



# Challenge Partners

A brief introduction



# Session overview – what are we going to cover?

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- What Challenge Partners is
- What the QA Review is
- What you should expect on your first QA Review and how to prepare

# Overview of Challenge Partners

Challenge Partners is a **practitioner-led national** charity that enables **collaboration** between schools to enhance the life chances of all children, especially the most **disadvantaged**.

Our members belong to one or more of our networks and programmes:



# The Network of Excellence- a national network

What do you get as members?

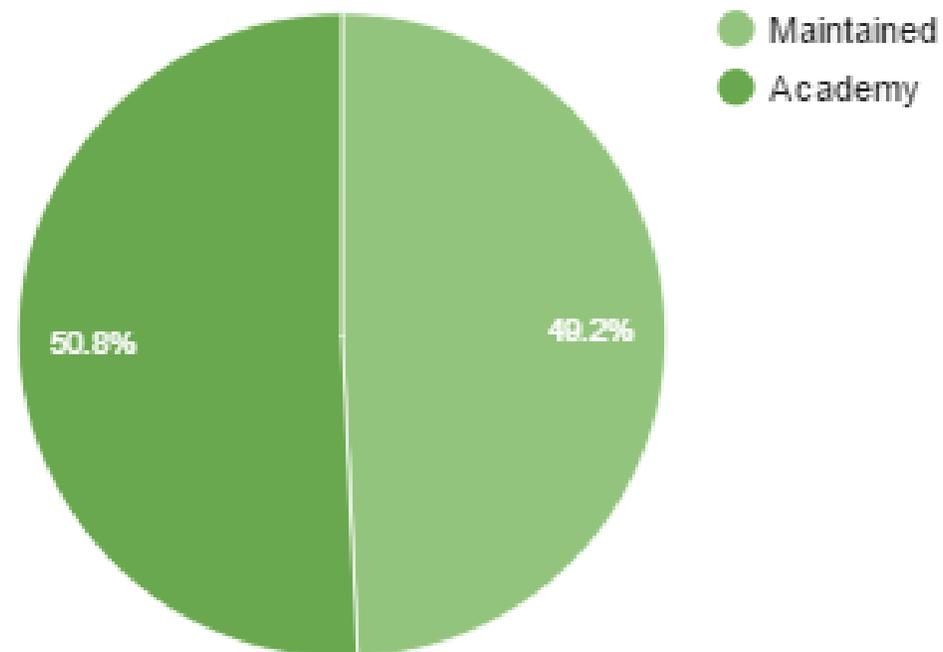
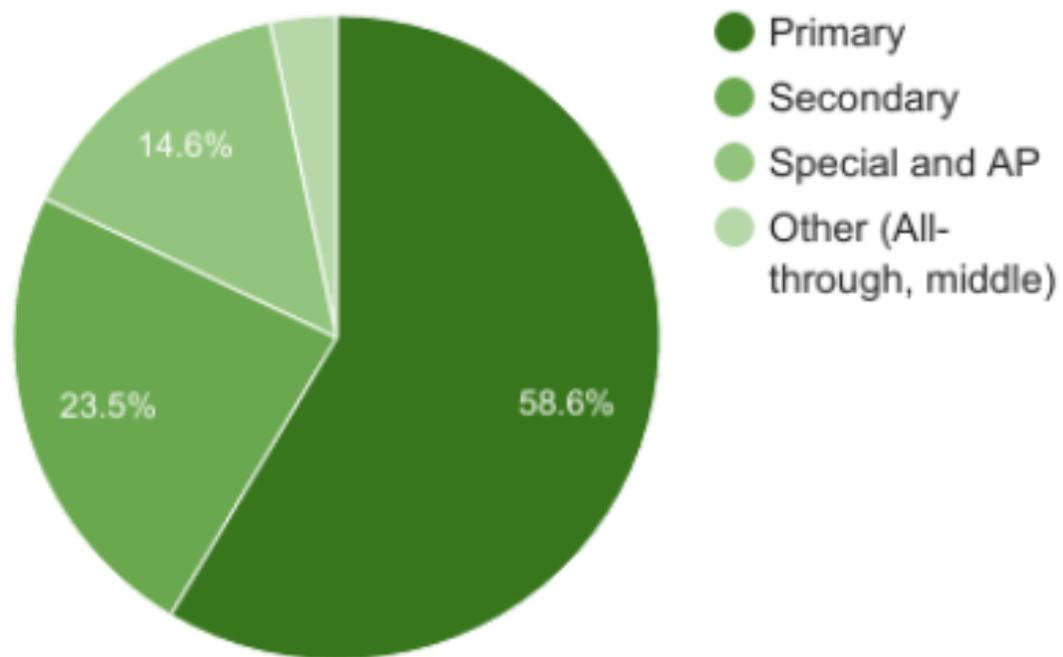
400+ schools

31 hubs



- Your school: The QA Review
- On a local level: Hub support after your QA Review, hub funding, hub meetings, hub led events
- On a national level: attend QA Reviews nationwide, national community, free and subsidised places at the national conference and events, member discounts for selected services

# Which schools are in the Network of Excellence?





# The Quality Assurance Review

What it is and what to expect



## Overview of the Quality Assurance review

- Collaborative peer review
- Focus on teaching and learning
- Celebrates success
- Identifies areas for development
- Annual process



## Aims

- Audit, challenge and support for the school
- CPD for senior leaders

## Approach

- One team, two parts
- 'Done with' not 'done to'
- Collaboration



# The Team



Lead Reviewer



Review team



Host school

-size of team is dependent on school's NOR and phase

# The Review



-three days  
-outside of own hub  
-overnight stay and travel (arrangements made and cost covered by own school)

# The Review Report

Written by Lead Reviewer



Includes:

- what went well (WWW)
- even better If (EBI)
- Area of Excellence (AoE)
- Owned by the school, shared with Hub Manager only

# Scope of the review

What will be covered in the review report

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- School context
- School Improvement Strategies (WWW & EBIs)
- Outcomes for pupils
- Quality of Teaching, Learning and Assessment (WWW & EBIs)
- Area of Excellence evaluation
- Next steps for support

## What QA Reviews do not cover:

- Governance
- Safeguarding
- Leadership and management
- Personal development, behaviour and welfare

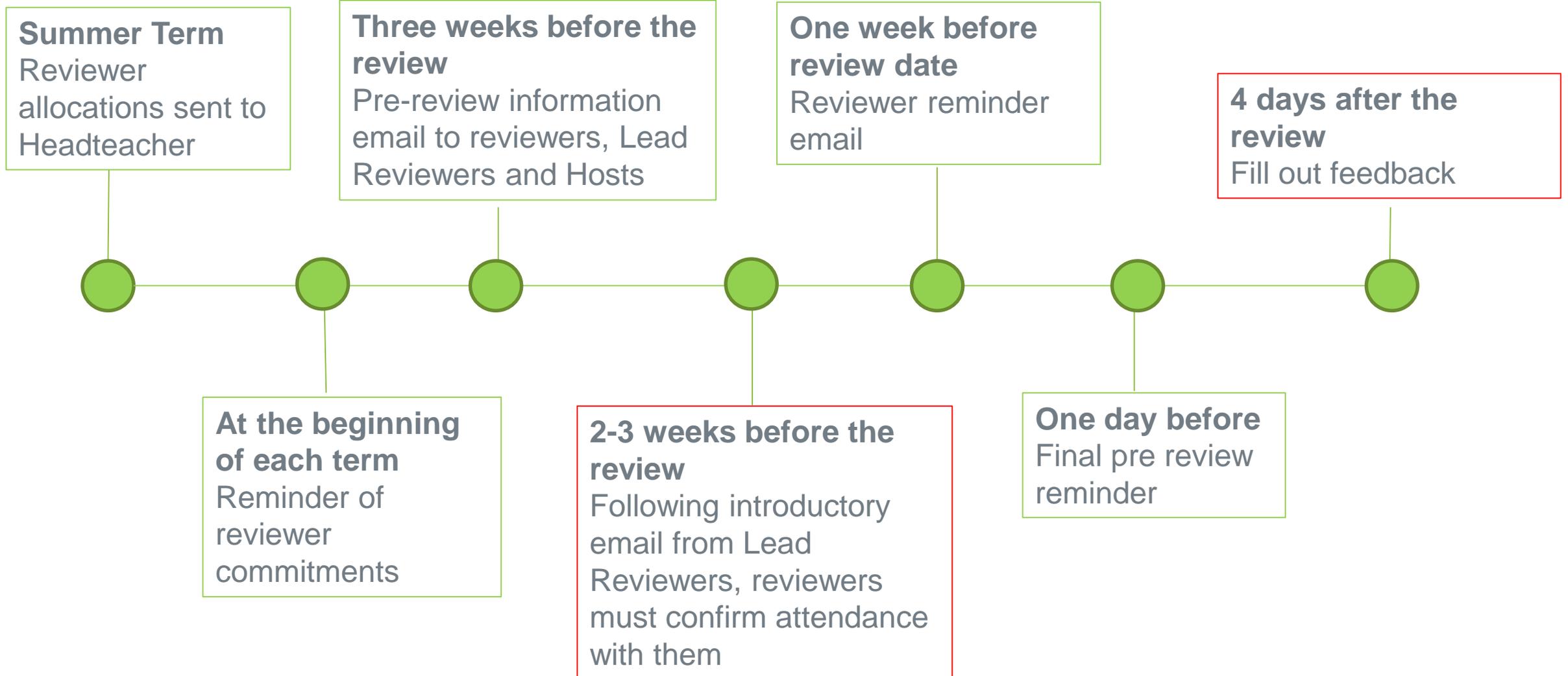
# Area of Excellence

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- What is it?
- Why have an Area of Excellence?
- To have Area of Excellence accredited, what needs to be demonstrated?

# QA Reviewer communications timeline



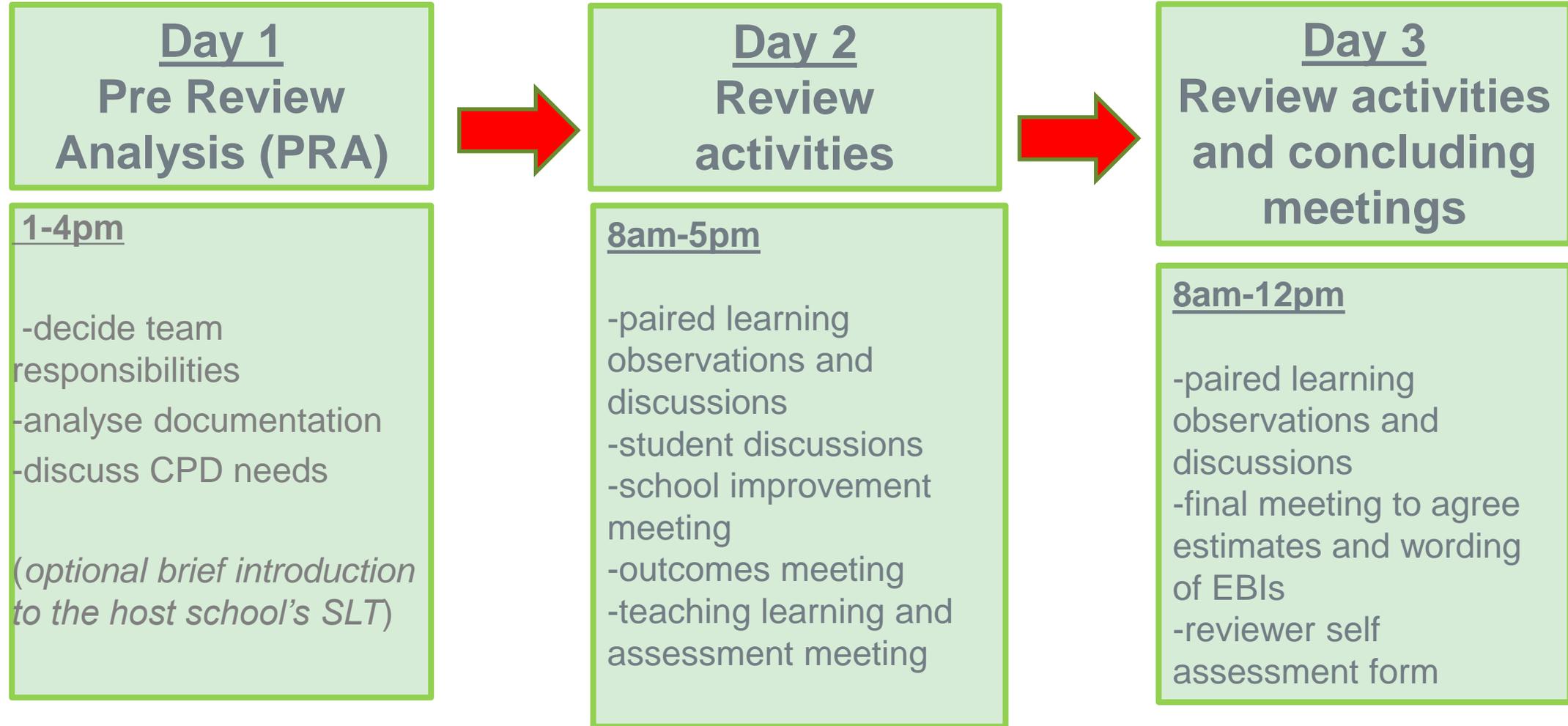
# What to do before the review

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Three weeks prior, once you receive your pre-review information email:

- Confirm your attendance with your Lead Reviewer
- Prepare DBS information to bring on the day with photo ID and school badge
- Read the QA Review handbook
- Book travel and accommodation ( arrangements made and cost covered by your school)
- Print learning observation forms and reviewer evaluation form (on website)
- Consider what you would like to gain from the review

# The Review process



# After the review

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- Complete feedback form (a few minutes)
- Share experiences with your school (self assessment form)
- Take part in more CPD opportunities including:
  - QA Reviews
  - Leadership Development Days
  - Hub events
  - National conferences and events

# Why take part in a QA Review?

**1000+** reviews have taken place since 2011  
Over **2,200** reviewers have been trained

**8.9/10**

CPD for reviewers

**8.9/10**

CPD for host headteachers and their staff

**9/10**

Overall experience from headteachers and reviewers

*“Still the best CPD I have ever had.”*

*“Loved every minute of the review- the best CPD I've been on.”*



# What do I get from a QA Review?

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## Host Headteacher and school

- validation of own self evaluation
- ability to reflect on own practice
- highlight and celebrate good practice
- access follow-up support through Challenge Partners to drive ongoing school improvement

## Visiting reviewer

- opportunity to network with like-minded peers
- opportunity to observe and reflect on good practice in different contexts
- opportunity to work with Ofsted-experienced inspectors
- reflect on own CPD needs and development objectives

# Frequently asked questions

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- How do I book onto a review?
- Is the review similar to Ofsted?
- What happens if I can no longer attend a review?
- What do I do about booking hotels and travel?
- Who writes the review report?
- Do I get to see the report after the review?



# Central QA Review Team

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# Recap- What have we covered?

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- What Challenge Partners is
- What the QA Review is
- What you should expect on your first QA Review and how to prepare

End of QA Review slides

Any Questions?





## Evidence based questioning for leading effective meetings



# Purpose of this session

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- Simulate what will happen during the Pre Review Analysis session (PRA) when you attend your QA Review
- Practise how to look at information and be able to extract evidence based questions to challenge school leaders
- Work in pairs to formulate and frame questions in a professional manner

# Pre-Review Analysis

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- 1-4pm on the first day of the QA Review
- Each member of the team will be allocated one of the following sections (which will be covered in the review report)
  - School Improvement Strategies
  - Outcomes
  - Teaching, Learning and Assessment
- Aim is to formulate questions from the evidence to lead meetings

# SEF extract

Areas	Key Judgements	Evidence	Next Steps
Leadership and management	Good	<ul style="list-style-type: none"> <li>• Writing scores well above average and other scores broadly in line with national averages – July 2016 data. <u>RAISE online.</u></li> <li>• Strong moderation from advisor and working with other schools see baseline schools endorsing above average progress. <u>Jeannie Bullman report, William Barcroft report.</u></li> <li>• Challenge Partners development having impact across whole school. <u>Challenge Partners report.</u></li> <li>• Strategic governance supported by strong PM system.</li> <li>• All child protection up to date (PREVENT, FGM, safer recruitment) and all SLT are DSLs. PSA support in place. <u>See Child Protection reporting procedures and files in HT office.</u></li> <li>• Very strong parental communication – Dojo, parents’ evenings, proactive meetings, weekly class assemblies, <u>parental surveys.</u></li> <li>• Governors hold the school to account – <u>see GB minutes. HT reports and governor reports.</u></li> </ul>	<p>Active English development from Jan 2017.</p> <p>RIC reading skills developed for Jan 2017.</p> <p>More paired observations with middle leaders and year leaders.</p> <p>Incremental coaching development for new academic year.</p> <p>Develop more links with secondary schools to impact on pupil learning and transition.</p>



# Example questions extracted from the SEF

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- What strategies have resulted in the high outcomes for writing in 2016 and has this been sustained? If yes, how? If not, why?
- How have your “very strong parental communications” impacted on students’ progress and engagement?
- Talk us through the reasons why you identified ‘incremental coaching development for new academic year’ as a next step. What impact will this have on Teaching and Learning and what will it look like?

