

## RBG Improvement Partner/School Peer Review

**Leaders may wish to include an IP/Peer Review as one of their IP visits.**

The IP/Peer Review element of the Improvement Partner Programme includes:

- Working with a maximum of two other schools within RBG.
- Committing to hosting your own visit and engaging in visits to the other schools in the group.
- Working with an IP, who may be another member of the School Improvement team and not necessarily your own IP, bringing fresh perspectives.
- An opportunity to build new partnerships and see effective practice in action.

### Purpose:

The IP/School Peer Review process enables school leaders to focus on a particular priority in their school improvement plan. The review process provides external quality assurance from other school leaders, facilitated by an IP.

The main purpose is to identify the impact of leaders' work and how this is evidenced within the school. It is different to a regular IP visit in that it seeks to quality assure what a school has achieved as a result of their school improvement work, through a "deep dive" into that aspect. The challenge is evident through self-evaluation, discussions and how the impact of school improvement is seen in action by others.

A group of schools may choose similar or different aspects to focus on across the visits. This may be work in progress or work completed, and each review visit will be carried out in a spirit of collaboration and partnership. Schools have selected a diverse range of foci, including enabling disadvantaged children to succeed, wellbeing and personal development, phonics, and reading for pleasure.

### Time required:

| School A  | School B       | School C       | IP   |
|---|----------------|----------------|--|
| A short meeting led by an IP. Introductions and getting to know other HTs. This will include: <ul style="list-style-type: none"> <li>• Discussing possible areas of focus and lead staff</li> <li>• Contracting terms of reference for visits</li> <li>• Documents to be shared in advance</li> <li>• Agreeing dates of visits</li> </ul> |                |                | Approx. 60 mins. Can be online or in person as required                  |
| Visit School A  | Visit School B | Visit School C | 3 x half day (approx. 3.5 hours per visit)                               |
| The agreed outcomes will be drafted before completion of visit. The IP will usually transcribe outcomes after the visit and return to the host school   |                |                | Return within 3 working days   |
| Host school completes their reflection/next steps and shares with the team to end the review process  |                |                | Typically within 1 working week from the completed report being received |

### Process:

- Schools elect to take part in an IP/School Peer review as part of their IP SLA
- Schools grouped dependent on preferred time/term of review/IP availability
- IP liaises with the group and facilitates initial meeting and dates for visits
- Visits are scheduled within a reasonable timeframe – within half a term would be ideal to maintain momentum and commitment
- Each participating school completes section one of the shared note of visit and sends to IP/Head Teachers 1 week in advance of their visit

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- Host school manages the timetable for each visit. Leaders can plan the review to suit their own school requirements. They may choose to include e.g. other relevant members of the school community or pupil groups.
- The timetable will usually include as a minimum:
  - An initial discussion around the selected priority and what the review members will see during their visit.
  - A learning walk to see impact in action.
  - Time for agreeing main evidence/feedback before leaving.
- Agreed outcomes are drafted collectively – the IP will usually complete and return to all
- Host school reflects and shares their thinking to complete the process.

### **Impact:**

The Peer Review provides an opportunity to celebrate the impact of work undertaken in a school to improve leadership, teaching and learning. Leaders who participated in the pilot reviews were overwhelmingly positive about the process.

The review visits aim to:

- Give leaders focused time and space to reflect on, and review their priorities alongside peers in a non-judgmental way, but which also provides challenge through the process of the visit.
- Validate and celebrate leaders' successes, by seeing, in action, the difference they have made as a result of their improvement priorities
- Build positive relationships between school teams and open up new opportunities for collaborative work outside of the reviews
- Give leaders at different levels an opportunity to demonstrate the impact of their work with external colleagues, bringing new CPD opportunities
- Provide Governors with valuable quality assurance of the school improvement priorities

### **Documents schools typically share before visits:**

- SDP
- Most recent one page summary