



Central South Consortium Joint Education Service Joint Committee - 25th June 2015

CENTRAL SOUTH WALES CHALLENGE  
HER CANOL DE CYMRU

# The Central South Wales Challenge

Taking our work into a second year



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# Where next for schools?

Since January 2014, schools across the five Central South Wales local authorities have been collaborating in order to find more effective ways of improving the quality of education for all of their children and young people. This document summarises what has been achieved so far. It also provides suggestions as to what schools need to do in order to build on this success.

## What is the Central South Wales Challenge?

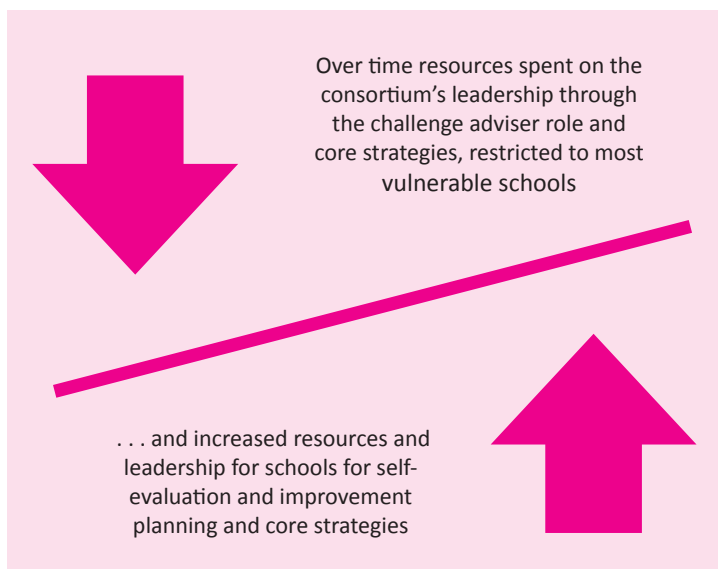
It is a partnership of over 400 schools that are working together to develop a self-improving system. This is in-line with the Welsh Government's education improvement plan, 'Qualified for Life', which argues for:

*"Transforming school improvement from being something that was once 'done to' schools to something that is being 'done by' schools."*

*"An end to the top-down improvement 'service' being delivered to schools and instead seeking to empower school leaders to work together, taking control of their futures and their development."*

*"Those within schools taking responsibility for raising standards within their own organisations. This requires a strengthening of the partnerships between schools, such that they are able to support and challenge one another."*

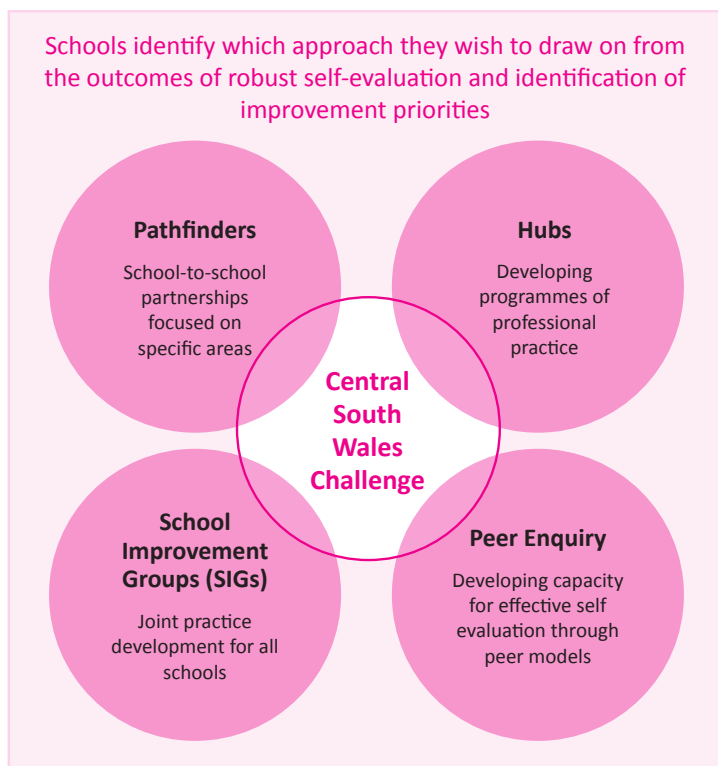
The Challenge involves a series of collaborative activities for putting this thinking into action. It was instigated by the Directors of the five authorities, who have continued to provide active support and encouragement. Further endorsement has been provided by elected Members. Staff of the Consortium play important roles in supporting the programme of activities. Additional funding and support is provided through Schools Challenge Cymru as part of its capacity building role across the country.



### What is the strategy?

The strategy is intended to be by schools, for schools. With this as a key principle, activities are planned and coordinated by a strategy group made up of 18 headteachers. Representing each of the authorities and all phases of the system, they have taken on important roles in leading events and meetings and ensuring effective communication with the schools in their own authorities.

So far, the strategy has involved four linked activities:



**School improvement groups (SIGs)** – All schools are in cross-region improvement groups. Carefully arranged so as to bring together schools that are at different stages of development, there are 33 primary SIGs, each with 10 members, and 8 secondary SIGs, each made up of between 5 and 8 schools. Special schools are also involved. A headteacher in each group acts as the convenor.

**Pathfinder partnerships** – More intensive pairings of schools have been created in order to provide intensive support for those seen as facing challenging circumstances. Significantly, there is growing evidence that such arrangements can have a positive impact on the learning of pupils in both of the partner schools. So far, there have been 52 such partnerships, usually involving pairings of schools from different authorities. Further such partnerships have been created through Schools Challenge Cymru.

**Peer enquiry** – This aims to develop a systematic process by which senior leaders in different schools can support one another through peer review. So far, it has involved 6 pairs (or trios) of schools, chosen because they are already performing relatively well. Once the process is refined, it will be rolled out for use by more schools from September 2015 as a means of developing effective self-evaluation and leadership capacity across the system.

**Improvement hubs** – These 30 schools are developing professional learning programmes for teachers and leaders across the system. Currently, they are offering support to other schools aimed at strengthening teaching and learning, and leadership practice. A number of the Hubs also offer more specialist or bespoke support. In addition, the Hubs will be leading collaborative action research involving schools across the region and coordinating the development of a best practice case studies knowledge bank.

***The introduction of this approach means a significant shift in the roles of the team of challenge advisers. Specifically, they have to support and enable effective self-evaluation, as well as brokering the sharing of good practice across the system, intervening only where absolutely necessary.***

## What has been the impact?

The first 18 months of the Challenge have been very promising, with high levels of engagement across the region, including over 200 teachers taking part in the Outstanding and Improving Teacher Programmes (OTP and ITP), and over 600 delegates accessing Hub support since January 2015. The following comments from school leaders are typical:

### School Improvement Groups and Pathfinders

***“Convening our SIG has been one of the most exciting and rewarding professional activity in which I have been involved.”***

***“I think we can become a system where we seek expertise from one another and are open to share our own ideas and to give freely of our own expertise. It will allow us to openly but supportively challenge each other to do better.”***

*"The freedom of being able to make decisions for our own schools, based on many collective years of experience has been refreshing."*

### Hub Programmes

*"The standard of discussion and the quality of questioning from facilitators was exemplary."*

*"Every person in the school from pupil to caretaker took part in making the day memorable and full of ideas and stimulation."*

*"Teachers were made to reflect on their own practices and to think and re-focus ideas in the light of theory but not in a dry way but in the light of living practice."*

### Peer Review

*"Possibly the best CPD a Head could have"*

*"Unlike an Estyn inspection or LEA type review this is an opportunity for some real honesty and reflection between peer professionals"*

We are already seeing a significant shift in the impact of school-to-school work being evidenced in school inspection, in impact on outcomes and in capacity building across the region. Already schools are reporting a greater openness to work with others, more creative use of time by teachers, and leaders working together to strengthen their practices. Critically, many schools are using these activities to think about succession planning and structures within schools. This includes providing ways to develop all staff, reducing the use of temporary or supply staff, and identifying future leaders across schools.

### What has been learnt?

As we have developed these strategies we are learning about what is working and where changes can be made. Some of our learning points so far are:

### Effective school-to-school working . . .

- **comes from knowing your own school really well and being demanding** about what your school needs. Matching areas of strength to areas needing support is important in this. Schools need to focus on identifying what they need in their school and use partnerships with other schools to access capacity or capability to improve. Schools should choose, lead or create the right partnership for them and hold it to account for impact on their school's capacity to improve
- **works best when it is about practice.** The biggest impact is where headteachers have enabled teachers to work together in a focused way on an area of practice they want to improve or develop and share across a group of schools and that will improve pupils' learning and achievement.
- **is all about developing teachers and leaders and succession planning.** If funding and planning are done well, school-to-school working means identifying talented staff and releasing them to grow and develop through working with other schools to develop practice
- **means taking (measurable) risks** e.g. in staffing structures and 'enquiry' led practice developments. Impact measures are key and evaluation and risk management vital but some of our work means backing initiative, innovation and 'tall poppies' to bring real shifts in how schools work
- **often works better when schools are different** and not close to each other. Although this brings different logistical challenges, school partnership working has worked best where schools are not serving similar catchments
- **when it is led by schools (but with sufficient organisational capacity to get things going).** This means that school leaders need to spend time directing what is needed, should be supported to do so, albeit from



within a limited funding envelope, and in the Consortium and Local Authority staff need to be able to administer systems efficiently

- **takes time and funding.** This work is not about quick fixes nor is it cheap, it is about building capacity and capability in leadership of school improvement. Accountability regimes need to recognise that whilst some benefits are already evident, the real benefits may take some time

### What will change as a result?

As a result of evaluating the first year a number of changes have been made ahead of the second year of the Challenge.

In particular:

1. SIG funding will continue with a focus on indicators that help evaluate impact
2. Pathfinder partnerships and funding will also continue brokered by challenge advisers
3. Schools Challenge Cymru funding will be used to support the development of the role of the SIG convenor
4. Funding will also be identified to incentivise the development of peer enquiry
5. The hubs programme will be more focused on developing collaborative practice, alongside a number of lead curriculum departments/schools
6. Specific school-to-school projects will focus particularly on growing self-improving systems for Welsh medium schools and special schools

Challenge advisers have already shifted their focus towards supporting effective self-evaluation led by headteachers and governing bodies. This will continue with challenge advisers spending less time with schools with greater capacity for improvement. Challenge advisers will focus on how schools are using the CSWC strategies in place to develop capacity and impact. A core role of the Consortium is to evaluate and share best practice.



## What should be the next steps?

It would make sense now for individual schools to review the extent to which they are benefiting from the investment being made through the Central South Wales Challenge. In so doing, it is important to remember that self-improving systems start with what happens within each school. Each school must have a sense of their own strengths, such that these contribute to the overall development of the education system. At the same time, it is vital to define areas of the school that need further development in order to draw on the strengths of partner schools.

Building on such a process of self-review, schools need to consider the following questions:

- Are we contributing to, and getting the benefits of joint practice development through our SIG?
- Would we benefit from being part of a pathfinder partnership?
- Can we draw more on the strengths of the various improvement hubs?
- Are we ready to take part in the peer enquiry programme?
- Looking more widely, there is much more to do in order to deepen the partnerships across the system such that they involve a capacity to move expertise around, as well as encouraging joint practice development. This requires a willingness amongst school leaders and practitioners to share evidence with one another. In this way, collaboration involves processes of mutual challenge that will stimulate creativity and experimentation.

## Long-term aim

The long term aim of the Central South Wales Challenge is to maximise the leadership of school improvement by schools for schools, with minimal input and resources held at regional and local authority level. We believe that we can develop a world-class system of education by making better use of the

expertise available in the region's schools. In so doing, it will be important to raise the aspirations of all young people and their parents and give them confidence in education.

This will require the involvement of families as well as representatives of the wider community. Closing the gap in outcomes between those from more and less advantaged backgrounds will only happen when what happens to children and young people outside as well as inside the school changes. This does not necessarily mean schools doing more, but it does imply partnerships beyond the school, where partners multiply the impact of each other's efforts.

### Further information

Further information about the Central South Wales Challenge is available from:

#### **Central South Wales Challenge Strategy Group**

- Jeremy Thompson (Oldcastle Primary School)
- Anne Carhart (Maesteg School)
- Steve Jones (Cardiff High School)
- Bethan Hocking (Herbert Thompson Primary School)
- Angela Satterly (St Alban's Catholic Primary School)
- Vicky Meadows (Windsor Clive Primary School)
- Kevin Tansley (Ty Gwyn Special School)
- Elizabeth Owen (Ysgol y Graig)
- Rhys Jones (Treorchy Comprehensive School)
- Vanessa McCarthy (Brynnau Primary School)
- Dr Alec Clark (Tai Education Centre)
- Kelvin Law (Romilly Primary School)
- Derek Jones (Stanwell School)

- Mark Powell (Y Pant Comprehensive)
- Tegwen Ellis (Ysgol Cynwyd Sant)
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# CSC Peer Enquiry (Phase 2)

A model to support school improvement in Wales



CENTRAL SOUTH WALES CHALLENGE  
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*'A cord of three strands is not quickly broken'*

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**STRUCTURE OF MODEL**

<b>Section</b>	<b>Section Heading</b>
1	Rationale: Peer Enquiry as a tested and proven model of self evaluation and improvement
2	Gathering Evidence: Challenge Partners and EAS
3	Findings from the CSC pilot Peer Review
4	Welsh Priorities
5	CSC Model: 1. <b>Host Schools</b>
6	CSC Model : 2. <b>The Peer Enquiry Team</b>
7	CSC Model : 3. <b>Process and Procedures</b>
8	CSC Model : 4. <b>Focus areas for school / Peer Enquiry consideration</b>
9	CSC Model: 5. <b>Structure of the Peer Enquiry</b>
10	CSC Model: 6. <b>The Role of the Challenge Adviser</b>

## 1. Rationale: Peer Enquiry - a tested and proven model of self evaluation and improvement

Our strategy in Central South is about developing the capacity and practice of a self improving school system. Central to this is the concept of a 'peer enquiry': the enquiry-led review of a school by a peer Headteacher for the purposes of improvement.

Peer reviews are increasingly common place in self improvement school systems and are, by definition, a scrutiny of elements within an institution by teams of qualified and competent equals in order to critique and raise standards. In education, the potential power of such an 'internal' scrutiny of provision, standards and outcomes clearly rests on the empowerment of the school being scrutinised to have the opportunities to improve itself without an 'external' judgement being levelled. It is NOT an inspection.

The term Peer **Enquiry**, which connotes open suggestions or 'lines of enquiry' which are part of a continuous improvement system focused on practice is preferable to the stereotypical Peer **Review**, which may be static or one off. This is the term that is used in relation to the CSC model.

The potential benefits for the Peer Enquiry Team members are also two way. Rigorous evaluation will offer chances to reflect on their own schools' provision in order to enhance or modify ideas, structures and initiatives 'back at base', as well as to offer professional development to the individuals themselves.

## 2. Gathering Evidence from other places: Challenge Partners and EAS 2014 - 2015

### **CHALLENGE PARTNERS Model**

Peer reviews are referred to here as Quality Assurance Reviews, and they use a school's most recent Ofsted grade to act as a benchmark to assess progress. The QA Review team make judgements that can be used as a 'comparable preparation' for the next inspection. (92% of overall judgements are consistent with or slightly tougher than Ofsted judgements.)

#### **Host Schools**

281 schools reviewed. A school's SER and SIP provided the starting point for the review process. The school's senior leadership team were a vital link to success and update meetings were held with the SLT during the review.

#### **Review Team**

861 serving senior leaders were trained as reviewers. One member of each team was required to have inspection training accredited by Ofsted. One member of the review team was the Lead Reviewer, responsible for writing the final report. You can find out more about the Challenge Partners process here <http://challengepartners.org/QualityAssuranceReview>





## **EAS Model**

**EAS Consortium** commissioned a pilot peer review programme within the WG's National Model for Regional Working where Headteachers of Green schools work with each other 'to share excellence across the consortium'. The Peer Review process to determine the National Categorisation of the host school.

### **Host Schools**

Challenge Advisers have a key responsibility for putting 3 – 4 schools together and will use the report to write any Pre-inspection Evaluations required. Each 'Green' school will receive funding for participating (£1200 in the first year, reduced to £750 in the second year and then EIG funding). The host school 'will take ownership of the review' and decide the format of the day.

### **Review Team**

The host Headteacher and members of the SLT form part of the review team along with the other Headteachers of the designated group. Peer Review groups will run for 2 – 3 years. The 'Lead Peer' will write the report which will highlight 'reasons for greenness', 'foci for attention' and a judgement about future categorisation and this will be agreed by the whole team before being sent to the CA. The host school will be re-visited in the Spring Term to 'monitor progress and agreed actions'.

### **Process and Procedures**

The PR will last for 1 day, with data provided to members of the team 5 days beforehand. There is no requirement to observe lessons – the host school will decide what evidence to provide.

EAS to QA the process, sampling 5 – 10 reviews each year. Support will be brokered by EAS following receipt of the report.

## **3. Findings from the CSC Pilot Peer Review Programme (2014 - 2015)**

### **Premise**

In 2014/15 18 Headteachers from Hub and Specialist schools participated in the pilot Peer Review programme, resulting in a total of 6 pilot reviews conducted in teams of three.

### **Overall Findings**

***'Possibly the best CPD a head could receive'***

***'Unlike a LA review or Estyn inspection this was an opportunity for some real honesty and reflection between peer professionals'***

**(Some quotes from Headteachers involved in the pilot)**

The model outlined below and the evaluation of it suggest that the premise is worth pursuing as a commissioning model for school improvement in the future.

### How did it work?

- There was no cost to the host school
- The Review Team had a representative from the host school (usually the Headteacher)
- The most successful reviews happened in the context of openness and honesty in scrutinising data, provision and standards
- The role of the Lead Reviewer was essential in terms of collating the findings of the whole team in a report which suggested recommendations for improvement
- Feedback on lesson observations were disseminated to individual teachers via SLT to facilitate improvements in learning and teaching
- The formal language of reflection and goal setting was used in the report but no judgement/grading was expressed. This was to help initiate honest discussion
- Pupil progress (KQ1), teaching and learning (KQ2) and leadership (KQ3) were common foci in all reports written
- The host school 'had a voice' and was invited to draw attention to its key strengths in order to share excellence and an area of improvement that was already 'on the radar'
- Reports were succinct and clear, being no longer than 5 pages in length and with a suggested 3 – 5 action points. Headteachers had a 'right to reply' before finalisation.
- Reports were issued to the school within 10 days of the end of the review

### Informal feedback from one participating Headteacher

- The whole process was very worthwhile and there was no doubt that the review team were able to get a feel for the school and identify strengths and aspects worth considering quickly
- The lesson observations and interviews with pupils proved to be effective and feedback to the teaching staff after the peer review made an effective contribution to their professional development
- For the process to be of benefit, staff of the host school must not 'cover up' aspects they think may need improving, but equally ground rules and protocols need to be transparent to avoid misunderstandings
- It is effective that the Peer Enquiry team looked at the school's SIP and SER and data pack to open up lines of enquiry – this pre-enquiry analysis will be crucial for any successful Peer Enquiry in future
- If the Head teachers in the team have a good reputation and the ethos is 'trust between heads' then the second opinion provided by a Peer Enquiry will be invaluable as part of a school's self evaluation and goal setting process
- Praise is just as helpful as pointing out valid areas for improvement

## 4. Welsh Priorities

According to the 'Annual Report of Her Majesty's Inspector in Wales 2013-2014', there are key priority areas that are helping to drive strategic educational initiatives and in particular to offer us foci for any Peer Enquiry. These include:

- Quality of teaching to improve

- Literacy and numeracy standards to be raised
- The quality and clarity of self-evaluation and planning for improvement to improve
- Assessment to be more consistent, accurate and specific
- Pupils' Welsh Second language skills to be improved
- Closing the Gap

Furthermore, the WG's '**Qualified for Life**' document (that echo Estyn's areas for development) also offers potential avenues to explore as we draft Peer Enquiry proformas and procedural documentation.

- Priority 1:** An excellent professional workforce with strong pedagogy based on an understanding of what works
- Priority 2:** A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills.
- Priority 3:** The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment
- Priority 4:** Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards

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## 5. CSC Phase 2 Model: 1 - Host Schools

Peer Enquiries will play an important role in our Self Improving System where schools are empowered to support and improve each other.

### Schools involved in the Phase 2 Peer Enquiries

- From September 15 in CSC, Challenge Advisers will not be spending time with appraising Green in the same way, the Phase 2 Peer Enquiry model will be applied to all Green and some Yellow schools, who will request a PE in the year 2015 – 2016 (see Section 9: The Role of the Challenge Adviser)
- We aim to have 40 Peer Enquiries commissioned throughout the year – which might be developed in triads or as separate exercises.
- A timetable will be drawn up by CSC of PEs occurring throughout the year and held centrally at CSC
- There may well be exceptions to the commissioning process eg if a school recently experienced an Estyn Inspection and require additional support in self evaluation.

### What the host school can expect

- All PEs will aim to establish a culture of mutual trust, whereby the host school is honest with the Peer Enquiry Team (PET) in sharing both its best practices and any areas to be developed further. In return, the host school can expect the PET to demonstrate credible and proven skills, knowledge and expertise as serving practitioners in managing the process and opening up insightful lines of enquiry
- The report will be honest in order to help the Headteacher and the school move forward, but there will be flexibility in the wording of the report so that, following INFORMAL feedback, the Headteacher can negotiate the wording of the document with the Lead Peer Enquirer, who may make adjustments before presenting the FORMAL report.
- The host school will hold the report findings, not the PET or the Consortium, although the Headteacher will be required to complete a one-sided management response / evaluative questionnaire to the process/report that will be sent to the Challenge Adviser and presented to the Governing Body.

## 6. CSC Phase 2 Model : 2 - The Peer Enquiry Team

For the purposes of the Phase 2 Peer Enquiry model, we suggest that a **Peer Enquiry Team of 3** is a strong and robust construction where:

- The **Lead Peer Enquirer** (LPE) is a Headteacher with proven leadership expertise corroborated by Challenge Adviser and/or Estyn.
- The **second member** is a second serving Headteacher – as above.
- The **third member** is an Associate Peer Enquirer who could be a DH or AH aspiring to headship and could be affiliated to the LPE or second serving Headteacher. (This experience would build experience and succession planning for future leaders and leadership skills.)



**Key priorities for the Peer Enquiry Team (PET)**

- a) To **collaborate** effectively with the host school
- b) To **moderate** a specific focus or initiative requested by the host school
- c) To **corroborate** their pre-enquiry data and seek to confirm what the school says it knows and does
- d) To **validate** the school's best practices through observation and discussion and to use **collective professional judgement** to identify and explore specific lines of enquiry that will enhance a school's self-evaluation processes
- e) To **report back** to the host school, highlighting its best practices and offering the key lines of enquiry for the school to engage with

**Use of Funding (based on a 2-day Peer Enquiry)**

- Lead PE: £1000
- Second HT: £900
- Associate PE: £600

Total cost for each Peer Enquiry: £2,500

Other costs for training of PET, awareness raising events, QA visits etc TBC

**NB:**

There could be room in the model for SiGs, clusters or groups or pairs of schools to conduct their own triad-based Peer Enquiry model. In this instance schools would need to provide their time free of charge to each other. We would ask that if this model is used there is still a summary management response / evaluative questionnaire

**Training of Lead Peer Enquirers (LPE)**

- Undertaken centrally at Ty Dysgu
- Experienced Headteachers to share best approaches to leading an Enquiry
- CAs to contribute their expertise and knowledge
- CSC Learning and Teaching team to offer practical training in facilitation of eg. Coaching, collaboration, lesson observation protocols etc
- The LPE can nominate their own Deputy/Assistant as Associate Peer Enquirer for professional development

**7. CSC Phase 2 Model : 3 - Process and Procedures**

Motivated by the moral imperative of improving the provision of all learners, the Peer Enquiry Model seeks to establish disciplined procedures by which knowledge is moved and shared between schools within a culture of trust and mutual accountability.

## NON-NEGOTIABLES

- The PE should be seen as a critical part of a school's self-evaluation cycle.
- Lines of enquiry are not the same as recommendations that suggest judgement (hence Peer Enquiry rather than Peer Review). These lines of enquiry will help establish a focus on the key issues that will help the school to improve.
- The PE usually takes place over 2 days
- Half a day will be needed for the LPE to consider data/evidence and open up possible lines of enquiry in cases where the host school is large
- Regular communication will be maintained throughout the process with the host Headteacher and SLT, including feedback at the end of each day. Some senior leaders will shadow the enquirers as a professional development opportunity
- There should be opportunities for the host SLT to be an integral part of the process
- Confidentiality will be a hallmark of the Peer Enquiry process
- There will be room for flexibility as the Enquiry progresses and the PET recognises lines of enquiry that may open up, but there will be transparency in articulating lines of enquiry before and during the Peer Enquiry
- Lesson observations and learning walks as well as work scrutinies and interviews will be conducted in pairs
- Praise will be a core feature of Peer Enquiry feedback, as well as possible 'next steps'
- The post enquiry report will be with the host school within 10 working days of the PE

## Quality Assurance

- CSC personnel may be invited to participate during a PE OR to visit every 3<sup>rd</sup> Peer Enquiry to speak to Headteacher
- All host headteachers have to submit an evaluative response to the peer enquiry outlining strengths and areas of enquiry and the schools' response to the governing body and the Challenge Adviser, as a condition of the funding being provided.
- The CA will be involved in facilitating follow-up to the Peer Enquiry
- The school's SER and SIP will reflect the impact of the PE

## 8. CSC Phase 2 Model : 4 - Focus areas for school / Peer Enquiry consideration

Schools may commission a PE because

- they want to focus on a specific area or initiative
- they want to enhance their self-reflection processes
- they want to address post-Estyn recommendations.

Whatever the reason, lines of enquiry that may open up will inevitably revolve around learning and teaching or school operating systems. If a host school seems unsure about what to ask a PET to focus on, the following will be given to instigate discussion:

### Learning and Teaching

- Consistency of best L & T strategies
- Assessment for Learning
- Feedback
- Marking
- Independent learning
- The wellbeing and achievement of groups of learners
- Closing the Gap
- Pupil voice
- Challenge and engagement across the curriculum
- Specific groups of learners
- Literacy
- Numeracy
- The introduction of new English and Mathematics Examinations
- Preparing and planning for new examinations at A Level and GCSE
- Welsh as second language support
- The progress of a specific Key Stage or Phase
- Subject specialism
- Digital literacy

### School Systems

- Building leadership capacity
- Professional development of all staff
- Curriculum and provision
- Recruitment
- Managing changes to the budget / staff body
- Staff wellbeing
- Changing pupil cohorts
- Attendance
- Building a culture of sharing expertise and excellence
- Coaching and mentoring





- NQT and ITT support
- Supporting parents/carers
- The school community and making the most of partnerships
- LNF as a diagnostic tool across the school
- Strategic Foundation Phase
- Supporting students to access places at the UK's highest ranking universities
- School buildings, facilities and environment
- Federation / amalgamation

## 9. CSC Phase 2 Model: 5 - Structure of the Peer Enquiry

Although the Peer Enquiry Team will be in the host school for two whole days, further time will need to be set aside as suggested below:

### PRE-ENQUIRY

1. **Pre-Enquiry host school:**  
Host Headteacher sends data pack to Lead Peer Enquirer two weeks before Peer Enquirer
2. **Pre-Enquiry offsite:**  
Lead Peer Enquirer spends half a day considering the data and opening up possible lines of enquiry.

### THE TWO-DAY ENQUIRY

3. **DAY 1 host school:**  
LPE meets team and briefs them re: data and lines of enquiry
4. PET meet host SLT to discuss lines of enquiry
5. Lesson observations, learning walks and interviews with stakeholders (including learners)
6. **DAY 2 host school:**  
PET meets Head/SLT to discuss Day 1 and negotiate approaches for Day 2
7. Further enquiry – work scrutiny, deeper observational focus on key areas, more interviews etc
8. Final meeting with SLT if needed
9. PET meet to reflect on evidence gathered – agreement about lines of enquiry

### POST ENQUIRY

10. **Post-Enquiry offsite:**
11. LPE writes report
12. LPE creates informal (but rigorous) opportunity for host Headteacher to see draft report
13. LPE presents formal report to host school within 10 working days of Peer Enquiry
14. The Headteacher reflects on the report and responds by implementing systems of improvement

## 10. CSC Phase 2 Model: 6 - The Role of the Challenge Adviser

- Encouraging Green schools to commission a Peer Enquiry in the academic year 2015 – 2016
- Suggest individuals who would be excellent Lead Peer Enquirers
- Contribute to the training of Lead Peer Enquirers
- The host school will be asked if they wish their Challenge Adviser to be part of the feedback session from the PET to the host headteacher.
- Headteachers will complete a one-sided management response to the process/report that will be sent to the Challenge Adviser and Governing Body
- Challenge Advisers will be invited to be part of the feedback meeting from the host headteacher to the Governing Body.
- Meeting with the host Headteacher after the Peer Enquiry to discuss the process
- Brokering support in response to a school's consideration of recommended lines of enquiry in the PE report
- Make links through known best practice across the region from other schools if required.
- In Phase 3 of the Peer Enquiry Model, where Amber and Red schools may commission a Peer Enquiry, the CA may well take a more pro-active role in the preparation of pre-Enquiry data as well as the post-Enquiry reflection and action planning process

