



TEACHING
SCHOOL
ALLIANCE

KYRA JOURNAL

JUNE 2015

The Importance of Peer Review

 kyrateachingschool.com

 01522 527339

 @KYRAteaching



Contents

Dates for Your Diary

Kyra Update

Kyra Heads on Tour

Schools in Focus: Centurion Partnership's Approach to Peer Review

Leader in Focus: Becky Malam

Peer Review: Further Reading & Research

Welcome

Dear Colleagues,

Welcome to the latest edition of the Kyra Journal.

Accountability is part of our professional lives and the education system in this country. Whilst it can often be difficult, challenging and frustrating, accountability can also be an important source of greater professional knowledge and insight that should not be underestimated. Indeed, a recent survey found that school leaders see Ofsted inspection itself as a key source for developing their improvement strategy – demonstrating our professional (and very human) need for feedback and challenge as a basis for growth. That is why accountability remains one of the Kyra ‘hallmarks’ – because without it we do not grow and complacency can easily set in.

I think that schools working within alliances such as Kyra have a very powerful basis for providing that healthy blend of challenge and support on a regular basis. As you will read in this edition, the potential of ‘peer review’ is growing both nationally and here in Lincolnshire across collaborative groups of schools. Peer review – when done well – provides a rigorous and focused framework for review, challenge and shaping opportunities for improvement that is entirely profession-led. This edition includes examples of both national and local approaches of how school-led accountability is transforming school improvement.

You will also read of some exciting developments across Kyra, including the upcoming Kyra Ignite Games, the ongoing work of our Kids’ Council (celebrating its first anniversary this month), and the induction of our first cadre of Kyra Local Leaders of Education. It is such a privilege to see these areas of work, and so many others – from research to ITT, continue to go from strength to strength.



Thanks to everyone for your continued support and participation in the work of Kyra this past year. It is amazing to think how far our partnership has developed during the last twelve months. Enjoy the summer when you get there!

Warm wishes,

Marie-Claire Bretherton



Dates for your diary

- Kyra Heads' Forum: 1pm, 3rd July (Lincoln Carlton Academy)
- Kyra Ignite Games: 15th July
- Kyra Coaching & Mentoring Programme (Part 1): 14th & 15th October
- Kyra Kids' Council visit Parliament: 19th October
- Kyra Governors' Forum: 20th October

From June 2015 Kyra will be sending out a weekly update including key information on programmes and courses, events, key announcements, and other useful information. Anyone working at a school within the Kyra alliance can subscribe to these updates.

If you would like to subscribe to the Kyra Weekly Update, please contact jude.smith@lincolnmountstreet.lincs.sch.uk

Kyra Update

Kyra Local Leaders of Education

Kyra's new cadre of Local Leaders of Education were inducted on 20th July. The event included a visioning session, training around the delivery of transformational school to school support, and an update on the process for quality assurance of their work.

The LLEs approved the Kyra Vision for System Leadership (which was drafted following consultation with SLEs, LLEs and other colleagues across our schools). The vision states that system leaders' support will be characterised by the following:

BUILDING RELATIONSHIPS BASED ON TRUST

- Being open & transparent at all times
- Listening & learning before advising & deciding



UNDERPINNED BY EXCELLENCE

- Making decisions based on sound evidence and robust data
- Identifying the potential in others at every turn and harnessing existing capacity & expertise wherever possible

ALWAYS INCLUSIVE

- Ensuring improvement is an inclusive process – involving all stakeholders
- Communicating clear plans, goals & targets that set a clear agenda for all

ALWAYS CHILDREN & FUTURE FOCUSED

- Putting children's outcomes at the centre of all our conversations & actions
- Challenging underperformance firmly but fairly
- Building capacity & sustainable solutions for the long term– no quick fixes
- Accountable for our actions
- Never moving on without leaving a clear and ambitious plan for the future
- Committed to our own CPD as system leaders – including up to date knowledge of research, policy & best practice

Maths Hubs

The Maths Hubs programme, coordinated by the National Centre for Excellence in the Teaching of Mathematics (NCETM), brings together mathematics education professionals in a collaborative national network of 34 hubs, each locally led by an outstanding school or college.

Kyra has recently begun working with the other Lincolnshire Teaching Schools and the 2 East Midlands Maths Hubs to look at how it can support maths in Lincolnshire. Current priorities for this group are:

- Curriculum design; Singapore, Shanghai, Maths Mastery



- Progress in written calculation
- County-wide maths cluster meetings
- Teacher recruitment

By working together with the hubs, we hope to be able to harness the maths leadership and expertise in the county to develop and spread excellent practice for the benefit of all pupils and students in Lincolnshire. For more information please contact Lisa Yates at lisa.yates@lincolnmountstreet.lincs.sch.uk

Kyra Kids' Council



The Kids' Council last met on 4th June at Benjamin Adlard Primary School, minutes of their meeting can now be accessed on the Kyra website <http://kyrateachingschool.com/kyra-childrens-council/>

The council received a response from Mrs Nicoll following their learning walk at Mount Street Academy in February thanking them for their time and letting them know about all the changes that have been made as a result of their feedback.

A visit to the Houses of Parliament by 16 representatives from the Kyra Kids' Council will take place on 19th October and they have lots of

ideas and plans for some exciting events and competitions for children to take part in over the coming months. Updated information on the Kids' Council can be found here: <http://kyrateachingschool.com/kyra-childrens-council/> and you can now follow the Council on Twitter @KYRAkids



Kyra Ignite Games 2015

The second annual Kyra Ignite Games will take place on Wednesday 15th July at Lincoln Carlton Academy. We will be running two slots 10am-12pm & 1pm-3pm, and have offered up to 24 places per school. This is free of charge to Kyra Schools.

Early Years

Funding was awarded by the National College to enable KYRA and other successful teaching schools to continue the research carried out in the Early Years Hub Project by enabling them to work with the early years sector to deliver quality improvement in early years provision and creating the infrastructure locally to support this in a sustainable way.

The newly appointed Project Lead, Jane Ledger who comes to us from the Birth to Five Service, and SLEs are working with new triads of early years providers using action research methods to generate self-improvement activity within the triads. The methods used and evidence collected by the triads will be shared at regular meetings with other providers in order to maintain impetus and to develop a learning community.

Collaborative work with other teaching schools in Lincolnshire, Birth to Five Service and Bishop Grosseteste University is continuing; this will have a significant role in disseminating ideas and evidence from the work and will play a major role in the self-sustainability aspect of the project. Work to extend the reach of the project, particularly into areas of deprivation, will continue until July 2016, and beyond.

Did you know? Kyra's CPD lead, Debbie Barkes, has been sharing Kyra's approach and learning around CPD with other schools and experts nationally? You can read more about the work she and the other experts on the panel have been doing at: <http://www.naht.org.uk/welcome/news-and-media/magazines/leadership-focus/leadership-focus-69-june-2015/> (p. 40 – 44)

Kyra Heads On Tour!

Our adventure began early on Wednesday 11th June, when a group of heads and senior leaders from across our alliance boarded a slightly rickety bus, and headed for the three day 'Inspiring Leadership Conference'. Having been fully briefed by the bus driver about the perils of travelling without seat belts, we buckled up, and headed to the ICC in Birmingham to be "inspired". And inspired we were!



We were welcomed over lunch by Steve Munby, CEO of CfBT Education Trust, one of the organisers of the conference, before making our way to the main auditorium where 1500 school leaders had gathered.

The line-up of speakers was remarkable. Right from the first session we were hooked. Pak Tee Ng, Singapore's leading educationalist, talked about education reform and the Singaporean philosophy of 'teach less, learn more'. His most poignant comment was a gentle reminder that every school leader must have the 'heartbeat of a loving teacher'.

Baroness Susan Greenfield, a scientist, writer, broadcaster and member of the House of Lords, brought us a huge challenge around the importance of real life, outdoor, 3D experiences for our children and young people.

It was a great honour to have the work of Kyra heralded by Steve Munby in his keynote speech on Thursday morning. Reminding delegates about the need for invitational leadership and collective accountability for partnership working.

We were also inspired by the significant contributions of Alain de Botton, Alastair Campbell, Alan Watkins, Sir Ken Robinson and many more. (Check out the #IL2015 for highlights) It was brilliant to see our very own James Siddle delivering an inspirational workshop about how to develop a research engaged school.

On Thursday evening we put on our best frocks (and ties?!) and joined hundreds of delegates for a formal dinner. It was a brilliant evening, full of laughter and chat about the conference and what we were learning together. All in all a truly inspirational experience.

Our rickety bus returned on Friday to pick us up, and after about 10 miles, the driver informed us that the gears were broken. So, we travelled at about 30mph in 2nd gear for quite a considerable distance before the gears decided that they'd had enough! It filled with smoke, and we evacuated!



We will be heading to the Inspiring Leadership Conference 2016 next June (on a different bus!) and would really encourage you to join us. Getting away, getting out of county and spending time together really builds our partnership and will inspire us and keep us focused on the importance of leadership in a self-improving school system.

Schools In Focus

Centurion Collaboration, Early Reflections on Peer Review, with CfBT's Schools Partnership Programme

Helen Barker, Headteacher of Sturton by Stow Primary School (Helen.Barker@sturton-by-stow.lincs.sch.uk)

Ian Tyas, Headteacher of Ingham Primary School

John Beaven, Headteacher of Pollyplatt Primary School

Ben Stephenson, Headteacher of Marton Primary School

Alyson Bristow, Headteacher of Newton on Trent C of E Primary School

Charlie Hebborn, Headteacher of Scampton C of E Primary School

We are a group of six small primary schools in rural Lincolnshire, all different in size, structure and character. After 3 years of working in partnership we were looking for a deeper level of collaboration that would enable us to further our own school improvement, as well as supporting the developments in schools across the partnership. Before embarking on Peer Review as an official programme we had engaged in reciprocal learning walks, sharing of data and improvement plans, and other similar activities, but were frustrated at the absence of rigour and hard edged accountability. We were concerned about becoming too comfortable with one another, but also that our own styles and interests could prejudice our feedback to one another. We wanted a framework, and quality assurance; but ultimately we wanted to be able to tangibly drive improvement across our partnership of schools for the benefit of all of our children.

Before embarking on Peer Review as an official programme we had engaged in reciprocal learning walks, sharing of data and improvement plans, and other similar activities, but were frustrated at the absence of rigour and hard edged accountability.

Through our alliance with KYRA we learned of CfBT's Schools' Partnership Programme. CfBT's Peer Review model was co-constructed with school leaders, and builds on but goes beyond the Ofsted framework. It involves a reciprocal cycle of self-evaluation, peer review and school led support and challenge. We have now completed four rounds of Peer Review in a combination of different triads, having signed up to the CfBT Schools' Partnership Programme in October 2014.

Integrity, trust, honesty and credibility have been at the core of our systems, agreements and behaviour. We signed a Memorandum of Understanding at the outset, and spent a great deal of time during the period of our training considering our processes and protocols. The existing relationship between the Headteachers and schools was a significant strength and advantage. We are able to be frank and open with each other, and the relative ease of relationships has also influenced how the teaching teams feel about the process.

The existing relationship between the Headteachers and schools was a significant strength and advantage. We are able to be frank and open with each other, and the relative ease of relationships has also influenced how the teaching teams feel about the process.

Staff teams have been encouraged and supported to have an 'open door' approach. Well before the day of the Review the Reviewers visit the school to meet the staff team, where we talk about the approach we are taking, encourage staff to ask questions about the process, and generally try to put a 'friendly face' to the process. This has enabled the Reviews to shine a light into all aspects of the school, and we have found that staff have been very honest with Reviewers. This has led on to the teams being more open with each other, their Headteachers and Governors. Therefore the Review has had an enabling impact on the relationships within the schools, improving the social and decisional capital of the group. We see this as far more powerful than the more visible impact on the school improvement plan for example, as this development of professional capital will drive a fundamental shift in the improvement dynamics of our schools.

Other KYRA Alliance Schools have approached their Peer Review cycles in ways to suit their own needs. We have needed to be flexible and open minded at times in our approach, as this has varied for each review to meet the different needs of the reviewed schools. The approach has been slightly different in each case, in terms of aspect, focus or breadth. This has been deliberate and the lines of enquiry and scope of the review have been agreed between the Headteacher and the Reviewers. It was important to us that the reviews were 'done with not done to', and therefore each Peer Review must be focused on the Self Evaluation completed by the school.

There has been a positive impact on the relationship between staff and governors in every case. This has come particularly through sharing the Self Evaluation, and even more so when governing bodies have fully engaged with the feedback and Improvement Workshops.

The process has not been 'cosy' though. There has been significant challenge and searching questions prior to and during the reviews: 'comfortably uncomfortable' was how one Headteacher described it. Every Reviewer has felt enormously privileged to 'access all areas' in another school. We agreed a completely open approach to seeing each other's schools 'warts and all', and this has been a tremendous learning experience for the Reviewers too. Excellent practice has been identified in all of the reviewed schools, and has already begun to be shared across the wider collaboration. We are also sharing our findings with Michael Fullan who is leading international research on the impact of Peer Review on a school led system.

"There has been significant challenge and searching questions prior to and during the reviews: 'comfortably uncomfortable' was how one Headteacher described it."

We have found that the Improvement Workshop, and the role of the Improvement Champion, is crucial. Our Improvement Champions are talented leaders who will in the



future be looking to lead their own schools. This role is giving them opportunities for impact not only beyond their own classrooms but also beyond their own schools. The Workshop is the discussion forum following feedback. Each Workshop has been formatted around a number of questions that have been the outcome of the Review, and have been facilitated rather than directed by the Improvement Champions. It is essential that a focus on improvement, rather than just the overall 'outcome' of the review, is embedded into the whole process. A 'plan for positive action' mind set is crucial, and the Workshop, led by the Improvement Champion, is where the seeds of this planning begin to grow.

Our experience of SPP as a collaboration has been extremely powerful. It has been a significant catalyst for change and improvement in a truly collaborative culture, growing our thirst for delivering school to school support, sharing CPD needs, and identifying opportunities for research and further Joint Practice Development. As a collaboration of schools working within the KYRA Alliance we are deeply committed to looking within and beyond our own schools, developing our leadership of the system and our accountability to one another, to ensure that all children across our schools benefit from the highest standards of teaching and learning and are inspired, supported and prepared to fulfill their potential.

"The staff and governors working together - governors hearing the teachers' voices, and discussions between teachers and governors - was brilliant. You could see them thinking 'We're part of the same team'. The whole process has been fantastic and has already been a catalyst for changes in relationships and in perceptions and that is before we get on to the great list of things we have for ideas of what to do next!"

Ian Tyas, Headteacher of Ingham Primary School



"Having the SPP Evaluation Framework has been particularly beneficial in enabling governors and the teaching team to achieve a shared view of the school against a richer more holistic framework."

Ben Stephenson, Headteacher of Marton Primary School

"I enjoyed the process in terms of being able to have a fresh pair of eyes on something we'd worked on for a period of time. It correlated with our views which was great and has enabled us to start thinking about the next steps. I think I enjoyed the doing and being done process equally."

John Bevan, Headteacher of Scampton Pollyplatt Primary School

"I thought the Improvement Workshop was excellent and extremely professionally run. Our school has received a huge amount of valuable feedback and it is now our job to implement the most impactful ones. Thank you to the Reviewers for their honest and constructive feedback which framed each session, and thank you to the Improvement Champion who ran the evening brilliantly, kept us on task and came up with lots of thought provoking ideas in the group sessions."

Andy Hutchinson, Chair of Governors at Ingham Primary School



Leader in Focus: Becky Malam



Lincoln Carlton Academy is currently celebrating the outcome of its first Ofsted inspection, having been judged 'outstanding' in May 2015.

In recent months, the school embarked on a peer review process - supporting colleagues with the process of self-evaluation and identifying key areas for improvement. Here we speak to Becky Malam, Head of School, about her experience of the process.

Why did you take the step to become involved in peer review?

The opportunity for peer review came about through the Kyra Alliance and the commitment to working within a partnership that achieves tangible improvements. As a group of schools, we had gained a lot from working within a supportive partnership, but we wanted our collaborative relationships to embody the challenge and rigor that leads to deeper learning and improvements in school. There is a risk that partnership working can become too 'cosy', and the peer-accountability element was something we wanted to pursue in order to avoid that.

How challenging was the step change from mutual support to mutual support with challenge?

The long-term relationships between the schools ensured that there was a strong foundation of trust. This is essential because the process of peer review requires everyone involved to be very open about their areas of concern or where they feel improvement is needed. It's also important to know that - at heart - everyone involved cares deeply about each school's long term success. Peer review is challenging, it is hard, but you know that the individuals providing the challenge have your school's best interests at heart. It's also important to state that every colleague involved received training and support ahead of the process - so we all had shared expectations of our roles and responsibilities which ensured there were no misunderstandings! The ground rules were very clear from the beginning.

What does the process look like?

It is much more than simply a 'one off' challenging conversation. Every school taking part has signed a Memorandum of Understanding that agrees protocols around the sharing of data and key information, the process of review - from an initial meeting with the Lead Reviewer (a senior colleague from another school within the partnership) to how the full Review itself is conducted, and how the follow up workshops with staff are conducted.

As a leader, what was your experience of the process?

I can honestly say that it is best professional development I have had. I felt comfortably uncomfortable in that the questions that were asked of me were hard and sufficiently

probing, yet I knew that the purpose of the exercise was to support my improvement and that of my team.

The process was also very focused and responsive, because the initial meeting with the Lead Reviewer allowed us to arrive at a list of issues that both she and I felt should receive the greatest attention from the review team . This gave us a sense of control in terms of making the most of the process and ensured that my colleagues and I didn't feel 'done to'.

I must say that, personally speaking, I found the process to be more scary than Ofsted! There is no more profound challenge and accountability than when you open yourself up to your peers for challenge.

What advice would you give to others opening their school up to peer review?

Grab the opportunity with both hands, but remember that it will be tough and you will need to feel very exposed in order to reap the greatest benefits. I think it is easier for those who are already working in partnership with other schools because you need to trust your colleagues and they need to provide sufficient challenge and honest feedback. If you are not already working within an established partnership then I would suggest that colleagues make this a priority before embarking on peer review.

Finally, how did the process ultimately benefit Lincoln Carlton?

We had a much clearer sense of our strengths and weaknesses and also a very clear strategy for addressing those areas of weakness. The process is ultimately very developmental and the advice that came through from colleagues leading the review and the way in which they supported my team to work towards a clear set of next steps was extremely valuable. It also gave my team the confidence to stand up to real scrutiny, especially as we anticipated Ofsted inspection.

Peer review reading list

There is a growing evidence base for peer review and how it can be most effectively designed and delivered to support school improvement and professional development (whilst also encouraging a positive culture of school-led accountability).

Here we summarise some seminal publications on peer review from across the system – each providing practical ideas and learning for school leaders and teachers.

Challenge Partners

*Reflection, challenge and development
Peer reviews: The emerging picture
March 2014*

This document sets out the approach which Challenge Partners have taken with regard to the peer review process, which they refer to as the Quality Assurance Review. It sets out the background to the decision to establish peer review as a core element of their accountability and developmental framework. The core elements of the peer review process which Challenge Partner schools identified as being most useful to them were:

- Proving quality (the accountability framework) - the QA review provides an external audit on where the school is now. It uses the school's current Ofsted grade to act as a benchmark to assess the progress the school has made since it was awarded. QA Review judgements are then based on Ofsted's framework for school inspection using the rigour and challenge of professional scrutiny.
- "92% of QA Review judgements deliver a consistent or lower (i.e. tougher) overall grade than an Ofsted inspection judgement."
- Improving quality (developmental framework) – schools have cited the following as the key elements of the QA process which have helped moved their schools on:
 - **Review Team:** a team of serving practitioners which engage with professional dialogue
 - **Approach:** an open and honest dialogue which invites critique and leads to improvements
 - **Process:** a collaborative model for reflective learning which builds relationships across schools for further school improvement and offers insights into excellent practice
 - **Timings:** which provide the opportunity to see the school as it is
 - **Professional development:** providing a unique and powerful learning experience which embeds practice
 - **Feedback:** which helps to improve the school's decision making process. Receiving positive feedback can also help build confidence in a school and brings about a culture change in opening the school up

For further details, please see: <http://challengepartners.org/dev/assets/QA%20Review%20paper-%20FINAL.pdf>

Challenge Partners

*Making the most of the QA review
November 2014*

In addition to the above document, setting out the approach of the Challenge Partners schools to peer review, this document looks at how different schools across the partnership are making the best use of the process, so that it works for them. Challenge Partners schools have made the following recommendations with regard to their own peer review/QA process:

- Use the handbook! (presumably the above document 'Peer reviews: The emerging picture')
- Treat the review as part of a formative and integrated process of school development.

- Be clear about how the review should address your current needs and shape it accordingly.
- Provide the time and space for effective dialogue on professional practice.
- Share the report with all staff to encourage an ethos of self-evaluation.
- Integrate the review approach and techniques throughout the school.
- Capture the knowledge gained by senior staff who have reviewed other schools so that their learning can inform their, and the school's, development.
- Share the report within the hub to ensure that knowledge of best practice flows beyond the school.
- Draw on the expertise within the network to accelerate improvement.

For further details, please see: <http://challengepartners.org/publications/view/10#.VXq-wPlViko>

Christine Gilbert (ex-HMCI)

Towards a self-improving system: the role of school accountability
(commissioned and published by the National College for School Leadership, 2012)

This report by the previous HMCI, Christine Gilbert, looks at how school accountability might need to change and adapt in order to enable the vision of the self-improving system. Ms Gilbert suggests that peer review should be a part of this process; something which the early cohorts of teaching schools were beginning to undertake.

“At its best, school accountability in a self-improving system reflects both models and must capture both purposes. The best school leaders embrace both forms of accountability. They benchmark their schools against the best practice that is reflected in the Ofsted inspection framework; they evaluate their performance and are honest about their school’s strengths and weaknesses; and they use both stakeholder and peer review to open up their practice to help them develop teachers’ capacity and children’s learning.” (p9)

“Teachers who have been involved in peer review talk about it with enthusiasm. For many, it has been the first time they have been engaged in such an intense process of formative and summative evaluation and although they found it challenging professionally, they also described it as very rewarding.” (p15)

The report also helpfully sets out the background to the (then) current system of school accountability, considers the role of school governing body, and puts forward some proposals for the role of Ofsted in a self-improving system.

For further details, please see: <http://dera.ioe.ac.uk/14919/1/towards-a-self-improving-system-school-accountability-thinkpiece%5B1%5D.pdf>

Professor David Hargreaves

*A self-improving school system: towards maturity
(commissioned and published by the National College for School Leadership, 2012)*

This was the last of a series of think pieces by Professor David Hargreaves, commissioned by the (then) National College for School Leadership, through which he explored the core elements of a self-improving school system. In this final piece, Professor Hargreaves considers peer review as one tool which schools would use within what he describes as the 'collaborative capital' dimension of the maturity model for a self-improving school system.

"Collaborative capital is the term I use to describe a position where the partnership arrangements among a group of schools, some of which are deep whilst others are shallow but perfectly fit for purpose, are firmly established as the normal state of affairs in the system as a whole. At this point most schools are in partnerships, which are seen by stakeholders to yield multiple benefits, the most important of which is the capacity for continuous self-improvement." (p22)

"Staff can capture a partner school's overall quality, whilst also detecting detailed areas that need to improve. The staff have recognised experience in evaluation and challenge and peer review. The team helps teams in other schools to develop such skills." (p46)

For further details, please see: <http://dera.ioe.ac.uk/15804/1/a-self-improving-school-system-towards-maturity.pdf>

Medway Teaching Schools Alliance

Peer review and challenge: guidance for schools

The headteachers and chairs of governors from the Medway Teaching Schools Alliance (MTSA) in Kent have developed a peer review and challenge process, which they have piloted and evaluated.

The peer review involves 3 schools working as a trio. Each school identifies a theme or area of their development that it wishes to review through the process. The group spend a day in each of the schools conducting the review, during which they may tour the school, visit classes, meet with staff, and review documentation as appropriate to the theme. At the end of the day, peers provide feedback to the host headteacher. Schools may then decide to meet again to review the impact of any changes made by the school.

The guidance also provides a number of 'top tips' for schools undertaking the peer review and challenge process. There is an associated document 'Peer review and challenge: guidance for governing bodies'.

For further details, please see: <http://www.mtsa.co.uk/leadership-development/peer-challenge>

NAHT

Improvement, accountability and inspection in schools
May 2013

This document, published by the National Association of Head Teachers (NAHT), considers the role of accountability in improving educational outcomes, and proposes that “*accountability must include peer to peer review and school collaboration*”. NAHT propose the following within this approach:

- Any valid inspection and accountability model must include professional peer review and should recognise schools working in partnership.
- For a school to be considered to be working at its full potential, it is not enough for it to be concerned only with its own progress; it must have a shared responsibility with other schools for the pupils in the area.
- There should be opportunities to work with staff in other schools and for the development of leaders at all levels.
- There must be an expectation placed on school leaders that they will collaborate with one another to support the improvement of the system for the benefit of all children.
- The development of this inspection and review model will encourage schools and inspectors to share good practice.

For further details, please see: <http://www.naht.org.uk/EasysiteWeb/getresource.axd?AssetID=34372>

ASCL

Blueprint for a self-improving system
February 2015

The Association of School and College Leaders (ASCL) published its ‘Blueprint for a self-improving system’ early in 2015, within which it looks at the role of school leaders in building accountability in schools, including through the use of robust peer review. It suggests that school leaders take the following steps:

- Take ownership of accountability. In addition to the government’s accountability measures, define performance measures that demonstrate whether the school is achieving its own vision and aims. Build capacity to use and interrogate data to create a rich picture. Focus on continuous improvement and doing things in a better way.
- Experiment with open data methodologies to make your data genuinely useful to parents and other community members.
- Develop teachers so that they are agents of their own accountability, committed to professional learning – improving their pedagogical skills, accessing and using best evidence, innovating, evaluating and improving learning. Aspire to having teachers

initiate conversations about what needs to improve rather than middle or senior leaders.




- Free teachers from all unnecessary fear, uncertainty and doubt about inspection and/or myths about what they believe inspectors want to see – build their confidence to focus on developing professional knowledge and skill rather than a narrow compliance culture. Build a culture of learned resourcefulness, optimism and hopefulness.
- Develop governors' understanding of accountability measures – build their capacity as agents of accountability so that they are able to challenge you and tell the story of the school's performance and areas for improvement confidently.
- If *peer review* is not yet sufficiently robust in your partnership, then explicitly develop it or consider buying in or accessing a credible independent external adviser who can challenge you and the governing board on areas for development.

For further details, please see: <http://www.ascl.org.uk/news-and-views/blueprint-for-selfimproving-system/>



TEACHING
SCHOOL
ALLIANCE

Kyra Teaching School Alliance, Mount Street, Lincoln, LN1 3JG

 kyrateachingschool.com  01522 527339  @KYRAteaching