




 Education
Development
Trust

 SCHOOLS
PARTNERSHIP
PROGRAMME

Trafford Cohort 1
Progress & impact workshop

Welcome

Introductions

Who is new to this group?

Can you share with a word or phrase that describes what you want to get out of today's workshop.

Materials you will need for the session



The following materials are available online in the [members area of the SPP website](#):

- [Learning map](#)
- [Transition and 'Sticky points'](#)
- [Partnership reflection grids](#)
- [Collaborative practice insight three: People & skills](#)
(refer to Page 4 for the conversations with colleagues by Joel Garfinkle)
- [The true/not yet true cards](#)

Password = Collaborate2023

Aim of the session



Theme 1

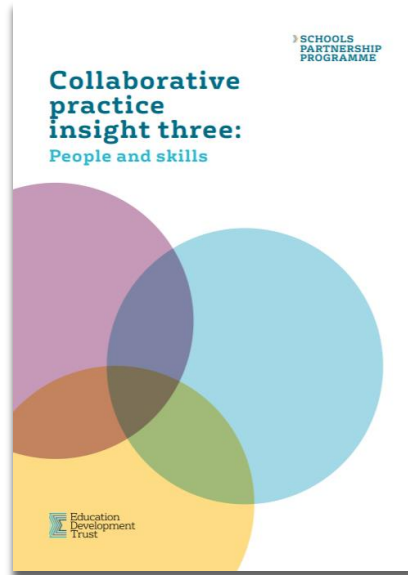
- To review the impact of peer review in our first year - how well are we doing and what impact are we having?

Theme 2

- To explore and agree ways of strengthening impact in Year 2 and look ahead to a mature model of peer review in our partnership.
- To discuss what we might attend to in order to cultivate continuous improvement

Introduction and ways of working

Writing in the Harvard Business Review, author Joel Garfinkle offers some straightforward advice to leaders preparing for a direct conversation with senior colleagues. The key, he says, is respect.



Page 4, Collaborative practice insight three: People and Skills

Today you are invited to be alert about the following...



- When we shy away from conflict, we spend a huge amount of time mentally rewording our thoughts
- Ruminating over what to say can hijack our minds and take us away from the conversation
- Real (and tough) conversations rarely go as we expect – so be ready to be surprised today
- You don't need to talk too much – instead, listen / reflect / observe
- Seek detail, ask questions
- Get to the point – say less
- Expect a positive outcome

Quick check-in



- Why and how might this be valuable?
- How do you feel about this invitation?
- How might we hold ourselves and others to account for these behaviours?

“Moral purpose cannot just be stated, it must be accompanied by strategies for realizing it – and those strategies are the leadership actions that energize people to pursue a desired goal”

Leading in a Culture of Change – Michael Fullan

Theme 1

To review the impact of peer review in our first year:

How well are we doing and what impact are we having?



Impact is baked into the process

1. Agree the focus
2. Exploration of the 'to what extent....' question: sets the baseline and what 'to a great extent' would look like from the perspective of the host school
3. Evidence collection – secures findings
4. Follow up discussion looks at the gap between where the school is at and what 'to a great extent' would look like
5. Improvement priority agreed and collective commitment to act secured at the workshop
6. 90-day check-in explored impact
7. Discussion at partnership meetings looks at lessons learned for the partnership, ensures the effective practice highlighted at peer review is shared, and enables focused and targeted partnership support to be effective

Activity 1:

Hard wired for impact

Discuss in small groups
and share in a plenary

Using the handout, check in on how secure your move from one part of the process to the other is.

- Do you note any 'leakage', loss of momentum, purpose or knowledge as you move through the process?
- What might you do in the next round of peer reviews to make sure impact is 'hard wired' into the process of peer review?

Resource used in the activity: **Transition and 'Sticky points'**

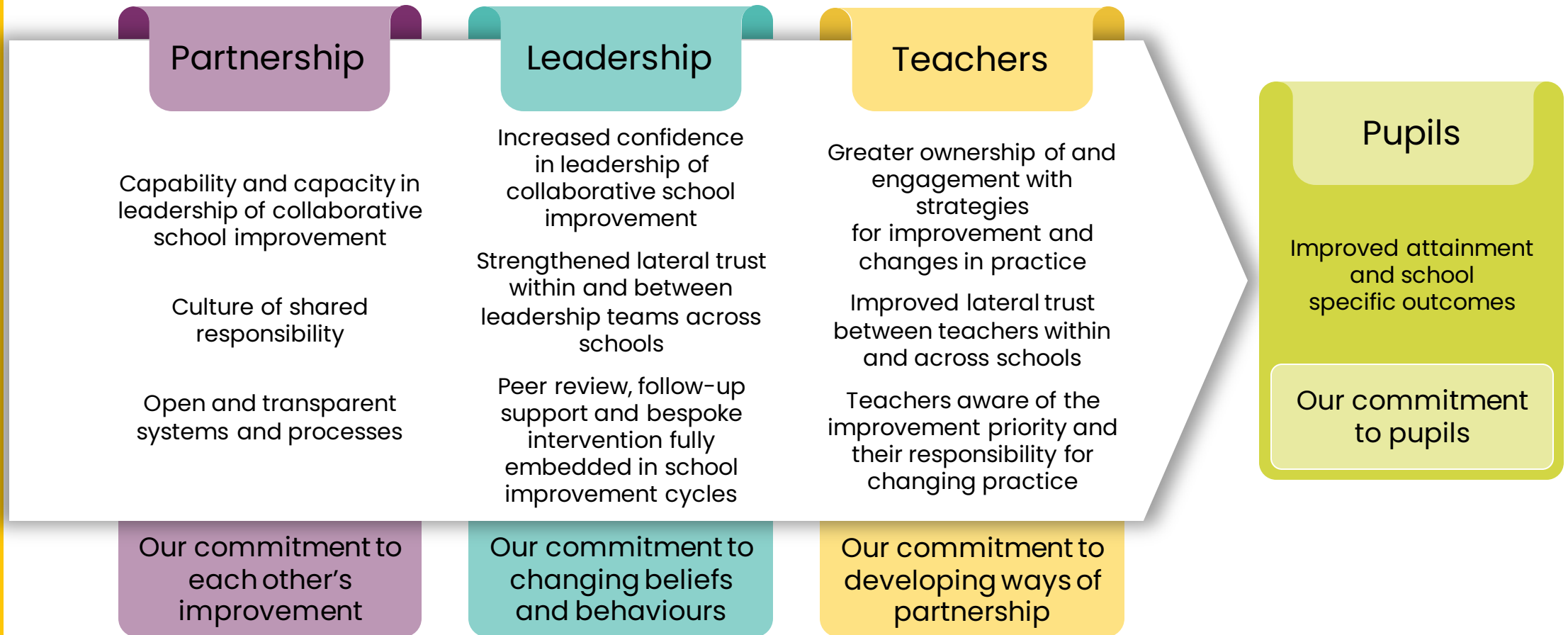
Keeping a check on process for impact

Key Transition Point	Our progress on this
Staff are involved in determining the potential areas of focus for review.	0-----5
The final agreed focus for the review, and the rationale for this choice, is communicated to staff.	0-----5
The outline for the review day, and the type of evidence gathering activities that will be undertaken, are shared with staff.	0-----5
The lead reviewer/review team is clear that: <ul style="list-style-type: none"> • This is a genuine priority for the school • This a clear and unambiguous focus • The planned evidence collection relates directly to the enquiry • It can all be done in the time available • The enquiry will significantly add to what the school already knows about this area of focus 	0-----5 0-----5 0-----5 0-----5 0-----5
The ICs attend the feedback on the review day.	0-----5
In discussion between the host school and the review team, the feedback session covers the following: <ul style="list-style-type: none"> • The enquiry question at the heart of the review • The main findings from the review • The aspirations for the host school for this area of practice • The gap between the current practice and the aspiration is explored • The improvement focus for the workshop focuses on something that will help to close that gap 	0-----5 0-----5 0-----5 0-----5 0-----5
The feedback session ends with: <ul style="list-style-type: none"> • A clear single improvement priority to explore in the workshop • The ICs know of successful practice/existing intervention in this area on which they can build • Clarity on who will be part of the workshop • A commitment from the host school to prepare staff for the workshop • Establishing who from the host school will take ownership of the action plan after the workshop • ICs have time to plan the workshop process 	0-----5 0-----5 0-----5 0-----5 0-----5 0-----5
The host school plans ahead as to how the improvement workshop will feed into ongoing school improvement activity.	0-----5
The staff who engaged in the improvement workshop continue to be part of the work.	0-----5
The host school has the opportunity to draw on expertise from across the partnership to support development beyond the workshop.	0-----5
The partnership has an agreed process and time to share and discuss: <ul style="list-style-type: none"> • experiences of the process • findings and themes emerging from reviews • actions taken and impact The partnership uses the information from above to inform opportunities for joint practice development and shared CPD across the partnership.	0-----5

How might you use this more detailed checklist?

Useful resource: [SPP transition points – How are we doing?](#)

Theory of Change



Taking stock, in triads

Break out groups

Working in small groups

Peer review – so what difference has it made?

- What impact has peer review had, and how do you know?
- Thinking about your school: write one 'evidence of impact' statement on a post-it and place it under the heading depending on who benefited – leaders / staff / pupils
- As a trio, interrogate the evidence, asking
 - 'How do you know?'
 - 'Is this what you expected?' etc.

Let's take a short 5-minute break



Leading a self-improving system

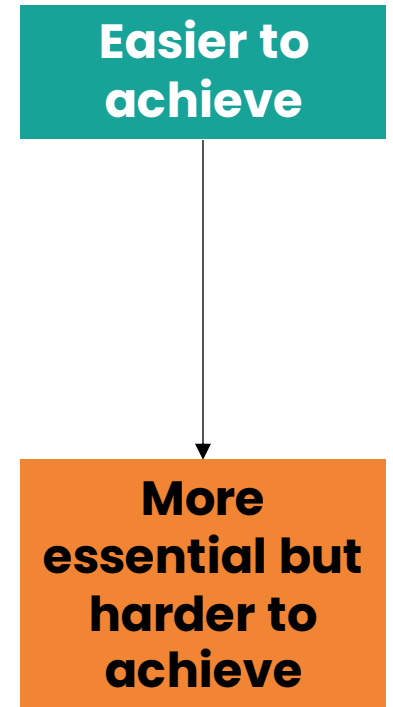
What does it look like?

Systems and processes: To monitor, review and improve

Architecture: Groups of schools working together to secure better outcomes

People: System Leaders, Peer Reviewers, Improvement Champions, Partnership Leads

Mind set and culture: Trust, transparency and honesty, and agreeing a responsibility to work for the improvement of all schools



Taken from David Hargreaves: Self-improving Systems – toward maturity NCSL

Activity 2:

Sharing and summarising our progress

Working as a partnership /
small groups

1. Appoint a scribe
2. Appoint a time-keeper (x 10mins) on each self-improving system feature
3. Taking each feature in turn, and sharing your pre thinking, agree a summary statement that one of you can record and take a photo of.

What's happening

What's the impact

4. Share one area of impact that you are most proud of with the rest of the group

Examples:

Theme – sharing and summarising your progress

Mind set / culture
 Greater trust. More open regarding areas of weakness. Area of enquiry sharper.
Impact
 Expertise in KS2 writing shared across 2 schools. Follow up reflection + observation shows better use of writing frames - children report greater confidence
 Use of vocabulary

People
 ICs confident, new ICs being paired with experienced.
Impact: More middle leaders taking on responsibility in schools + partnership eg (moderation mtgs, facilitating subject lead meetings)
 ↑ retention of middle leaders.

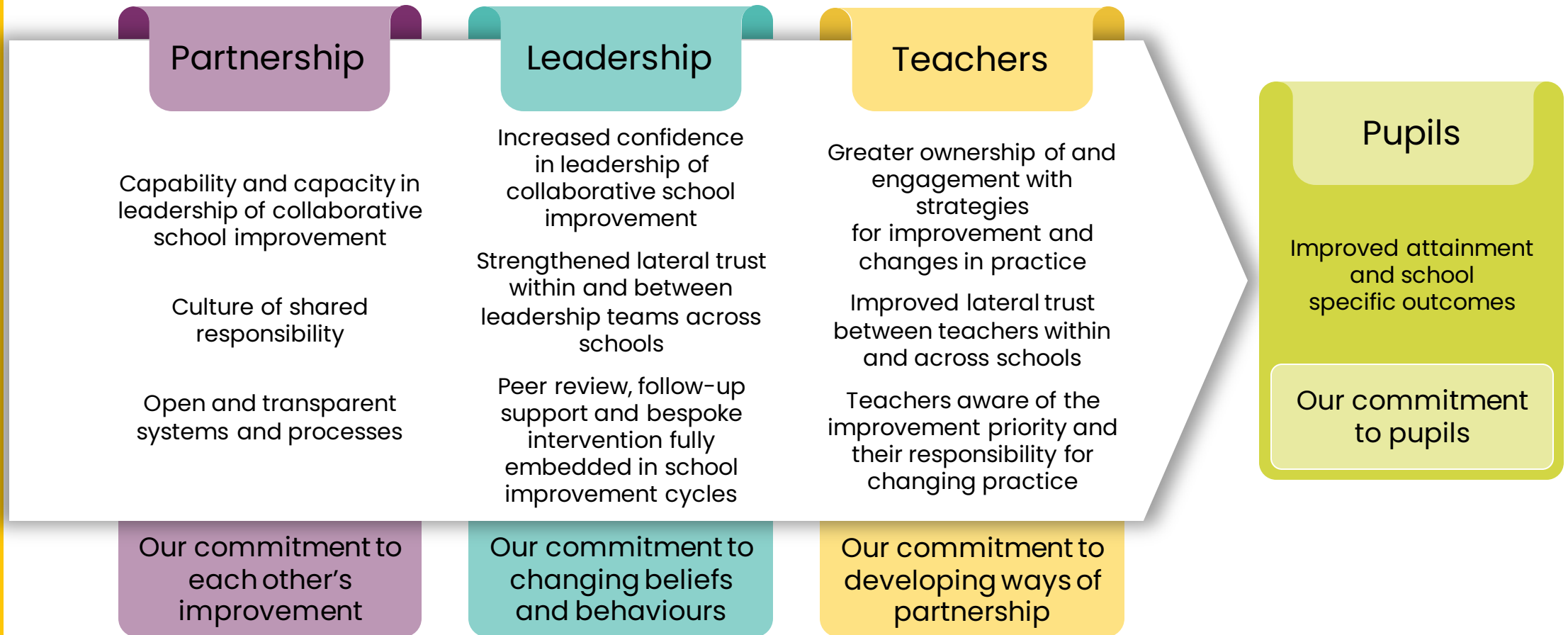
Let's take a 5-minute break

Theme 2

- To explore and agree ways of strengthening impact in Year 2 and look ahead to a mature model of peer review in our partnership.
- To discuss what we might attend to in order to cultivate continuous improvement



Theory of Change



Activity 3:

Toward maturity – true/not yet true

Discuss in small groups

Where are we?

- Take the set of 'true/not yet true' cards and quickly make two piles, noting whether or not they are 'true or not yet true' in relation to your **partnership**.
- What have you learned about your next stage of development?

Resource used in this activity: **The true/not yet true cards**

The true/not yet true

We regularly review the process (how we are working) and impact (what difference it is making to outcomes) of peer review in partnership meetings

We have an agreed way of inducting new senior leaders into peer review in the partnership

The fact that we are engaged in peer review as a partnership is featured in job descriptions and forms part of the interview process for senior members of staff in our schools

We are working on joint areas of enquiry in order to address common issues across the partnership

We hold each other to account for acting on the outcomes of the improvement workshop and follow this up

We have a way of ensuring the quality of peer reviews and act quickly and supportively on any issues that impact negatively on quality

We include aspects of peer review in other CPD offered in the partnership

We are looking to extend the opportunity to be involved in peer review to more schools within our partnership / locality – we don't want to become too inward looking

As a result of peer review we are building a body of knowledge about school improvement relevant to our context and our needs and have a way of sharing that

We are considering subject or key stage specific peer review as a way of engaging and involving more staff

We are clear about the role of the partnership lead and make sure we are supporting the individual, so they have the time to undertake the role

We are looking at ways in which peer review processes are so ingrained in the culture of our schools that it becomes part of our regular way of reviewing and improving our practice at all levels

Let's take a 5-minute break

“Teams, organizations and society evolve in whatever direction we collectively, passionately and persistently ask questions about.”

**Gervase Bush, Simon Fraser University, Canada,
Appreciative Enquiry**

Activity 4:

Securing moral purpose – Deepening impact at partnership level

Discuss in small groups

On the bottom section of the Learning Map are twelve partnership reflection questions.

Which question ‘if consistently and persistently asked’ in the coming year will make the biggest difference to the impact we can have on school improvement across the partnership as a result of peer review?

Partnership reflection questions

Which one, if consistently attended to, would make the biggest difference to impact?

<p>IMPROVEMENT: To what extent</p> <p>A1: Are we sticking to our plans and getting things done? A2: Are we feeding back, reflecting on, and taking action across our partnership? A3: Is our practice of peer review in line with our expectations?</p>	<p>BELIEFS AND BEHAVIOURS: To what extent</p> <p>B1: Are we identifying, developing and using talent and capacity across our partnership? B2: Are we more confident in holding each other to account for actions? B3: Are we being totally honest and open with each other?</p>
<p>PARTNERSHIP WORKING: To what extent..</p> <p>C1: Are we feeding back and reflecting on the overall effectiveness and impact of peer review processes? C2: Are we developing evidence based and innovative ways to engage leaders and teachers in collaborative improvement practice? C3: Are we sticking to our protocols or MOU?</p>	<p>PUPIL OUTCOMES: To what extent</p> <p>D1: Are we developing shared priorities, targeting areas where we can collectively make the greatest difference for pupils? D2: Do we know our own and each other's data well so that we can spot trends and address risk swiftly? D3: Are teachers solving pedagogical problems together, focussed on identified areas of need & using evidence informed approaches?</p>

Activity 5:

Going deeper into maturity – A closer look at your question

Discuss in small groups

We have developed a set of Partnership reflection grids to allow you to go deeper into one of the questions related to one of the commitments you have identified.

Using the grid for the question or area you have identified, look at the next steps for the development of your partnership and agree a partnership commitment in relation to this area of development.

What commitment will you now make to deepen partnership maturity in relation to this question?

Resource used in this activity: **Partnership reflection grids**

What insights have you gained from that activity?

What commitments are you now making as a partnership?

SPP EMBED Phase: Embedding peer review beyond senior leadership

Activity	Format	Timeline
Capacity training further capacity building in peer review (e.g. for middle leaders)	Face to face	Start of EMBED Phase
Second peer review cycle starts	Any mode	As soon as possible after the Capacity training
Leadership of Collaborative School Improvement	Face to face	Start of EMBED Phase
Progress and Impact workshop 4 Tracking Progress workshop	Online	Approx. 4-6 months Into EMBED Phase
Second peer review cycle complete ^{4d} (all schools have received a peer review)	Any mode	Within EMBED Phase
Progress and Impact workshop 5 Impact, Legacy and Sustainability workshop	Online	At end of EMBED Phase

Looking ahead to your SPP session

EMBED Phase Capacity training (1-day F2F)

2-Oct-2023 Monday 9.30am - 4.30pm

- All new Peer Reviewers and Improvement Champions to attend (2 places for each school - Middle/senior leaders/identified staff from each school)
- To build capacity in the review team within the partnership

EMBED Phase Leadership Collaboration of School Improvement (1-day F2F)

16-Jan-2024 Tuesday 9.30am - 3.30pm

- Two places for each school - headteacher & another senior leader who took part in reviews in BUILD Phase
- To understand and commit to Collaborative School Improvement
- To gather insights into barriers and share effective practice
- To plan to further develop and sustain your partnership

Final thoughts

Insight?

Feeling?

Looking forward to?

Your feedback

Thank you for taking part in the training session.

Please provide your feedback by filling in the training evaluation form provided.

Your feedback is important and valuable to us to improve our trainings and programme!

Thank you!

Reminder – members area on SPP website



All SPP materials and resources can be found in the 'Member Resources' area on our website:

www.schoolspartnershipprogramme.com/member-resources

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» SCHOOLS PARTNERSHIP PROGRAMME

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