

Very competent

Competent

Below what is required

Any other comment:

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From taking part in the review process, I have learnt:

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Back in school, I am now going to:

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Any comment by Lead Reviewer:

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Signed (Senior Leader):		Date:	
Signed (Lead Reviewer):		Date:	

Appendix 9: Grade descriptors

The effectiveness of school improvement strategies

Outstanding (1)

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.
- There are excellent policies underpinning practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics.
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.

Good (2)

- Key leaders and managers consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.
- Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.
- The well-thought-out policies ensure that pupils make at least good progress in literacy.
- The school's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics.

Requires improvement (3)

- Leadership and management require improvement because they are not good but

are demonstrating the capacity to secure improvement in the school.

Inadequate (4)

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements which have been made are unlikely to be sustainable, too slow or are dependent on external support.
- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
- Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs.
- The progress in English or in mathematics of pupils for whom the pupil premium provides support is falling further behind the progress of the other pupils with similar prior attainment in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.

Achievement of pupils at the school

Outstanding (1)

- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them.
- Pupils make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or has risen rapidly, including in English and mathematics.
- Pupils read widely, and often across all subjects to a high standard.
- Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better.

- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

Good (2)

- From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving.
- Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.
- The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics.
- Pupils read widely and often.
- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good.
- Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.

Requires improvement (3)

- Pupils' achievement requires improvement as it is not good.

Inadequate (4)

Achievement is likely to be inadequate if any of the following apply.

- From their different starting points, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English or in mathematics are consistently below national figures and show little or no

improvement.

- For pupils for whom the pupil premium provides support, the proportions making and exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils and show little or no improvement.
- Pupils' learning and progress in any key subject¹ or key stage, including the sixth form or the Early Years Foundation Stage, indicate they are underachieving.
- Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or those for whom the pupil premium provides support, and/or the most able, are underachieving.
- Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.
- Attainment is consistently below floor standards² or is in decline and shows little, fragile or inconsistent improvement.
- There are wide gaps in the attainment and/or the learning and progress of different groups.

Quality of teaching in the school

Outstanding (1)

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.

¹'Key' subjects in primary schools are English and mathematics. In secondary schools they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry. Floor standards refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold for the number of National Curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4. Current figures are given in *Ofted's Subsidiary guidance*.

- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.
- Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

Good (2)

- Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

Requires improvement (3)

- Teaching requires improvement as it is not good.

Inadequate (4)

- Teaching is likely to be inadequate where **any** of the following apply:
- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making inadequate progress.

- Pupils cannot communicate, read, write, or apply mathematics as well as they should.
- Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.
- Learning activities are not sufficiently well matched to the needs of pupils.

The quality of the Area of Excellent Practice

Confirmed

The area of excellent practice identified is confirmed and contributes significantly to outcomes for pupils.

Developing

An area of excellent practice has been identified and plans are in place to develop it further.

The school has not yet identified an area of excellent practice.

Overall Effectiveness – used to inform the judgement about where the school appears to be positioned relative to its most recent Ofsted inspection.

Outstanding (1)

- Teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement, significant growth in students' knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving.
- Pupils, and particular groups of pupils, have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.

Good (2)

- Pupils benefit from teaching that is at least good and some that is outstanding. This leads to growth in students' knowledge, promotes very positive attitudes to learning and ensures that pupils' achievement is at least good.
- Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently. Those pupils who have fallen behind are being helped to make rapid progress in their reading.
- The school takes effective action to enable most pupils, including disabled pupils and those with special educational needs, to reach their potential.
- Other principal aspects of the school's work are likely to be at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical wellbeing. There is a positive climate for learning.

Requires improvement (3)

- The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate (4)

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- the achievement of pupils
- pupils' progress in literacy
- the quality of teaching
- the behaviour and safety of pupils
- the quality of the leadership in, and management of, the school
- and/or there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical wellbeing.

Appendix 10: Quality Assurance Review Cancellation Policy

CHALLENGE PARTNERS: Cancellation Policy

This policy is designed to provide further clarity and stability for your Quality Assurance Review with Challenge Partners. In order to provide an efficient and professional service the issue of cancellations resulting from unavoidable circumstances is addressed below.

Challenge Partners will make every effort to ensure that Reviews are conducted on the arranged dates and times. However we recognise that sometimes changes are unavoidable.

In the event of a cancellation of a Quality Assurance Review the following terms will apply. Each party needs to ensure notification is made as soon as possible if such circumstances are to occur.

Please note that the time periods specified relate to the date of the Pre-Review Analysis (PRA) that takes place before a review is given.

Cancellation of a school's review

Cancellation by Challenge Partners

If Challenge Partners cancels a review, Challenge Partners will contact the school to reschedule the review within the same academic year.

The school will not be liable for any costs associated with postponing the review.

Cancellation by the school being reviewed

If a school cancels or postpones their own review **in advance of** 6 weeks of the PRA date, Challenge Partners will endeavour to reschedule the Review within the same academic year, although Challenge Partners will not be able to guarantee a Review. The school will not be liable for any costs incurred by the review team due to visit the school or the costs of rescheduling.

If a school cancels or postpones its review **within** 6 weeks of the PRA date, the school will forfeit its review. Should the school wish to reschedule another review, the school will incur the full cost of the review.

Cancellation of a reviewer

Cancellation by Challenge Partners

If Challenge Partners cancels a reviewer Challenge Partners will endeavour to reschedule the reviewer in the same academic year.

If Challenge Partners cancels a review **within** 6 weeks of the PRA date, Challenge Partners will reimburse for any non-refundable travel and accommodation costs associated with the planned review. This does not include the circumstance in which conditions outside of Challenge Partners' control causes the review to be cancelled for example due to extreme weather conditions or an Ofsted inspection.

Cancellation by the school review team

If a school is no longer able to provide a reviewer on the dates pre-arranged with Challenge Partners, the school must inform their Hub Manager as soon as possible.

If a school sending a reviewer cancels the school will be responsible for finding a replacement and will be liable for any expenses incurred.

For further details or clarification please contact review@challengepartners.org

Appendix 10: Quality Assurance Policy

CHALLENGE PARTNERS: Quality Assurance Policy

This policy details the steps that Challenge Partners takes to ensure the quality of its QA Reviewers. The policy aims to ensure enough consistency of approach within the QA Review to ensure equity across the partnership, to promote best practice on the review and to inform future development of the review.

1. Quality Assurance of Lead Reviewers

a. Selection criteria

All Challenge Partners Lead Reviewers must be Ofsted-accredited Inspectors (Lead Inspectors preferred) and must be currently participating in inspections in order to undertake QA Reviews.

b. Training

Alongside being Ofsted trained, Lead Reviewers receive training from Challenge Partners to ensure that they meet QA Review, rather than an inspection, criteria. This training is tailored to the very specific tone and messages of the QA Review and is updated yearly to adapt to the changing educational framework.

In addition to this, Challenge Partners Lead Reviewers are required to participate in all of the most recent Ofsted training.

c. Review reports

Review Reports

An integral part of the review is the meetings with the school to agree the content of the report. Following the review, it is the responsibility of the Lead Reviewer to write the report which is quality assured by Challenge Partners to ensure that the tone and style is appropriate.

The Lead Reviewer then sends the report to the school who can correct factual errors and make suggestions using the 'track changes' function in Microsoft Word. The Lead Reviewer may approve these, or if necessary, can consult with Challenge Partners. However, if judgements and comments cannot be agreed, those of the Lead Reviewer will be those that are included in the QAR report.

d. Quality Assurance Visit

All Lead Reviewers will be quality assured by Challenge Partners. The quality assurance visit will be arranged in advance in consultation with the school and Lead Reviewer. The visit will usually last for one day, and will typically be on day 1 of the in-school review. Each Lead Reviewer will usually receive a visit approximately once every three years.

The Quality Assurer is likely to engage in the following activities as part of the quality assurance process:

- discussions with the Lead Reviewer, head teacher/principle and/or the school's designated review contact if not the head teacher, and with the review team
- observations of review meetings between the review team and senior leaders
- observation(s) of discussions between the review team and senior leaders following lessons that are quality assured by the Lead Reviewer
- observation(s) of team/school discussions that are part of information gathering during the review.

In carrying out the quality assurance activities, the Quality Assurer will evaluate the extent to which the Lead Reviewer...

- Uses the language of review rather than inspection
- Strikes an appropriate balance between facilitating and leading the review team
- Ensures that the process between the team and the school is collaborative
- Maximises opportunities for the professional development of senior leaders.

e. Feedback

The Lead Reviewer will be offered verbal and written feedback during and/or following the quality assurance visit. For this purpose the Lead Reviewer is asked to be prepared to meet with the Quality Assurer following the end of the usual review day to meet. It is not anticipated that this discussion will typically last any longer than 30 minutes.

The usual Challenge Partners' approach of 'What Went Wells' and 'Even Better Ifs' will form the written feedback provided. These will be drawn from the evaluations of the Indicators listed above, discussed and hopefully agreed with the Lead Reviewer. Where there is not agreement, the written feedback will record this and should also reflect the Lead Reviewer's view. A copy of the written feedback will be retained by Challenge Partners.

If the visit highlights concerns, any next steps will be discussed between Challenge Partners and the Lead Reviewer. In this instance the Lead Reviewer should expect to receive a further Quality Assurance visit sooner than the three year cycle.

2. Quality Assurance of reviewers

a. Selection criteria

Challenge Partners QA Reviewers must fulfil certain criteria in order to be trained to undertake QA Reviews – including being a member of the schools' Senior Leadership Team and past experience in a coaching or facilitation role. The full criteria can be found in the QA Review Handbook.

b. Training

QA Reviewers are expected to attend a one-day training event provided by Challenge Partners. The training covers key areas touched upon during the review such as the analysis of school data, scope, purpose and tone of the review, and an exploration of judgments and their 'tipping points'.

c. Quality assurance

Reviewers will also be quality assured by Lead Reviewers during QA Review visits and will be judged on similar criteria to that which the Lead Reviewers are judged by. In addition to this, Lead Reviewers have the opportunity to quality assure judgements where possible, and to coach reviewers to justify, expand upon, and ultimately come to evidenced judgements. Finally, quality assurance feeds into the reviewer's self-assessment process: providing 'What Went Wells' and 'Even Better Ifs' from the review providing an opportunity to sign-post any potential areas for improvement and to ensure that reviewers can continually improve.

3. *Quality assurance of the QA Review*

It is hoped that the measures laid out in the policy will ensure the overall quality and consistency of the Challenge Partners QA Review. In addition to these measures, feedback from participants within the review (head teachers, Lead Reviewers and reviewers) is collated annually to measure its progress. This information is documented during yearly feedback and analysis of the QA Review and forms the basis for any changes ahead of the next year.