



Developmental Review **Getting to the Next Level**

Review and Evaluation for Schools and Academies



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Whether you are getting ready for inspection, had a change of senior leadership or you are going through rapid change and improvement, having access to up-to-date review data and possessing clear understanding of, and skills in, review, self-evaluation and inspection processes is critical to planning in education.

Northern Education provides all the support and training needed to make a real difference to organisations in every sector of education using its highly qualified and experienced team of successful former headteachers, inspectors and senior education leaders.

About Northern Education

Northern Education is a leading consultancy company dedicated to supporting improvements in services to children and young people.

Our Associates are unique in that all of them are proven and successful leaders in education having been headteachers, inspectors or senior staff in local authorities and educational bodies.

Northern Education has over 10 years experience of successful working locally, regionally and nationally on education improvement programmes. Northern Education works as a strategic partner for school improvement with a number of local authorities. Most of our Associates have direct experience as School Improvement Partners, National Challenge Advisers, Inspectors or National Strategies managers. Northern Education also works with individual schools and their governing bodies to help them improve. We have significant experience in leadership development and have provided interim leaders and managers to help schools at critical times. Northern Education has direct experience of the transformation process to create new types of schools and itself sponsors an academy.

From our close working relationship with schools, academies and other organisations in the education sector we are frequently asked to support leadership teams with school or department reviews and self-evaluation.

Using this experience we have designed a service for Developmental Review and other support services for self-evaluation to respond to this need.

This service will be customised through negotiation to the individual requirements of each educational organisation.

Team Leader

Our review team and strategy is led by Anthony Briggs who was previously Principal Inspector with CfBT Inspections, Ofsted's northern inspection service provider.



Development Review

Why might I need a review ?

- You may be mid-way between two inspections.
- You may have had a period of rapid change and want an external evaluation of 'where you are.'
- You may have had a recent change of senior leadership, or a new headteacher and need an accurate snapshot of the school as a whole.
- You may wish to embed self-evaluation practices into your school.
- You may want to have a health check on your outstanding status.
- You may have been working on one particular area or have concerns about several areas of operation and need an objective evaluation.
- You may want particular operations e.g. safeguarding or data systems examined.
- You may want an external evaluation of a department or faculty.
- As a vulnerable school you may wish an external check on your progress.
- You may wish to move rapidly from good to outstanding.

The review is undertaken in partnership with the school and not only produces an accurate benchmark of where the school is but also offers developmental advice and guidance to help the school improve.

Overview

A key aim will be to build leadership capacity for self-evaluation. These reviews are structured to ensure that they are developmental for school staff. The review team applies the rigour of the Ofsted framework for inspection and the professional judgements of the team to evaluate school performance. The review is undertaken in partnership with the school and not only produces an accurate benchmark of where the school is but also offers developmental advice and guidance to help the school improve.

Who delivers the reviews?

A team of experienced education consultants and/or practitioners. Most are trained school inspectors. The team composition will be developed to meet the needs of your school. The team will work in collaborative partnership with the leadership of the school to establish the review process and help build the self-evaluation capacity of the school.

This will include shaping the review focus to cover the whole organisation or to meet specific needs, for instance, it might cover an in depth review of a subject or core curriculum area or support for inclusion and special educational needs.

What happens before a whole school review?

- You will participate in a professional discussion to scope the review contract.
- You will have agreed to send your self-evaluation documentation and your RAISEonline information to the lead reviewer.



- There will be a pre-visit analysis document that will be shared with the leadership team.
- The lead consultant will share a telephone call with the headteacher/principal or make a personal visit to help build up this document.
- You will have agreed to gather particular documents and evidence ready for the review. You may be asked to provide some additional data concerning attainment and progress.
- You will be asked to organise meetings with key staff, governors and pupils for the review or whoever the headteacher deems appropriate.
- You may wish to involve key staff in direct participation in the review process in order to build leadership capacity.
- You may be asked to get books together to undertake a work scrutiny.

How long does it take?

- The lead reviewer spends up to two days preparing for the review (one of these days could be in your school).
- The review team spends two days in your school gathering evidence and making judgements.
- The lead reviewer spends a further day writing up the report.

What happens during the review?

- There will be an emphasis on a collaborative approach with the school to develop leadership capacity.
- Lessons are observed, feedback given to teachers, documents scrutinised and meetings held with pupils, staff and governors.

There is a constant, ongoing dialogue between the lead reviewer and the headteacher and appropriate participating staff.

- At the end of the first day there is an evidence review meeting to evaluate the evidence so far and make initial provisional judgements; any senior staff and governors can attend.
- At the end of day two a detailed feedback is given on every section of the school that has been evaluated. Strengths and weaknesses are given.
- Issues which 'need to be sorted now' are highlighted as well as 'issues for longer term consideration.'
- You will be able to share and test your thinking about the developmental priorities for action with the team.

What happens afterwards?

- You will receive a written report.
- The report is more informal in style and has a more developmental focus than an Ofsted inspection report. The report will provide accurate judgements about standards in the school alongside recommendations for development.
- If you wish, a follow up phone call or meeting to go through key points with the governing body or other key partners can be organised.

What types of school can be reviewed?

We have a range of consultants who have expertise in primary, middle, secondary, special schools, academies and PRUs. Teams will be matched to the school's or academy's needs.

Other Review and Evaluation Services

Understanding the Ofsted Inspection Framework

We offer training for school teams in understanding the school inspection framework. This is usually through a one-day training event. We ask participants to bring with them their latest RAISEonline information and any lesson observation sheet that may be used in their school. The purpose of the session is to help participants understand the Ofsted Inspection Framework, how judgements are made and how robust self-evaluation can inform these judgements.

The training takes participants through a number of key stages:

- Introduction and overview of the Ofsted inspection schedule including understanding the main sections eg “provision” “Outcomes,” key terms such as “prime judgements” and “limiting grades” and how the sections fit together
- Activities that begin to deepen the understanding of the schedule including using the evaluation schedule descriptors for lesson observations
- Looking at the ‘attainment, progress and achievement sections.’ Here the delegates can use their own RAISEonline data and consider in more detail how judgements are recorded and made
- Preparing and planning for an inspection.

In-depth Inspection Skills Training

Training to become an inspector is getting more difficult to access as inspection service providers tighten their budgets. This is a more in depth training course aimed at senior and/or middle leaders. It is usually a two day training package that covers all the basic training undertaken to become an Ofsted inspector, but without the final accreditation. The training is delivered by experienced inspector trainers who regularly undertake this work on behalf of Ofsted’s inspection service providers. The activities and exercises closely match the real thing and the skills gained will be on a par with a trained school inspector. This will enable trainees to gain a valuable insight into the whole process and is excellent professional development.

Lesson Observation Skills Training

One of the biggest difficulties facing schools in evaluating the quality of teaching and learning within the institution is ensuring consistency of evaluation. This training is school based and a consultant will work with key staff to undertake joint lesson observations and share findings/judgements to moderate the quality of the observation skills of identified staff. This ensures that all staff have a similar understanding of what good progress looks like and how to apply the Ofsted evaluation criteria consistently. The trainer will be a fully trained current school inspector and will be skilled in ensuring that staff know what to focus on and how judgements should be made. This can be a one or two-day training package.

Self-evaluation checking and RAISEonline interpretation

We can put you in contact with one of our Associates who can help to check the information that you have in your self-evaluation. We also provide a service to help you interpret your RAISEonline data.

Training for Governors on the Ofsted Framework

We offer a whole day training session for Governors on the Ofsted framework. The session looks at the key features of the framework, raises awareness of governors’ responsibilities, promotes understanding of the difference between attainment and progress and facilitates action planning to prepare for future inspections.



Please contact us if you wish to arrange a course to cover these areas. Alternatively, we will periodically run these courses and will advertise them through our website:
www.northerneducation.com



Northern Education Services for Schools

Northern Education offers a wide range of support services that are tailor-made to suit schools.

Further information

For further information about Developmental Review and other services please contact:

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