

» SCHOOLS PARTNERSHIP PROGRAMME

Improving outcomes through a collaborative model of peer review and school improvement

An introduction to the
Schools Partnership Programme



What has brought you here?

What are you hoping to find out?

Please introduce yourselves

Use the Chat function to outline what brought you to this session.

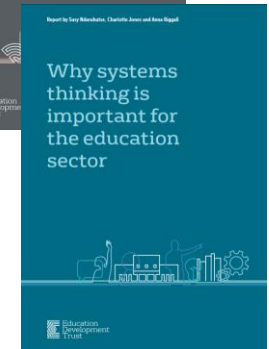
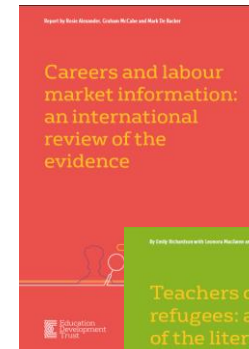
- *Interested in...*
- *Want to find out more about...*

If you are already engaged in peer review, let us know.

Education Development Trust is a not-for-profit organisation, and our vision is a world in which all lives are transformed through excellent education.

We combine global and local expertise, seeking to strengthen education systems, transform teaching and learning and contribute to global and local responses to key education challenges.

We have an internationally recognised research programme which is **publicly available**. Insights from this research have been influential in the design of the SPP Programme.





Our commitment to continuous improvement

The **Schools Partnership Programme** (SPP) was developed in partnership with, and for, schools.

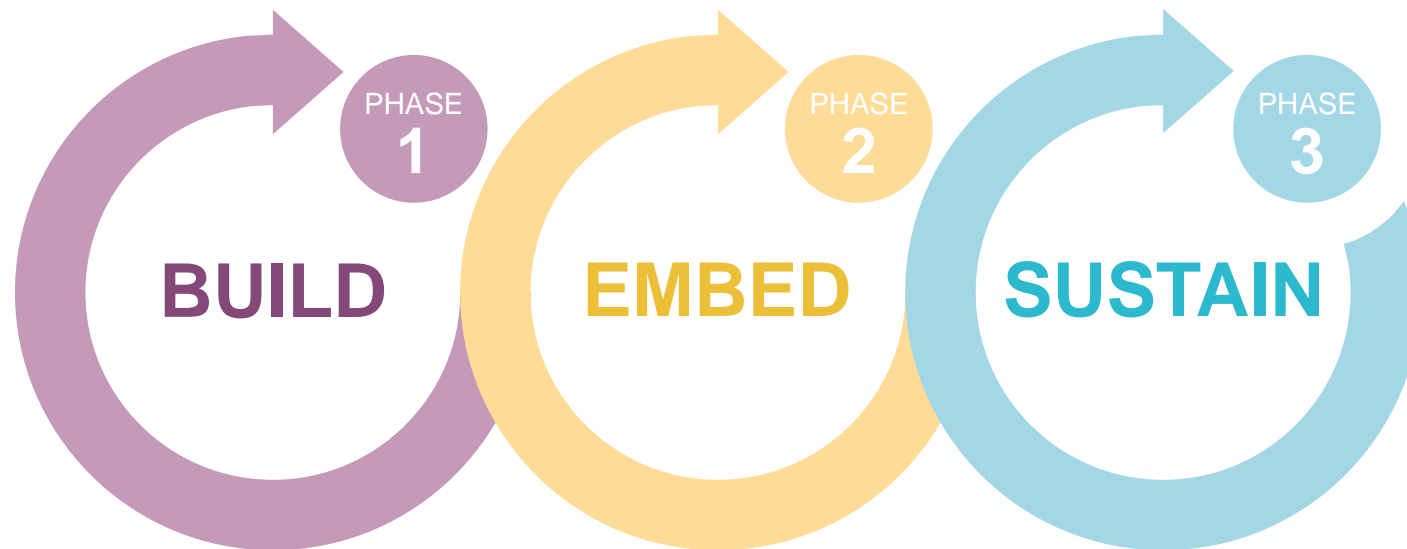
Established in 2014 and now involving over 1,700 schools, it provides schools with the essential tools and support to allow them to drive their own improvement through peer review in an increasingly autonomous school system.

It cultivates 'lateral trust-based accountability' and promoting culture change within a partnership of schools.

Our vision is to work with practitioners to build a sustainable, self-improving, school-led system where partnerships of schools are jointly responsible for the improvement of themselves and others.

How does SPP work?

SPP enables partnerships of schools to engage in focused peer review and develop stronger partnerships by building skills in leaders and teachers in **effective enquiry, non-judgmental, evidence collection** and **coaching**.



Established in 2014 and now involving over 1,700 schools, it provides schools with the essential tools and support to allow them to drive their own improvement through peer review in an increasingly autonomous school system.



Peer review exists to help schools solve the most pressing issues facing them and their partnerships.”

CHAPTER: EDUCATION DEVELOPMENT TRUST'S SCHOOLS PARTNERSHIP
PROGRAMME: A COLLABORATIVE SCHOOL IMPROVEMENT MOVEMENT IN:
EDUCATION FOR ACCOUNTABILITY AND IMPROVEMENT; ED DAVID GODFREY
(FORTHCOMING) SPRINGER ED 2020.



SPP principles

We believe that schools improve faster and more effectively by working together. Empowered teachers and effective leaders, collaborating honestly and without fear or judgement in trusted partnerships, leads to inclusive learning communities where all children and professionals can thrive. The following principles underpin everything we do – more detail on each at www.schoolspartnershipprogramme.com/what-we-do/our-principles

- 1. Teacher agency and wellbeing**
- 2. Collaborative School Improvement**
- 3. Enquiry-focused, non-judgmental collaboration**
- 4. Trust and transparency**
- 5. Coaching approach**
- 6. Driven by schools**
- 7. Whole school**
- 8. For all schools**
- 9. Evidence based**
- 10. Sustainable, local area model**

Development of SPP

The peer review model is evidence-led and supported by our global network of partners, and is informed by research, including:

- **Michael Fullan:** Lateral trust-based accountability
- **Viviane Robinson:** Open to learning culture
- **Pasi Sahlberg:** Big and small data
- **John Hattie:** Teacher and leader agency, collective efficacy

You can read more at:

www.schoolspartnershipprogramme.com/what-we-do/research-and-insights

“I am tremendously excited for our team to join forces with the group at Education Development Trust’s Schools Partnership Programme. SPP is exactly the approach that represents the next phase in deep school and network learning in education. Leveraging peer knowledge and expertise is the hidden gem in the transformation of education.”

MICHAEL FULLAN, INTERNATIONAL
EDUCATION EXPERT

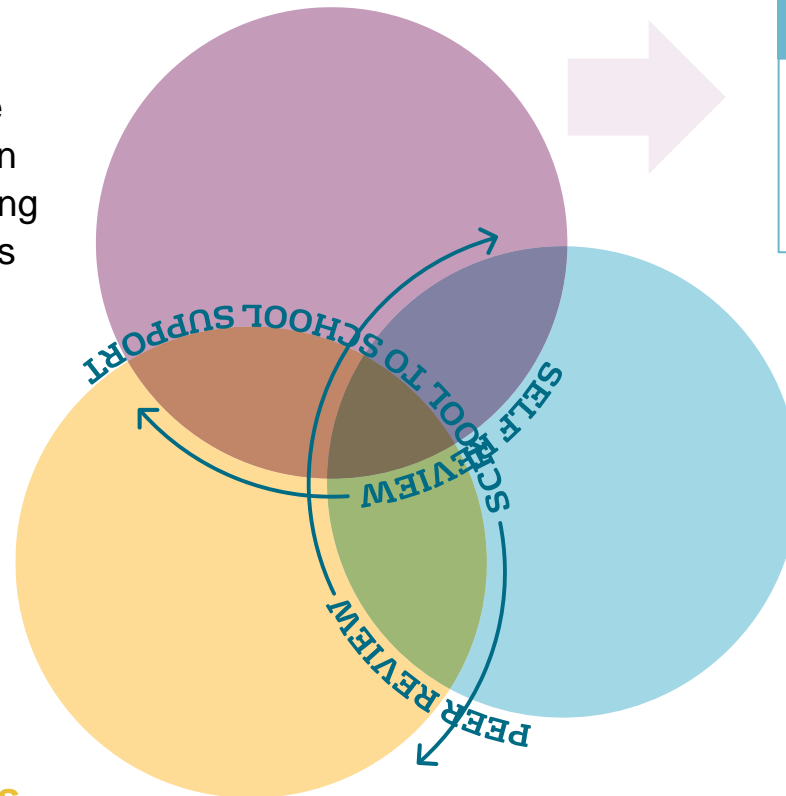
The SPP peer review cycle – driven by you

Stage 1: Self-review

Effective peer review starts with how well the school knows itself. The framework, based on enquiry questions, supports schools in carrying out robust self-review to help inform the focus of the peer review.

90-day check-in

90 days after the improvement workshop is complete, the lead reviewer and/or Improvement Champion checks back in with the host school on progress



Pre-review meeting – 1 hour

Based on the outcomes of the self-review, the lead reviewer meets with the host school headteacher to collaboratively refine the review focus and plan evidence collection during stage 2

Stage 2: Peer review – 1 day

The most effective peer reviews have an agreed focus. Evidence collection activities will vary depending on the focus of the review and could include interviews and focus groups with staff, parents, governors and/or children, reviewing data, book scrutiny, observation or surveys.

The peer review ends with a feedback conversation where the evidence is shared, and initial findings agreed.



Stage 3: Improvement workshop – 1.5 hours

Our experience shows that where the outcomes are owned by the staff, the long-term and sustainable impact is more significant.

The SPP model includes a post-review improvement workshop with relevant staff, based on the review findings and facilitated by an Improvement Champion from another school in the partnership.

The review makes use of a range of facilitation tools to get to the root cause of issues, agree actions and broker any necessary support from other schools in the partnership.



Key leadership roles

Partnership lead

Each partnership agrees a partnership lead who acts as the link contact between the partnership and Education Development Trust. They help drive the programme and ensure that the partnership's peer review schedule is on track.

Peer reviewers and the review team

Leaders from each school (usually the headteacher or deputy head in phase one) are trained to conduct reviews of each others' schools, usually in sub-groups of three or four. Peer reviews take place annually (as a minimum requirement) for each school within the partnership and are held over one to two days, depending on the size of the school.

Improvement champions

These highly effective members of staff are trained to facilitate the post-review improvement workshop at partner schools. Improvement champions work with the partnership lead to monitor ongoing impact.

How does SPP lead to impact

Not a done to model: The host school is in the driving seat and agree their own area of enquiry for the review

Creates a focused sense of urgency: SPP peer review culminates in the agreement of an improvement priority that is collectively addressed in a follow-up improvement workshop.

Effective partnerships and peers: SPP builds a culture of collective challenge and support.

Transparency of data: Schools involved in SPP have a data sharing agreement.

Non-punitive accountability: SPP is underpinned by a coaching culture focused on learning and *growth* not judgement, and on *improving* not proving. It is reciprocal.

Irresistible synergy: SPP is designed to be the engine that drives improvement within and between schools, that is not additional work but THE work of school improvement and the building of leader and teacher capacity at all levels.



SPP – adapting, learning, growing

Virtual and blended peer review

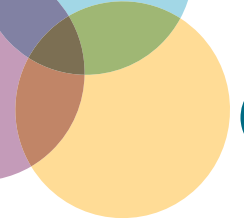
New areas of enquiry

- Assessing and meeting need
- Tackling Educational Disadvantage
- Strengthening SEND

New insights into the power of collaborative partnerships:

- Collaboration, peer review and resilience
- Collaboration peer review and reimagining

Awaiting the outcome of an EEF 3-year evaluation of the programme with 350 participating schools



Our 2021/22 pricing

Schools Partnership Programme

SPP is a three-phase* programme. Approximately 5-6 senior and middle leaders participate per school across the three phases

Partnership size (for training)**	BUILD Phase	EMBED Phase	SUSTAIN Phase
10 – 20 schools	£1,000 - £1,750	£500 - £700	Available on request

*Each phase usually lasts one year but can be shorter

**Training is delivered to whole partnerships; usually groups of 3-4 schools then form to conduct the peer review cycle

Pricing for partnerships of less than 10 schools available upon request

MAT Partnership Programme (MPP)

We've taken the learning, principles, methodology and research from the Schools Partnership Programme as a foundation and, with the support and challenge of serving MAT leaders, created a peer review programme that helps drive lateral accountability, collaboration and improvement within and between trusts.

Our programme facilitators enable MAT teams to live the principles of effective peer review: to engage in enquiry-focused, non-judgmental collaboration; to display openness, honesty and kindness; and to demonstrate a shared commitment to improving outcomes for all children and young people.



The MPP peer review cycle – expert facilitation

Stage 1: Self-review

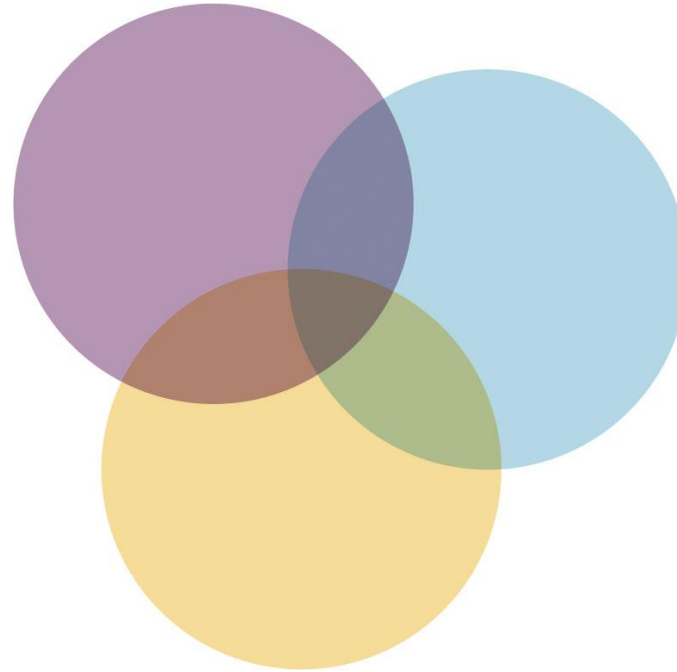
Effective peer review starts with how well the trust knows itself. The [MPP framework](#), based on enquiry questions, supports Trusts in carrying out robust self-review to help inform the focus of the peer review.

Who? Review team from your trust

Stage 3: Peer Review

The review teams from each MAT conduct an in-depth enquiry into each others' organisations, collecting evidence and actionable new learning around the agreed area of focus and compiling a report via a real time online reporting platform.

Who? Review teams from each trust



Stage 2: Strategic Planning

The most effective peer reviews have an agreed focus and draw upon specific skills.

A structured conversation facilitated by your MPP Associate including the leadership teams of both trusts takes place after your self review, to deepen and develop your peer review skills and plan review activity.

Who? Review team from each MAT, facilitated by MPP Associate



Our 2021/22 pricing

The MAT Partnership Programme cost is £4,500 per Trust.

The whole process can take anything up to 12 weeks and is possible to accomplish in one term.



What do schools say?

» SCHOOLS
PARTNERSHIP
PROGRAMME

What do our schools say?

“SPP is conducted with ‘trust’ in the real sense of the word at the heart of the process, allowing you to reveal your school, ‘warts and all,’ in the safe knowledge that the group genuinely wants to help you solve those really trying problems.

Why wouldn't trust leaders want to do the same?”



Ann Davey

CEO
PATHFINDER SCHOOLS



Liz Robinson

CO-DIRECTOR
BIG EDUCATION TRUST

“The key thing that’s different about the Schools Partnership Programme is that it’s actually peers doing that work for each other. Doing that work of supporting each other but challenging each other as well. I think that critical difference of it being something that happens as a horizontal relationship, as opposed to a vertical relationship fundamentally changes the nature of the experience for everybody involved.”

To hear more comments from colleagues who’ve engaged in our programmes, visit the [Our stories](#) page on our website.



Thoughts, comments and questions

What will you take away from this session?

What would you like to know more about?

Use the chat or unmute to respond



What's next?

Thanks very much for showing an interesting in the Schools Partnership Programme and attending today's session.

To discuss further how this peer review model can benefit your setting, or to be put in contact with a partnership in your area with SPP experience, please get in touch:

partnerships@educationdevelopmenttrust.com

In the meantime, visit our website for more information on the programmes available, interviews with colleagues who've undertaken various peer review roles, case studies from around the country, and more:

www.SchoolsPartnershipProgramme.com

We will be in touch shortly via email with a few more resources that may interest you.

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